



Toddington St. George C of E School

Curriculum Intent – Knowledge Builder

History - Primary Curriculum

Subject Intent Statement:

Our history curriculum stimulates curiosity, independent thinking and provides children with a rich knowledge base, promoting diversity and equality of British history and the history of the wider world around them. Our aim is to help the children to know more and remember more about the past, the significant events and people and how these have shaped the way we live our lives today. It is designed in a coherent way so that children can explore the different interpretations of the past. This will allow them to become even more effective historians, developing their use of questioning, interpreting evidence from a range of sources and developing judgements based upon their findings. We endeavour to help children understand the complexities of people's lives, the diversity of societies and the relationships between different groups. As well as reflecting on their own identity and challenges they may face over time.

Year 1	Year 2	Year 3	Year 4
<p>Key knowledge</p> <p>Identify changes within living memory.</p> <p>Recall events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality</p>	<p>Key Knowledge</p> <p>Identify changes within living memory.</p> <p>Recall events beyond living memory that are significant nationally or globally and connect these with events studied in Year 1</p> <p>The lives of significant individuals who have contributed to national and international achievements for example changing how people are treated</p> <p>Significant historical events, people and places in their own locality build on the Year 1 study.</p>	<p>Key Knowledge:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts; tribal kingdoms, farming, art and culture</p> <p>The Roman Empire and its impact of Britain</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance for example Boudicca</p> <p>Romanisation of Britain; sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Key Knowledge:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A significant turning point in British history</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of one ancient civilisation</p>

<p>Key Skills Overarching</p> <p>Observation and ability to articulate what they notice</p> <p>Subject specific</p> <p>Demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Demonstrate they know where the people and events they study fit within a basic chronological framework</p> <p>Understand some ways in which we find out about the past and describe orally what they can discover in these sources</p> <p>Identify similarities and differences between ways of life in different time periods</p> <p>Use an emergent vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing and using parts of stories and other pictorial or tactile sources to show that they know and understand key features of events or the lives of significant people.</p>	<p>Key Skills Overarching</p> <p>Observation and ability to articulate what they notice orally to a partner or group, individually in simple pictures/writing.</p> <p>Emergent ability to express a viewpoint</p> <p>Subject specific</p> <p>Demonstrate an awareness of the past, using a developing confidence with common words and phrases relating to the passing of time.</p> <p>Demonstrate they know where the people and events they study fit within a developing chronological framework</p> <p>Sequence dates and events on a timeline.</p> <p>Understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Identify similarities and differences between ways of life in different time periods – and begin to make connections with learning from Year 1</p> <p>Use a wide vocabulary of everyday historical terms including decade, century.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and the lives of significant people</p>	<p>Key Skills: Overarching</p> <p>Observation and ability to articulate what they notice orally to a partner or group, individually in precise pictures and writing.</p> <p>Subject specific</p> <p>Begin to chronologically secure knowledge and understanding of British, local and world history</p> <p>Sequence dates and information from several periods of time on a timeline using BC and AD.</p> <p>Begin to identify connections, contrasts and trends over time</p> <p>Develop use of historical terms building on knowledge from Year 2</p> <p>Begin to devise historically valid questions about change, cause, similarity and differences, and significance</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Construct informed oral responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Key Skills: Overarching</p> <p>Observation of and interpretation of simple sources of information.</p> <p>Ability to express a view based on information</p> <p>Raising questions</p> <p>Subject specific</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>Sequence dates and information from several periods of time on a timeline using BC and AD.</p> <p>Identify connections, contrasts and trends over time</p> <p>Develop use of historical terms building on knowledge from Year 3</p> <p>Devise historically valid questions about change, cause, similarity and differences, and significance</p> <p>Construct informed oral and written responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that some sources are biased or one sided.</p>
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<p>Key Vocabulary Content specific vocabulary for the themes chosen to achieve the above Eg transport, homes, toys, significant people, king, queen, ruler.</p> <p>Now, then, before, after, change, different, the same</p>	<p>Key Vocabulary Content specific vocabulary for the themes chosen to achieve the above Eg significant people, king, queen, ruler, government, parliament, war, remembrance, achievement, significance, Language of chronology: Now, then, before, after, change, difference, similarity, decade, century, millennium Historical terms : Historical sources, evidence, artefact</p>	<p>Key Vocabulary: From KS1 significant people, king, queen, ruler, government, parliament, war, remembrance, Language of chronology: Now, then, before, after, change, difference, similarity Historical terms : Historical sources, evidence KS2: Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, religion, hunter-gatherer, pelt, domesticate, technology, hill forts, tribes, culture, invasion, empire, emperor, republic, resistance, army, legionary, centurion, conquest, villa, temple, mosaic, amphitheatre, gladiator, senate, aqueduct, Subject specific words for Ancient civilisations e.g., hieroglyphics, pyramid, tomb, mummy, ruler, government, power, kingdom</p>	<p>Key Vocabulary: ruler, government, power, army, conquest, empire, tribes, raids, resistance ,invasion, kingdoms, settlement, wattle and daub, thatch, law, justice, culture Roman, Anglo Saxon, Jutes, Hengest, Horsa, Viking, danegeld, rune Christianity, conversion, monastery, illumination, manuscript, Subject specific vocabulary to local history study and study of a significant turning point.</p>
<p>Significant Individuals Moon Zoom Neil Armstrong</p> <p>School Days Samuel Wilderspin</p> <p>Bright lights big city Queen Elizabeth II Samuel Pepys</p>	<p>Significant Individuals Land Ahoy Grace Darling Captain James Cook Rosa Parks Movers and Shakers Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare Magnificent Monarchs: Alfred the Great Henry VIII Elizabeth I Queen Victoria</p>	<p>Significant Individuals Emperors and Empires Julius Caesar Boudica Emperor Claudius</p>	<p>Significant Individuals Traders and Raiders St Bede Alfred the Great <i>Kings that followed Alfred the Great</i> Edward the Elder, Athelstan (Æthelstan), Edgar the Peaceful, Edward the Martyr, Ethelred the Unready, Canute, Harold I and Edward the Confessor</p> <p>Road Trip USA Icons Politician= President Obama- First Black President Film Star- Pop Star - Historical Figure- Christopher Columbus</p> <p>Ancient Civilisations Cleopatra Tutankamun Howard Carter</p>