



Our Curriculum is building on the knowledge learned in our Early Years...

Historical Work:

Looking at pictures, stories, artefacts and accounts from the past, including homes, schools and transport, explaining similarities and differences.

Hands-on experiences such as visiting a local area of historical importance.

A focus on the lives of both men and women

Looking at images of familiar situations in the past.

Beginning to organise events using basic chronology, recognising that things happened before they were born.

ELG Past and Present:

Children at the expected level of development will:

- Talk about the lives of the 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
- Articulate their ideas and thoughts in well-formed sentences
- Use new vocabulary in different contexts
- Ask questions to find out more and check they understand what has been said to them
- Describe events in some detail

Thinking Skills:

Recognise

Identify something they have seen before.

Identify

Distinguish something or someone from others that may be similar

Describe

'Say what you see'. Give an account in words of something or someone

Observe

Watch carefully and attentively.

Select

Carefully choose something or someone.

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Progression in History Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Skills	<p>Identify Distinguish something or someone from others that may be similar</p> <p>Describe ‘Say what you see’. Give an account in words of something or someone</p> <p>Locate Discover the exact position of something or someone.</p> <p>Compare and contrast Find similarities and differences</p> <p>Identify Distinguish something or someone from others that may be similar</p> <p>Suggest reasons Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</p> <p>Sequence Place a set of related events or things that</p>	<p>Recall Remember and recount something learned</p> <p>Identify Distinguish something or someone from others that may be similar</p> <p>Describe ‘Say what you see’. Give an account in words of something or someone</p> <p>Locate Discover the exact position of something or someone.</p> <p>Compare and contrast Find similarities and differences</p> <p>Identify Distinguish something or someone from others that may be similar</p> <p>Suggest reasons Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</p>	<p>Identify Distinguish something or someone from others that may be similar</p> <p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Describe ‘Say what you see’. Give an account in words of something or someone</p> <p>Sequence Place a set of related events or things that follow each other into an order</p> <p>Locate Discover the exact position of something or someone.</p> <p>Evaluate Form an idea about the value of historical artefacts.</p> <p>Identify Distinguish something or someone from others that may be similar</p>	<p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Describe ‘Say what you see’. Give an account in words of something or someone</p> <p>Sequence Place a set of related events or things that follow each other into an order</p> <p>Locate Discover the exact position of something or someone.</p> <p>Evaluate Form an idea about the value of historical artefacts.</p> <p>Reasoned judgement</p>	<p>Synthesise Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion A knowledgeable summing up of the main points or issues about something.</p> <p>Reasoned judgement A personal view or opinion about</p>	<p>Synthesise Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</p> <p>Explain Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p> <p>Empathise The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</p> <p>Informed conclusion A knowledgeable summing up of the</p>

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	<p>follow each other into an order</p> <p>Explain</p> <p>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p>	<p>Sequence</p> <p>Place a set of related events or things that follow each other into an order</p> <p>Explain</p> <p>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</p>	<p>Reason</p> <p>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</p> <p>Compare and contrast</p> <p>Find similarities and differences</p>	<p>A personal view or opinion about something supported by factual evidence.</p>	<p>something supported by factual evidence.</p> <p>Justify</p> <p>Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply</p> <p>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation.</p> <p>Evaluate</p> <p>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique</p> <p>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Hypothesise</p> <p>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>	<p>main points or issues about something.</p> <p>Reasoned judgement</p> <p>A personal view or opinion about something supported by factual evidence.</p> <p>Justify</p> <p>Give reasons to show or prove what you feel to be right or reasonable.</p> <p>Apply</p> <p>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation.</p> <p>Evaluate</p> <p>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique</p>
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						<p>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Hypothesise Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>
Changes in Living Memory	<p>Some of the ways in which historians divide up time and how to construct a simple timeline of significant events in British history.</p> <p>Some of the important events which occurred during the decade of the 1960s</p> <p>Which were the most popular games and toys of the 1960s</p> <p>How these toys and games compare with</p>					

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	<p>popular toys and games today</p> <p>How the invention of Tim Berners-Lee in 1989 led to a great change in toys and games</p> <p>Some of the significant memories and experiences of adults alive today who lived through the 1960s</p>					
Events beyond living memory	<p>The probable cause of the Great Fire of London in 1666</p> <p>How 1666 conditions enabled the fire to spread so quickly</p> <p>Some of the main events that occurred during the fire</p> <p>The distinction between primary and secondary sources of evidence of the fire</p> <p>Who Samuel Pepys was and why his diary is an important source of</p>	<p>When the First World War happened and where the Western Front was in Europe</p> <p>The countries that made up the Allies</p> <p>Some of the ways that life changed for people living in Britain during the war</p> <p>The main methods of communication in Britain at the time of the First World War and how they compare with today</p>				

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	<p>primary evidence of the fire</p> <p>The main actions that were taken to control the fire and why the fire took so long to extinguish.</p> <p>What an explorer does both in the past and in modern times</p> <p>The achievements of Ranulph Fiennes, Amy Johnson and Christopher Columbus</p> <p>Who Neil Armstrong was and what he achieved in 1969</p> <p>The personal qualities that most explorers must have in order to succeed</p>	<p>How horses were used during the First World War and why they were so significant to the war effort</p> <p>When the Edwardian period of British history was and who was the monarch at the time</p> <p>That there were extremes of wealth and poverty in Britain during the Edwardian era, including how life for the aristocracy compared with people in the working classes</p> <p>Why so many emigrants left Britain and Ireland to begin a new life in the USA during Edwardian times</p> <p>Why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912</p> <p>What occurred on the Titanic during the final</p>				
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		24 hours of its voyage on April 15th 1912				
		The difference between primary and secondary accounts of what occurred				
Significant event, people and places in locality		The location of the original school in the centre of Tonbridge.		How and why Tonbridge castle was built, and how it compares to other Norman castles		
		Why the school needed to move to its current position as Slade School.				
		What school was like in England in the Victorian times				
Chronological Understanding			That the Stone Age is actually 'prehistory' and how the human activity and thinking in Prehistoric Britain is contained in the record of artefacts – objects large and small that humans left behind as evidence of their lives, not written evidence	About some of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era	What an empire and colony is	Why Adolf Hitler came to power in Nazi Germany
			The importance of continuity and change	Who the Anglo-Saxons were and where they originated from	Recall their knowledge and understanding of why the Romans built an empire	Why Britain entered into war with Nazi Germany in 1939
				Britain's settlements by	The colonies that formed the British Empire at its height in 1921	Which countries were allies of Britain in the war
					Why Britain built an empire beginning in	Why Nazi Germany invaded and occupied most of

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			<p>How ancient Britons lived as nomadic hunter-gatherers</p> <p>Some of the significant changes that happened to society at this time; as people began to settle in one place, care for animals and grow crops</p> <p>Which changes happened in Britain from the Stone Age to the Iron Age</p> <p>Some of the important changes that occurred while Britain was part of the Roman Empire</p> <p>That a foreign power planned and executed the first successful invasion of Britain</p> <p>What it was about Britain that the Romans wanted</p> <p>About the historical heroine Boudica, and compare historical evidence with legend and folklore</p>	<p>Anglo-Saxons and Scots</p> <p>How the move away from paganism towards Christianity benefitted some</p> <p>Why the discovery of the Sutton Hoo burial ship in Suffolk was so important</p> <p>Which artefacts they would add to a burial ship</p> <p>Discover how the English language was emerging through research into place names in the area</p> <p>Why William Duke of Normandy invaded England in 1066</p> <p>What the first Norman castles were like, and what their main features were</p>	<p>the time of King James I</p> <p>The hardships faced by many indigenous people whose home these colonies were</p> <p>Why after the Second World War Britain found it increasingly difficult to maintain its empire</p> <p>Why most former colonies are now independent sovereign nations</p> <p>Why Britain went to war with Argentina over the Falkland Islands in 1982</p>	<p>Western Europe by 1940</p> <p>The main events of the Battle of Britain and how and why Britain defeated Nazi Germany.</p> <p>The significance of this victory in terms of the final outcome of the Second World War</p> <p>What the term 'life expectancy' means, and why life expectancy in Britain remained low until the beginning of the 1800s.</p> <p>The cause of the Great Bubonic Plague of 1665.</p> <p>How people at the time felt the plague could be prevented and treated and why it spread so rapidly.</p>
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			<p>Who the gladiators were and what they represented</p> <p>What the evidence of Roman ruins in Britain tells us about the way the buildings were designed and used</p> <p>Why Viking Norsemen came to Britain and the impact they had</p> <p>How the strength of the Viking Norsemen strength was their brilliantly designed longship</p> <p>About the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>About the life and achievements of King Alfred the Great</p>	<p>How and why the design of Norman castles began to change after William gained control over most of England</p> <p>What life was like How the lives of children in Norman England were very different depending on the section of society to which they belonged – nobility and commoners</p> <p>Why so many people still visit Norman castles today</p> <p>How and why Tonbridge castle was built, and how it compares to other Norman castles</p>		<p>The significance of what Edward Jenner discovered in 1796.</p> <p>Why many people opposed the introduction of vaccinations</p>
					<p>What the term 'civilisation' means</p>	<p>The chronology of the Ancient Egyptian</p>

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					<p>Why Greece 2500 years ago became one of the most important places in the ancient world</p> <p>The major achievements of the Ancient Greece civilisation</p> <p>Why Greek armies laid siege to Troy</p> <p>What the so called 'trojan horse' was believed to have been</p> <p>The difference between a myth and legend</p> <p>The location of the countries and cities of the modern day region of Central America</p> <p>The way of life of modern Maya people of Central America</p> <p>The natural features of the environment and climate of Central America</p>	<p>civilisation from 6000 BC to 332 BC</p> <p>What a Pharaoh was and the role they played in Ancient Egyptian society</p> <p>The religious beliefs of Ancient Egyptians</p> <p>The significance of the Valley of Kings to Pharaohs</p> <p>When Tutankhamun became Pharaoh and when he died</p> <p>Who Howard Carter was and his work as an archaeologist</p> <p>Why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt</p>
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					<p>Who the ancient Maya were and some of their achievements</p> <p>The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</p> <p>How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</p>	
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