

Derwent Vale Primary and Nursery School History Curriculum

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time 	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations Celebrating cultural diversity of children in the class Traditional festivals and celebrations Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day Black History week – Rosa Parks Bonfire Night – Guy Fawkes R.E themes taught through Discovery RE Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link 'The Naughty Bus,' story. <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally
	People, Culture and Communities	<p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>			
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 				

Early Years CUSP History Disciplinary Knowledge Provision Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Changes within living memory COMMUNITY KNOWLEDGE Nationality, Rights, Society	Events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	Stone Age Bronze Age Iron Age KNOWLEDGE COMMUNITY POWER Settlement, Belief, Conflict, Trade, Trade routes	Britain's settlement by Anglo-Saxons and Scots INVASION POWER COMMUNITY Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King	Compare non-European society with Anglo-Saxons (Maya) CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War (Early Islamic and Benin to be written Spring 2023)	Windrush Generation COMMUNITY DEMOCRACY POWER Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality		
Lives of significant people KNOWLEDGE COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	Revisit events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	Rome and its impact on Britain INVASION POWER CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor INVASION POWER COMMUNITY Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Ancient Greeks POWER DEMOCRACY KNOWLEDGE CIVILISATION Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Beyond 1066 <table><tr><td>Monarchs POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</td><td>Battle of Britain POWER INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</td></tr></table>	Monarchs POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law	Battle of Britain POWER INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War
Monarchs POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law	Battle of Britain POWER INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War						
More lives of significant people KNOWLEDGE COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	Significant historical events, people and places in our locality COMMUNITY KNOWLEDGE POWER Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement		Achievements of an ancient civilisation Egypt CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022		CUSP AB History Y6 How did conflict change our local area in WW2 Local history study POWER INVASION DEMOCRACY COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley		

Year 1 to Year 6 History Disciplinary Knowledge Provision Map

Year 1/2 CUSP Historical Enquiry Skills Progression

Cycle A Topics: Changes within living memory; lives of significant people (Mary Anning, Sir David Attenborough; More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peaks).

Cycle B Topics: Events beyond living memory (Great Fire of London); Significant historical events, people and places in our locality; Revisit events beyond living memory.



Historical enquiry

	Chronology - the science of time.	Change & continuity – How key people, places and events changed or stayed the same over time.	Cause & consequence – the reason and result of things that happened.	Significance – Why people, events and ideas are important in our studies.	Similarity & difference	Plan and carry out an enquiry.	Evidence – How we know about the past.
Year 1 skills	<p>Recognise the difference between 'old' and 'new'.</p> <p>Know where some basic events fit on a timeline.</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>	<p>Say how something is the same or different in the past.</p> <p>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes).</p>	<p>Show an understanding of some key events.</p> <p>Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).</p>	<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</i></p>	<p>What stayed the same and why?</p> <p>What was different between people and places – why was that?</p>	<p>Ask and answer some historical questions.</p> <p>Sort pictures / objects / events into 'old' and 'new'.</p>	<p>Use pictures and photographs to extract some information about the past.</p> <p>Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).</p>
Year 2 skills	<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and dates.</p> <p>Use common words and phrases related to the passing of time (<i>now, then, before</i>).</p>	<p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p> <p>Discuss the speed of change sometimes in slow increments, sometimes in leaps.</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life.</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (eg. <i>Who was the greatest explorer?</i>)</p>	<p>What stayed the same and why?</p> <p>What was different between people and places – why was that?</p>	<p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (eg. <i>past, present, recently, years, decades, centuries</i>).</p> <p>Compare events from different periods in history (eg. different discoveries/voyages).</p>	<p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p> <p>Begin to piece together clues from a variety of different sources.</p>

Year 3/4 CUSP Historical Enquiry Skills Progression

Cycle A Topics: Changes in Britain from the Stone Age, Bronze Age to the Iron Age; The Roman Empire and its impact on Britain.

Cycle B Topics: Britain's settlement by Anglo-Saxons and Scots; The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; The achievements of the earliest civilizations (Ancient Egyptians).



Historical enquiry

	Chronology - the science of time.	Change & continuity – How key people, places and events changed or stayed the same over time.	Cause & consequence – the reason and result of things that happened.	Significance – Why people, events and ideas are important in our studies.	Similarity & difference	Plan and carry out an enquiry.	Evidence – How we know about the past.
Year 3 skills	Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Place events of British history on a timeline, using dates.	Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.	Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?). Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe).	Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts.	What stayed the same and why? What was different between people and places – why was that?	Construct relevant questions about history and begin to suggest how these might be answered. Carry out a local history study (how did history shape our area? What evidence can we still find?) Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age</i> .	Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?).
	Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Separate out timeline of Britain from global events and recognise that some events are more globally important than others.	Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore differences between different people living at the same time.	Independently question the reasons behind historical events and changes. Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world.	Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.	What stayed the same and why? What was different between people and places – why was that?	Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources. Use historical terms correctly.	Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different. Question the accuracy of modern depictions of historical events.
Year 4 skills							

Year 5/6 CUSP Historical Enquiry Skills Progression

Cycle A Topics: Ancient Greece – a study of Greek life and achievements and their influence on the western world; A non-European society that provides contrasts with British history (Maya and Anglo-Saxons).

Cycle B Topics: Windrush generation; A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (5 Monarchs/ Battle of Britain); A local history study: How did conflict change our local area in WW2?

Year 5 skills

Year 6 skills



Historical enquiry

Chronology - the science of time.	Change & continuity – How key people, places and events changed or stayed the same over time.	Cause & consequence – the reason and result of things that happened.	Significance – Why people, events and ideas are important in our studies.	Similarity & difference	Plan and carry out an enquiry.	Evidence – How we know about the past.
<p>Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).</p> <p>Place world history events on a timeline using the correct dates and labels.</p>	<p>Discuss changes, similarities and differences.</p> <p>Deepen understanding of trends/themes over time.</p> <p>Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)</p>	<p>Ask and answer clear and accurate questions about what happened.</p> <p>Ask 'why' questions to further historical understanding.</p> <p>Debate and discuss different opinions about historical causes and effects.</p>	<p>Deepen their understanding that historical knowledge comes from a range of sources.</p> <p>Understand that there can be many versions of the same events in history, giving reasons why these may exist.</p>	<p>What stayed the same and why?</p> <p>What was different between people and places – why was that?</p>	<p>Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.</p> <p>Draw conclusions on what happened based on study a range of sources.</p>	<p>Accept, reject and comment on how useful sources are when carrying out research.</p> <p>Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>
<p>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).</p> <p>Comment on trends that happen over time.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p>	<p>Ask and answer questions about changes, similarities and differences and challenge responses.</p> <p>Discuss and debate trends and themes over time.</p> <p>Describe changes across an historical period (considering social, political, cultural and technological changes).</p>	<p>Independently ask and answer clear and accurate questions about the past.</p> <p>Discuss and compare a range of plausible causes and effects.</p> <p>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</p>	<p>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources,</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>	<p>What stayed the same and why?</p> <p>What was different between people and places – why was that?</p>	<p>Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.</p> <p>Reach conclusions on what happened based on the study of a range of sources.</p> <p>Reflect on enquiries and identify ways in which they could be improved or extended.</p>	<p>Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.</p> <p>Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</p>

