



Christleton Primary School

History

Curriculum Design



Look up



Look out



Look beyond

Curriculum Delivery



Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

Year 1

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Can I recognise that a story that is read to me may have happened a long time ago?<input type="checkbox"/> Can I use words and phrases like: old, new, a long time ago?<input type="checkbox"/> Can I understand that some objects belonged to the past?<input type="checkbox"/> Can I retell a familiar story set in the past?<input type="checkbox"/> Can I explain how I have changed since I was born? | <ul style="list-style-type: none"><input type="checkbox"/> Can I appreciate that some famous people have helped our lives be better today?<input type="checkbox"/> Can I begin to identify the main differences between old and new objects?<input type="checkbox"/> Can I identify objects from the past, focus on how shopping has changed in last 100 years.<input type="checkbox"/> Can I give examples of things that are different in my life from that of my grandparents when they were young? | <ul style="list-style-type: none"><input type="checkbox"/> Can I ask and answer questions about old and new objects?<input type="checkbox"/> Can I spot old and new things in a picture?<input type="checkbox"/> Can I answer questions using an artefact/ photograph provided?<input type="checkbox"/> Can I give a plausible explanation about what an object was used for in the past?<input type="checkbox"/> Can I research the life of a significant historical person from our own locality? |
| Vocabulary | | |
| <p>Old, new, a long time ago, past, change, calendar, century, local Isabella Bird, George Mottershead, Thomas Brassey Artefact, compare I think...because</p> | | |

Year 2

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|--|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Can I use words and phrases like: before I was born, when I was younger? <input type="checkbox"/> Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning? <input type="checkbox"/> Can I use the words past and present correctly? <input type="checkbox"/> Can I use a range of appropriate words and phrases to describe the past? <input type="checkbox"/> Can I sequence a set of events in chronological order and give reasons for my order? | <ul style="list-style-type: none"><input type="checkbox"/> Can I explain how my local area was different in the past? <input type="checkbox"/> Can I recount some interesting facts from an historical event, such as where the fire of London started? <input type="checkbox"/> Can I explain why Britain has a special history by naming some famous events and some famous people? <input type="checkbox"/> Can I explain why someone in the past acted in the way they did? | <ul style="list-style-type: none"><input type="checkbox"/> Can I answer questions by using a specific source, such as an information book? <input type="checkbox"/> Can I research the life of a significant historical person from our own locality? <input type="checkbox"/> Can I research about a famous event that happens in Britain and why it has been happening for some time? <input type="checkbox"/> Can I talk about influential people? |
| Vocabulary | | |
| <p>Before, after, present, then, now century, decade, oral history Monarchy, king, queen, parliament, court, global, immigrant, immigration, international, diversity, bakery, diary, firebreak, flammable, River Thames, London, Samuel Pepys, Thomas Farriner, King Charles 2, Ibn Battuta, Christopher Columbus, Thor Heyerdahl, Katherine Johnson, Jennifer Aston, Guy Fawkes, Houses of Parliament, Robert Gatesby Museum, discovery, explorer, nation, invention</p> | | |

Year 3

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Can I describe events and periods using the words: BC, AD and decade? <input type="checkbox"/> Can I describe events from the past using dates when things happened? <input type="checkbox"/> Can I use a timeline within a specific time in history to set out the order things may have happened? <input type="checkbox"/> Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? <input type="checkbox"/> Can I begin to picture what life would have been like for the early settlers? <input type="checkbox"/> Can I suggest why certain events happened as they did in history? <input type="checkbox"/> Can I identify the achievements of the four earliest civilisations? <input type="checkbox"/> Can I describe the significant achievements of Ancient Egypt e.g. irrigation, pyramids and common themes e.g. early writing. | <ul style="list-style-type: none"> <input type="checkbox"/> Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? <input type="checkbox"/> Can I use various sources of evidence to answer questions? <input type="checkbox"/> Can they research a specific event from the past to then write about this? <input type="checkbox"/> Can I use various sources to piece together information about a period in history? |
| Vocabulary | | |
| <p>Timeline, Palaeolithic, Mesolithic, Neolithic, Ancient Egypt, Millennium, thousands of years, Iron Age, Bronze Age, Stone Age, Neolithic, alloy, bone marrow, earthwork, sacrifice, tribe, iron, bronze Britons, hunter gatherer, nomad, nomadic, gods, goddesses, Stonehenge, hill fort, Celt, Skara Brae, spirits, Egypt, Egyptians, Nile, irrigation, pyramid, Pharaoh, fertile, Tutankhamun, The Nile Ancient Sumer, The Indus Valley, The Shang Dynasty Impact, importance, significant, legacy, archaeology, effects, sources First hand evidence, second hand evidence, May be, perhaps, continuity, this suggest... could be, reason</p> | | |

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Can I describe events from the past using dates when things happened? <input type="checkbox"/> Can describe events and periods using the words: BC/BCE, AD/CE? <input type="checkbox"/> Can I describe events and periods using the words: ancient and century? <input type="checkbox"/> Can I use a timeline within a specific time in history to set out the order things may have happened? <input type="checkbox"/> Can I use my mathematical knowledge to work out how long ago events would have happened? <input type="checkbox"/> Can I use my mathematical skills to round up time differences into centuries and decades? <input type="checkbox"/> Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I begin to picture what life would have been like for the early settlers? <input type="checkbox"/> Can I recognise that Britain has been invaded by several different groups over time? <input type="checkbox"/> Can I suggest why certain events happened as they did in history? <input type="checkbox"/> Can I suggest why certain people acted as they did in history? <input type="checkbox"/> Can I explain how events from the past have helped shape our lives? <input type="checkbox"/> Can I explain the impact of invaders of native communities? <input type="checkbox"/> Can I describe (in some detail) the significant achievements of the Ancient Greeks? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I research more than one version of an event and say how they differ? <input type="checkbox"/> Can I give more than one reason to support an historical argument? <input type="checkbox"/> Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? <input type="checkbox"/> Can I use my 'information finding' skills in writing to help me write about historical information? |
| Vocabulary | | |
| <p>BC – Before Christ, BCE – Before Common Era AD – Anno Domini, CE – Common Era Timeline, Ancient Greece, Ancient Egypt, decade, century, millennium, ancient Empire, settlers, invasion, conversion, raids, achievements, impact, change, migration, Christianity, resistance, Athens, legacy, effects, civilisation, Roman withdrawal, settlements reputation, democracy Culture, myths and legends Amphitheatre, city-state, democracy, empire, honour, Olympics, philosopher, Zeus aqueduct, barbarian, emperor, legion, senate, consul, gladiator Anachronism, infer, effects, consequences, cause/s My conclusion is...</p> | | |

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Can I use dates and historical language in my work? <input type="checkbox"/> Can I draw a timeline with different time periods outlined which show different information, such as, periods of history? <input type="checkbox"/> Can I place features of historical events and people from past societies and periods in a chronological framework? <input type="checkbox"/> Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I describe historical events from the different period/s they are studying/have studied? <input type="checkbox"/> Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? <input type="checkbox"/> Can I explain the role that Britain has had in spreading Christian values across the world? <input type="checkbox"/> Can I describe some of the significant events in history that have helped shape the country we have today? <input type="checkbox"/> Can I describe (in some detail) the significant achievements of the Maya civilisation AD900? <input type="checkbox"/> Can I describe (in some detail) Britain's settlement by the Anglo-Saxons and Scots? <input type="checkbox"/> Can I describe (in some detail) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor? <input type="checkbox"/> Can I describe how some ancient civilizations showed greater advancements than people who lived centuries after them? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? <input type="checkbox"/> Can I give more than one reason to support an historical argument? <input type="checkbox"/> Can I, through research, identify similarities and differences between given periods in history? |
| Vocabulary | | |
| <p>civilisation, chronological order Vikings, withdrawal, fall of empire, invasion, investigation of place names. Roman Catholic, The Pope, Protestant, male heir, nation, Dark Ages, monarchy, Epidemics, Celts, The Saxons, Middle Ages, monasteries, legislation, Synod of Whitby Ancient Maya, stelae, astronomy, cenote, Pok-ta pok, codex, codices, pyramid, Central America, cacao beans, drought, glyph, ritual, scribe, Extent of change, extent of continuity... This sources suggests that..., this source doesn't show that... Could have been... Impact Weigh up both sides, Eye witness, reliable consequences</p> | | |

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Can I say where a period of history fits on a timeline? <input type="checkbox"/> Can I place a specific event on a timeline by decade? <input type="checkbox"/> Can I place features of historical events and people from past societies and periods in a chronological framework? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I summarise the main events from a specific period in history, explaining the order in which key events happened? <input type="checkbox"/> Can I describe (in some detail) changes in an aspect of British history over a long arc of time? <input type="checkbox"/> Can I summarise how Britain has had a major influence on world history? <input type="checkbox"/> Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? <input type="checkbox"/> Can I describe features of historical events and people from past societies and periods they have studied? <input type="checkbox"/> Can I recognise and describe differences and similarities/ changes and continuity between different periods of history? | <ul style="list-style-type: none"> <input type="checkbox"/> Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? <input type="checkbox"/> Can I identify and explain my understanding of propaganda? <input type="checkbox"/> Can I describe a key event from Britain's past using a range of evidence from different sources? <input type="checkbox"/> Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? |
| Vocabulary | | |
| <p>20th Century Trench warfare, Blitz, democracy, suffrage, empire, legacy, World War 1, World War 2, recruit, home front, Parliament, Houses of Parliament, culture, traditional view, alliance, allies, morale, propaganda Diversity, impression, biased, represent, attitudes, Variety of sources I can infer that... The purpose... One sided, mistake, My conclusion is that...</p> | | |