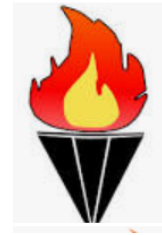




The Beacon Centre Primary

History Curriculum

Long Term Plan



History						
Year 1	Great Fire of London	Remembrance Day (Whole School)	Personal History	Off We Go (Travel and Transport)	Seaside's Past/Present	Seaside's Past/Present
Year 2	Local History	Captain James Cook	Moon Landing – Neil Armstrong, Helen Sharman, Tim Peake.	Charles Darwin	Castles	Castles
Year 3	Great Britons	Great Britons	Rainforest: Tribal History	Ancient civilisations and tribal history	Stone Age to Iron Age	A Chip Off the Old Block
Year 4	Victorian Inventions	Victorian Inventions	Anglo-Saxons/ Vikings	Anglo-Saxons/ Vikings	Romans: The Roman Empire and its impact on Britain.	Romans: The Roman Empire and its impact on Britain.
Year 5	Life on the Rivers	Industrial Revolution	Egyptians	Egyptians	Life histories: Famous Explorers	Greeks
Year 6	The Tyne	The Tyne	Battle of Britain/WW2	Battle of Britain/WW2	Monarchy/Tudors	Crime and Punishment

Our long-term plans are created in an interlinking manner, which allows for whole school topics, trips and opportunities across all key stages to be maximised. We believe social and economic implications of history are important therefore; our teachers plan to use different contexts to maximise their pupils' engagement with and motivation to study history. Teachers have the autonomy to swap and change topics throughout the year according to their cohort of children.

KS1 - History – NC 2014

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Subject content Key stage 1 Pupils should be taught about:

- changes within living memory.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality

Year 1	Year 2
<p>Place known events and objects in chronological order (chronological understanding)</p> <p>Sequence events and recount changes within living memory (chronological understanding)</p> <p>Use common words and phrases relating to the passing of time (chronological understanding)</p> <p>Understand key features of events (understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</p> <p>Relate his/her own account of an event and understand that others may give a different version (historical interpretations)</p> <p>Find answers to some simple questions about the past from simple sources of information (historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts (historical enquiry)</p> <p>Sort artefacts from 'then' and 'now' (historical enquiry)</p> <p>Ask and answer relevant basic questions about the past (historical enquiry)</p> <p>Talk, draw or write about aspects of the past</p>	<p>Speak about how he/she has found out about the past (organisation and communication)</p> <p>Record what they have learned by drawing and writing (organisation and communication)</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events]</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Describe changes within living memory and aspects of change in national life</p> <p>Describe events beyond living memory that are significant nationally or globally e.g., the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g., Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary</p>

	(organisation and communication)	Seacole and/or Florence Nightingale and Edith Cavell Describe significant historical events, people and places in his/her own locality
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LKS2 - History – NC 2014

<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Subject content Key stage 2 Pupils should be taught:</i></p> <ul style="list-style-type: none"> • Chronological understanding • Historical enquiry 	Year 3	Year 4
	<p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of key events in his/her life using historical vocabulary</p> <p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>Place some historical periods in a chronological framework</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> <p>Use historic terms related to the period of study</p> <p>Understand that sources can contradict each other</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>

- Organisation and communication
- Historical interpretations

UKS2 - History – NC 2014

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Subject content Key stage 2 Pupils should be taught:

- Chronological understanding

Year 5

Use dates to order and place events on a timeline (chronological understanding)
 Give some reasons for some important historical events
 Make comparisons between aspects of periods of history and the present day
 Understand that the type of information available depends on the period of time studied
 Evaluate the usefulness of a variety of sources
 Compare sources of information available for the study of different times in the past
 Present findings and communicate knowledge and understanding in different ways
 Provide an account of a historical event based on more than one source
 Develop a chronological secure knowledge and understanding of British, local and world history.
 Make connections, contrasts and trends over time and develop the appropriate use of historical terms.
 Address and devise historically valid questions about change, cause, similarity, difference and significance.
 Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 Develop an understanding of how our knowledge of the past

Year 6

Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies
 Note connections, contrasts and trends over time and show developing appropriate use of historical terms
 Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
 Construct informed responses that involve thoughtful selection and organisation of relevant historical information
 Understand how our knowledge of the past is constructed from a range of sources
 Make confident use of a variety of sources for independent research
 Use evidence to support arguments (including an understanding of events, people and changes)
 Develop a chronological secure knowledge and understanding of British, local and world history.
 Make connections, contrasts and trends over time and develop the appropriate use of historical terms.
 Address and devise historically valid questions about change, cause, similarity, difference and significance.
 Construct informed responses that involve thoughtful selection

- Historical enquiry
- Organisation and communication
- Historical interpretations

is constructed from a range of sources.

and organisation of relevant historical information. Develop an understanding of how our knowledge of the past is constructed from a range of sources.