

HISTORY CURRICULUM EYAM PRIMARY SCHOOL (revised 2023)

Historical Intent

We believe that history enables pupils to begin to question and therefore understand the process of change in society, the relationships between different groups and to consider their own identity.

Through creative provision we aim to enable a curiosity about how we live and how life has changed over time. Through the use and practice of asking questions, critical comparison and the analysis of evidence, pupils should develop an understanding of Britain's past and that of the wider world.

We aim to enhance children's learning by providing regular opportunities for high quality visits to places of historical interest as well as visitors and workshops at school.

We aim to establish key concepts and questions for each topic as well as a timeline of development and significant vocabulary and facts. We also use our historical learning to inspire writing and reading in the curriculum. Key concepts include both historical knowledge and skills.

Key Concepts <i>EYFS/KS1</i>	Key Concepts <i>LKS2</i>	Key Concepts <i>UKS2</i>
<ul style="list-style-type: none"> • Use historical and time vocabulary such as new, old, a long time ago, next, before and later • Order and sequence events • Spot old and new things in a picture • Know about changes that have happened over a life time – living memory • Know about significant events beyond living memory • Identify similarities and differences between ways of life in different periods, including today • Know about a famous local person and local events • Talk to older people to find out about the past • Ask and answer questions • Know how a significant event changed lives • Recount the life of a famous person • Know and retell stories about the past • Recognize the difference between past and present in their lives and the lives of others • Recognize why people did things, events happened and what happened as a result. 	<ul style="list-style-type: none"> • Sequence a timeline using dates • Develop a chronologically secure knowledge of British, local and global history. • Establish a narrative within each period making connections • Summarize how Britain has learnt from other civilizations • Use a range of resources and evidence • Ask questions • Know key events in the period of study • Describe features of everyday lives • Identify reasons for actions • Reconstruct life in the studied time 	<ul style="list-style-type: none"> • Chronology – order events and evidence • Develop a clear narrative between various periods of study looking at trends and contrasts • Know how Britain has had a major influence on the world. • Identify and compare primary and secondary sources of evidence • Research to compare periods in history • Know the main events / key dates in a period of history • Research to find specific answers about the study period • Study/ compare aspects of different people. • Examine causes and effects of events and attitudes and the impact on people • Find out about beliefs, behaviours and characteristics of people, recognizing not everyone shares the same views.

Historical knowledge: knowledge & understanding of events, people & changes in the past

Historical knowledge

This is topic specific and will develop during the year as staff devise each half termly 'Medium Term Plan' which is based on the historical skills and knowledge being studied, as well as the relevance to each cohort, local activities, national or global events at the time or the particular curriculum enrichment that half term. Knowledge and skills differ in each class, it also may differ when the topic is repeated (every 4 years) depending on the approach and links to the wider curriculum.

Historical skills: interpretation, enquiry, chronological understanding, presenting, organizing and communicating

Interpretation

Develop own narratives and explanations
Compare photos from own past noting changes
Explore toys over time using real artifacts
Look at and **compare** TV over time
Ask questions to visitors
Discuss reliability of memories
Compare two accounts of a recent event
discuss reliability of recounts and photos from the past

Explore artifacts – what can they tell us about life at that time?
Compare versions of the same story
Give reasons for different interpretations
Evaluate the usefulness of sources
Use evidence to piece together and interpret life
Know how the lives of the wealthy differed from the lives of the poor.
Identify key features and events
Give explanations for events

Compare accounts of historical events and periods
Consider how to check for the accuracy of information
Interpret primary and secondary sources of evidence and draw conclusions
Offer reasons for different versions
Research information using books and the internet, including finding answers to specific questions
Study aspects of different people.
Examine causes and effects of events and attitudes and the impact on people
Write another explanation of past events **using evidence** to support this view.
Compare aspects of life at different times
Describe artifacts and be able to **articulate** how they might be used
Understand the significance of changes

Enquiry

Find answers from sources of information, artifacts and pictures
Ask simple questions (who why when where what)

Compare information and **consider** if all information can be trusted
Ask questions such as who what when where why?
Use a range of resources for **research**

Identify primary and secondary sources
Investigate the lives of people in the past.
Describe artifacts and suggest how they might be used
Research to compare periods in history – both specific and general questions
Find out about beliefs, behaviour and characteristics of people, **recognizing** not everyone shares the same views.

Chronological understanding

Develop a sense of sequence and change
Use pictures to **create** a timeline
Match objects to people of different ages

Follow a timeline of significant people and events
Sequence key events onto a timeline

Know and sequence key events onto a timeline
Create a timeline with significant people and events
Make comparisons

Investigate their own lives	Use BC /AD	Talk chronologically about the development of for eg democracy/crime and punishment, health or the monarchy
<u>Presenting, organizing & communicating</u>		
Talk about the past using simple historical vocabulary	Use historical terms and vocabulary Present and communicate historical knowledge in a variety of ways.	Use historical terms and vocabulary accurately Present and communicate historical knowledge in a variety of increasingly sophisticated ways.

History falls into 3 areas:

British History: Stone / Iron Age, Romans, Anglo Saxons, Vikings

Global History: Non European – Mayans or China, Egyptians, Greeks, The Battle for Britain

Local History: The Hardwick Family, Cities/towns – Buxton, Victorians, Eyam and the plague

Historical knowledge (Sticky Learning)

	British History	Broader Study	Local history
CYCLE 1	Stone Age <ul style="list-style-type: none"> Understand what life was like in each era from the Stone Age to the Iron Age Identify the different characteristics of each era Recognise the importance of hunting and gathering during the Stone Age Explore the different uses of bronze and iron and understand its importance to modern day society Research the adaption techniques carried out by the people living in the Mesolithic era in order to survive global warming. 	Shang Dynasty <ul style="list-style-type: none"> Understand what day to day life was like in the Shang Dynasty. Explore the different jobs available in the Shang Dynasty. Recognise the important role Fu Hao had in the Shang Dynasty. Explore religion during the Shang Dynasty (oracle bones). Identify what made the Shang Dynasty so famous by looking into inventions. 	The Hardwick Family Not done due to Covid Aztecs and Fairy Tales instead

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CYCLE 2</p>	<p>Romans</p> <ul style="list-style-type: none"> • Julius Caesar extended the empire through invading other lands • Boudicca was a queen in the British Celtic tribe who lead as uprising • Rome was created by 2 abandoned brothers, Romulus and Remus • Romans enjoyed food such as mice dipped in honey • When they came to Britain they developed roads, a written language Latin, coins and the concept of Laws 	<p>Egypt</p> <p>Study Egyptian artefacts and consider what they tell us about Egyptian life and beliefs.</p> <p>Consider what everyday life was like for Ancient Egyptians.</p> <p>Compare life in Ancient Egypt to modern day.</p> <p>Understand the process of mummification.</p> <p>Learn about the life of Cleopatra and why she is an important figure in Ancient Egypt.</p> <p>Study Egyptian Gods.</p>	<p>Buxton – Towns/Cities Spa Holidays / a study over time</p> <ul style="list-style-type: none"> • Compare holidays at the seaside with holidays in spa towns. • History of Buxton as a holiday destination. • Visit Buxton Museum.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CYCLE 3</p>	<p>Settlement by the Anglo Saxons</p> <p>Know:</p> <ul style="list-style-type: none"> • that Britain was invaded on more than one occasion • about the invasion and settlement of Britain by Anglo-Saxons • about daily life of the Saxon settlers, including homes, clothes and farming • that Anglo Saxons and Vikings were often in conflict • about the link between Anglo Saxons and Christianity • about the legacy of Anglo Saxons, including language 	<p>Non Europe - Greeks</p> <p>Democracy</p> <p>Architecture</p> <p>Olympics</p> <p>Mythology / Greek Gods</p> <p>Philosophy</p> <p>Mathematics</p> <p>Athenians struggle with the Spartans</p> <p>Locate Greece on a map</p> <p>Clothing – styles of chiton</p>	<p>Victorians – Empire / industry / transport / living for rich/poor</p> <ul style="list-style-type: none"> • Explore what life was like for children in the Victorian era eg there were no electronic toys 100 years ago, few books and not many children learnt to read. Many children worked from the age of 12. • Investigate how living conditions impacted on people’s health. • Workhouses were unpleasant homes for abandoned children and orphans as well as for mentally ill or the very poor. • Popular games were marbles hopscotch; blind mans buff and playing in the street. • The significance of the introduction of the poor laws on the lives of children

CYCLE 4	<p>Vikings/invasion</p> <ul style="list-style-type: none"> • Know that that Britain was invaded on more than one occasion • Know that Anglo Saxons and Vikings were often in conflict • Show on a map where the Vikings invaded Britain • Not many if any wore horns • Vikings spoke Norse which had an alphabet of runes • Long ships were designed to sail in deep and shallow water so could come ashore • The most important Viking city was York or Jorvik • The days of the week named after Gods • Vikings were pagans, often looting gold from monasteries • Not all Vikings were warriors. Many came in peace and were farmers • The land they occupied was known as Danelaw 	<p>War and peace – The Battle of Britain</p> <ul style="list-style-type: none"> • WWII was the battle between the Allies and Axis countries • Sept 1st 1939 Adolf Hitler lead German Nazi troops to invade Poland. After he refused to stop Britain and France declared war on Germany. • Millions of Germans were killed because they didn't fit into Hitler's 'perfect image', Hitler wanted to develop the strongest nation and he excluded certain groups such as Jews, Gypsies and those with disabilities. • Hitler told others that Jews were to blame for Germany not winning WW1 and he ordered their mass execution known as the Holocaust. • The US didn't join the war until 1941 when Japan attacked Pearl Harbour, a naval base in Hawaii. • Some countries remained neutral • June 6th 1944 is known as D-Day when an Allied army sailed to Normandy to reclaim Europe • The Germans surrendered on May 8th 1945, known as VE day • The US also dropped atomic bombs on Hiroshima and Nagasaki in 1945 before Japan surrendered and the war finally ended. 	<p>Eyam and the Plague</p> <ul style="list-style-type: none"> • Explore a significant aspect of local history – The Eyam Plague 1665 • Investigate the effects of the plague on the lives of people living in Eyam at that time. • Learn about the outbreak of the plague and consider how it spread to Eyam • Learn about 17th century life in Britain, in particular the treatment of disease. • Investigate how the spread of the plague was controlled in Eyam and key figures William Mompesson and Thomas Stanley. • Enhance learning through 'real life' experiences - visit Eyam Museum, and key places such as the boundary stone, the Riley Graves and Mompesson's Well.
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