

Charlton Mackrell C of E Primary School

'The one who gets wisdom loves life.' Proverbs 19:8

Our learning in History is built on the following concepts: Democracy, Conflict, Empire and Invasion.

For example, democracy starts in Rainbow Class with the establishing of class rules and routines, then in Hurricane it forms part of The Great Fire of London and The Romans and then in Wildfire Class there are the Ancient Greek city states and the Anglo Saxons and Vikings and explores how kings and queens came to power.

Our history curriculum is based on the following principles:

- Ensure that children have a deep-rooted understanding of history in their local area.
- This is then broadened to consider the impact of historical periods on Britain, their community and them as children, considering both historical periods within this country and in the wider world.
- Children consider how their lives have changed compared to those of the past, reflecting on the sacrifices made by others to provide them with the opportunities for future success.
- An acknowledgement that children need to revisit and systematically build on their historical knowledge year on year. This recognises the fact that for many of our children, school may be the main source of this knowledge. To ensure that children build on their knowledge of the chronology of historical periods, all year groups will review previous learning, discussing where periods of history already learnt, sits on a timeline.
- Children are immersed in age-appropriate historical vocabulary in all year groups to ensure that they have the subject-specific language skills required to communicate their understanding.
- The history curriculum provides real-life opportunities to apply and deepen their skills and knowledge in the core curriculum subjects ensuring that they can understand the rationale behind learning in these areas.

Key:

	Changes and events in living memory
	Changes and events beyond living memory, including ancient civilisations
	Significant historical events, people and places in our locality
	Lives of significant individuals in the past.

Our Timeline

BC	43	450	793	1666	1837	1914	1939		
Ancient Greece (Wildfire Class)	Romans (Hurricane Class)	Anglo-Saxons (Wildfire Class)	Vikings (Wildfire Class)	The Fire of London (Hurricane Class)	Victorians (Wildfire Class)	World War 1 (Hurricane Class)	World War 2 (Wildfire Class)	Significant individuals of the past. (Rainbow Class)	Events in Living Memory (Rainbow Class)
Ancient Egypt (Wildfire Class)									
Mayans (Hurricane Class)									
Stone Age and Iron Age (Hurricane Class)									

Knowledge and skills as a historian						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in skills and knowledge as a historian.	<p>I know about many of the changes that have happened since I was born.</p> <p>I know how to ask and answer questions about old and new objects.</p> <p>I use words and phrases like old, new and a long time ago, before, after, past, present, then and now.</p> <p>I can identify old and new things in a picture.</p> <p>I can give examples of things that were different when my grandparents were children.</p> <p>I know about someone who was famous.</p>	<p>I know how some people have helped us to have better lives.</p> <p>I recount the life of someone famous who lived in the past and I know what they did to make the world a better place.</p> <p>I can research a famous person from the past.</p> <p>I can use books and the internet to find out about the past.</p> <p>I can find out about the past by talking to an older person.</p> <p>I know what certain objects from the past might have been used for.</p>	<p>I know about how stone age people hunted for their food and what they ate.</p> <p>I know about many of the difference between the stone, bronze and iron age.</p> <p>I know what people learnt from stone age paintings.</p> <p>I can describe what a typical day would have been like for a stone age man, woman or child.</p> <p>I research to find answers to specific historical questions about the locality.</p> <p>I know how our locality today has been shaped by</p>	<p>I know where the Anglo-Saxons came from.</p> <p>I know at least two famous Anglo-Saxons.</p> <p>I use a timeline to show when the Anglo-Saxons were in England.</p> <p>I know that Anglo-Saxons gave us many of the words we use today.</p> <p>I know that Anglo-Saxons were farmers.</p> <p>I summarise how Britain may have learnt from other countries.</p> <p>I research in order to find similarities and differences between two or</p>	<p>I know that early civilizations shaped the world.</p>	<p>I know how to place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can independently research to find answers to specific historical questions about our locality.</p> <p>I know how our locality today has been shaped by what has happened in the past and how this affects my life today.</p>

			<p>what has happened in the past.</p> <p>I know at least three things that the Romans did for Britain.</p> <p>I know why the Romans needed to build forts.</p> <p>I know that Rome was important and that important decisions were made there.</p> <p>I know about the lives of at least two famous Romans.</p>	<p>more periods in history.</p>		
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	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	Geography topic	<p>How has life changed?</p> <p>To understand changes within living memory. How have these changes affected the child's life compared to the lives of parents and grandparents? Is this the same as the life of children nationally across the country?</p>	<p>A local history study. To understand changes in Britain from the Stone Age to the Iron Age.</p> <p>To describe what a typical day would have been like for a stone age man, woman or child.</p>	<p>WW1 – to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To understand the sacrifices made by others for us to have peace today.</p> <p>To know how some people have helped us to have better lives.</p>	Geography based topic.	<p>Was life in Victorian Britain fair?</p> <p>To know how to place features of historical events and people from past societies and periods in a chronological framework.</p>

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	Geography topic	<p>How has life changed? To understand changes within living memory. How have these changes affected the child's life compared to the lives of parents and grandparents? Is this the same as the life of children nationally across the country? To know about many of the changes that have happened since being born.</p>	<p>A local history study. To understand changes in Britain from the Stone Age to the Iron Age.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>To learn about the history of our local fire brigade.</p> <p>Local fire brigade visit to talk about the history of firefighters and how to be fire safe.</p>	Geography based topic.	<p>Study a significant turning point in British History. What did the Victorians ever do for us? To know how our locality today has been shaped by what has happened in the past and how this affects life today.</p>

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	To understand significant events and places in the locality. Kingston Lacy	To study the lives of significant individuals in the past who have contributed to national achievements. To recount the life of someone famous who lived in the past and know what they did to make the world a better place.	Mayans – To study a non-European Society that provides contrast with British history.	To understand changes within living memory. To study the lives of significant individuals in the past who have contributed to national and international achievements.	Britain's settlement by Anglo-Saxons and Scots. To know where the Anglo-Saxons came from. To know at least two famous Anglo-Saxons. To use a timeline to show when the Anglo-Saxons were in England.	To learn about the achievements of the earliest civilisations. Ancient Egypt.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To research a famous person from the past.</p> <p>To use books and the internet to find out about the past.</p>	<p>To study the lives of significant individuals in the past who have contributed to national achievements.</p>	<p>Mayans – To study a non-European Society that provides contrast with British history.</p>	<p>Changes within living memory.</p> <p>To find out about the past by talking to an older person.</p>	<p>Viking and Anglo-Saxon struggle for the kingdom of England from the time of Edward the Confessor.</p> <p>To know that Anglo-Saxons gave us many of the words we use today.</p> <p>To know that Anglo-Saxons were farmers.</p>	<p>To learn about the achievements of the earliest civilisations.</p> <p>Ancient Egypt.</p>

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	Geography topic	Geography topic	<p>To study the Roman Empire and its impact on Britain.</p> <p>To understand the legacy of Roman culture (art, architecture and literacy).</p> <p>To know at least three things that the Romans did for Britain.</p> <p>To know why the Romans needed to build forts.</p>	To research in order to find similarities and differences between two or more periods in history.	Ancient Greece – A study of Greek life and achievements and their influence on the western world.	Local history study. A significant turning point in British History.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	Geography topic	Geography topic	<p>To study the Roman Empire and its impact on Britain.</p> <p>To understand the legacy of Roman culture (art, architecture and literacy).</p> <p>To know that Rome was important and that important decisions were made there.</p> <p>To know about the lives of at least two famous Romans.</p>	Geography topic	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Local history study. A significant turning point in British History.