



# Swaffham Primaries



**Partnership**

**History Curriculum**

# Contents

1. Intent

2. Core Concepts

3. Substantive Vocabulary

4. Long Term Plan

5. Enquiry Questions

6. Skills Progression

7. Core Concept Arrow Documents

8. Medium Term plan with assessment tasks

9. Topics on a Page

# History Intent

National Curriculum: 'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

## Through the curriculum our children will:

- experience diversity of faiths, nationality and culture
- meaningful and relevant to the children encompassing the bigger picture (worldwide) and smaller picture (closer to home)
- learn more about contrasting localities nationally and internationally
- develop independence and resilience by making assertions and drawing conclusions based on evidence
- be stretched beyond their comfort zone and be taught to manage risks with confidence
- have opportunities to collaborate and reason in practical tasks
- share their ideas and listen to alternative viewpoints
- challenge their thinking
- increase their knowledge of important events in the past and how they impacted on present time

## Websites used to support the development of the curriculum and teaching of history:

[www.keystagehistory.org](http://www.keystagehistory.org)

<https://www.history.org.uk/primary>

## The following questions will be asked and answered over the course of a unit whenever a new historical period or event is studied:

<b>Characteristics</b>	What were people's lives like during this historical period? What was/were society/culture/economy/military/religion/politics like during this historical period? What else do I want/need to know about this historical period?
<b>Historical Links</b>	How has this historical period influenced other historical periods? How have other historical periods influenced this historical period? How does this period/event compare to other historical periods/events (that have already been studied)?
<b>Evidence</b>	What is the evidence for this historical event?
<b>Significance</b>	What is significant about this historical event or period? What were the main achievements of this historical period?
<b>Cause and Effect</b>	Why did an event happen? What was the impact?
<b>Timeline</b>	When did this event occur? How long did this period last? What came before and after this historical period?
<b>Around the World</b>	What was going on elsewhere in the world during this historical period?
<b>Response</b>	What do I think about this historical event? What do others (past and present) think about this historical event?

# Core Concepts

Core concepts are revisited thus building upon children’s knowledge and understanding

## Authority, Power and Hierarchy



Pittacus (c. 640–568 B.C.E.), “The measure of a man is what he does with power,”. All leaders throughout history have exerted control over the people they govern. The nature of that control—what we will define as power and authority—is an important feature of society. Authority refers to accepted power—that is, power that people agree to follow. Britain’s Queen Elizabeth, for instance, occupies a position that she inherited based on the traditional rules of succession for the monarchy. Understanding systems and hierarchies, government and politics in terms of their impact on individuals and larger social systems is key.

Substantive vocabulary for this unit

**Absolute monarchy, Ancestor, Aristocracy, Coronation, Court, Democracy, Emperor, Empire, Estate, Hierarchy, King, Monarchy, Nation, Nationality, Nobility, Parliament, Peasant, Political Party, Power, Prime Minister, Public, Queen, Religion, Republic, Rights, Ruler, Rules/Law, Society, Primary Source, Secondary Source**  
**System, member, rank, level, status, pyramid, relationships, superior, inferior**

## Equality, Equity and Diversity



‘We may have different languages, different religions, different coloured skin but we all belong one human race.’ Kofi Annan  
 The study of how groups of people have been treated or discriminated against, as well as the opportunities they have had and how this has differed because of their characteristics.  
 Equality is depicted as equal input. Equity is depicted as equal outcome. Diversity is about valuing how different we all are. This is strongly linked with promoting human rights and freedoms, based on principles such as dignity and respect. It is about recognising, valuing and taking account of people's different backgrounds, knowledge, skills, and experiences.

Substantive vocabulary for this unit

**Civil War, Civilisation, Colony, Conflict, Conquest, Country, Emperor, Empire, Famine, Freedom, Immigration, Migration, Nation, Nationality, Indigenous Inequality, Peace, Power, Religion, Rights, Settlement, Slave, Society, Trade, Trade Route, Tribe, Voyage, War, Primary Source, Secondary Source**

## Beliefs and Cultural Identity



‘A nation’s culture resides in the hearts and in the soul of its people.’ Mahatma Gandhi  
 Cultural identity is the identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture. Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artefacts.


Substantive vocabulary for this unit

**Alliance, Ancestor, Church (as institution), Colony, Conflict, Conquest, Country, Freedom, Nun, Religion, Society**

## Exploration, Invasion, and War















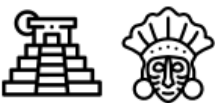





**Exploration** is the act of searching for the purpose of discovery of information or resources. There have been notable periods of exploration throughout history. Its most dramatic rise was during the Age of Discovery when European explorers sailed and charted much of the rest of the world for a variety of reasons. An **invasion** is a military offensive in which large numbers of combatants of one geopolitical entity aggressively

	enter territory owned by another such entity. An invasion can be the cause of a war, be a part of a larger strategy to end a war, or it can constitute an entire war in itself.
<b>Substantive vocabulary for this unit</b>	<b>Alliance, Army, Border, City, Civil War, Colony, Conflict, commemorate Conquest, Country, Democracy, Diplomacy, Emperor, Empire, Enemy, Freedom, Frontier, General, Military, Nation, Nationality, Navy, Parliament, Peace, Political Party, Power, Prime Minister, Religion, Republic, Rights, Ruler, Rules/Law, Society, Settlement, Slave, War, Primary Source, Secondary Source</b>
<p><b>Progress and Change</b></p> 	<p><b>Progress</b> is the movement towards a refined, improved, or otherwise desired state. In the context of progressivism, it refers to the proposition that advancements in technology, science, and social organization have resulted, and by extension will continue to result, in an improved human condition</p> <p><b>Change</b> is about things becoming different. This can happen both as an “act” or as a “process.” We might understand an act as something that happens quite quickly, while a process might be slower and more gradual. A very common approach that builds on this is the contrast between “revolution and evolution.”</p>
<b>Substantive vocabulary for this unit</b>	<b>Civilisation, Estate, Nation, Nationality, Inequality, Rights, Rules/ Law, Society Tax, Primary Source, Secondary Source, Period of time, inventor, impact</b>

## Substantive Vocabulary






Absolute monarchy	Conquest	Frontier	Nobility	Rights
Alliance	Coronation	General	Nun	Ruler
Ancestor	Country	Hierarchy	Parliament	Rules/Law
Aristocracy	Court	Immigration	Peace	Secondary source
Army	Democracy	impact	Peasant	Settlement
Border	Diplomacy	Indigenous	Period of time	Slave
Church (as institution)	Emperor	Inequality	Political Party	Society
City	Empire	inventor	Power	Tax
Civil War	Enemy	King	Primary source	Trade
Civilisation	Estate	Merchant	Prime Minister	Trade Route
Colony	Famine	Migration	Public	Tribe
Commemorate	Freedom	Military	Queen	Voyage
Conflict		Monarchy	Religion	War
		Monk	Republic	
		Nation		
		Nationality		
		Navy		















# History Overview







		Autumn	Spring	Summer
EYFS	Year A	Learning themes taught in the EYFS differ each year in order to follow the interests of each cohort. This is in line with the Early Years Foundation Stage Framework. Skills associated with historical content will be embedded within these learning themes. e.g. Me and My family, Birthdays, Bonfire Night, The Queen, Christmas, The Seaside, Seasons, stories from the past		
KS1	Year A	The Gunpowder Plot 	Vasco Da Gama & Tanzania 	The Seaside 
	Year B	History of Flight 	Christopher Columbus 	On the Farm 
Lower KS2	Year A	From Stone Age to Iron Age 	Rural Britain 1800 - 1900 	Ancient Egyptians 
	Year B	Vikings & Anglo-Saxons 	The Draining of the Fens 	A timeline of History 
Upper KS2	Year A	Mayans 	World War 2 	Three Queens 
	Year B	Ancient Greeks 	The Transatlantic Slave Trade 	History of human rights and equality in Britain 

# Enquiry Questions

The symbols relate to the core concepts which will be taught in each unit:

 <b>Exploration, Invasion and War</b>	 <b>Progress and Change</b>	 <b>Equality, Equity and Diversity</b>	 <b>Beliefs and Cultural Identity</b>	 <b>Authority, Power and Hierarchy</b>
--	--	---	--	---

		Autumn	Spring	Summer
<b>EYFS</b>		Using the children’s own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations: What festivals are celebrated in England and elsewhere in the world? Why are these festivals celebrated? What can we learn from stories from different religions? What happens at a wedding, christening and birthday? How does where we live change throughout the year?		
<b>KS1</b>	<b>Year A</b>	<b>The Gunpowder Plot</b>  Should Guy Fawkes have tried to blow up the Houses of Parliament?	Vasco da Gama & Tanzania  Who was Vasco da Gama?	<b>The Seaside</b>   How have seaside holidays changed over time?
	<b>Year B</b>	<b>History of Flight</b>  Why do we remember Molly Rose Marshall? How has air travel changed over the years?	Christopher Columbus  Christopher Columbus: Hero or Villian?	<b>On the Farm</b>  How has life changed on a farm over the past 200 years?
<b>Lower KS2</b>	<b>Year A</b>	<b>From Stone Age to Iron Age</b>  Which invention made the biggest difference?	<b>Rural Britain 1800 - 1900</b>  What was life like for a child in Cambridgeshire in 1800 – 1900?	<b>Ancient Egyptians</b>  How did Ancient Egyptian’s beliefs about life after death influence their way of life?
	<b>Year B</b>	Vikings & Anglo-Saxons  Who invaded Britain and what impact did they have?	<b>The Draining of the Fens</b>   Why were the fens drained?	A timeline of History  Unit question here

Upper KS2	Year A	<p><b>Mayans</b></p>  <p>Savages or civilised? Why did the Mayan Empire grow and decline so quickly?</p>	<p><b>World War 2</b></p>  <p>Should Britain have gone to war?</p>	<p><b>Three Queens</b></p>  <p>Who is the fairest of them all? Who made the biggest difference?</p>
	Year B	<p><b>Ancient Greeks</b></p>  <p>How have the Greeks shaped our lives?</p>	<p><b>The Transatlantic Slave Trade</b></p>  <p>Did the Transatlantic Slave Trade lift people out of poverty?</p>	<p><b>History of human rights and Equality in Britain</b></p>  <p><b>Unit question here</b></p>

# Skills Progression

	Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry
<b>EYFS</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses	Talk about the lives of the people around them and their roles in society Recall some important narratives, characters and figures from the past encountered in books read in class Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen attentively and respond appropriately when being read to during whole-class discussions and small-group interactions Participate in small-group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Make comments about what they've heard and ask questions to clarify their understanding
<b>KS1</b>	Sequence events in their life Sequence artefacts closer together in time	Recognise the difference between past and present in their own and other's lives Know and recount episodes from stories about the past	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Find answers to simple questions about the past from sources of information e.g. artefacts, Use a source – observe or handle sources to answer



	<p>- check with reference book Sequence photograph etc. from different periods of their life Describe memories of key events in lives</p>	<p>Describe similarities and differences in artefacts Use a range of sources to find out characteristic features of the past Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times</p>	<p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p>	<p>questions about the past on the basis of simple observations – what, why, who, how, where, Discuss the effectiveness of sources</p>
<b>Lower KS2</b>	<p>Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p>	<p>Compare everyday lives of people in time studied with our life today Identify reasons for and results of people's actions Understand why people may have had to or wanted to do something Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer an explanation for some events</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Begin to evaluate the usefulness of different sources of evidence Use text books and historical knowledge</p>	<p>Use a range of sources to find out about a period Observe small details – artefacts, pictures Research, select and record information relevant to the study Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Research, select and record information relevant to the study</p>
	<b>Chronological understanding</b>	<b>Range and depth of historical knowledge</b>	<b>Interpretations of history</b>	<b>Historical enquiry</b>
<b>Upper KS2</b>	<p>Know and sequence key events of time studied and place on a timeline Use relevant terms and period labels Make comparisons between different times in the past Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p>	<p>Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare an aspect of life with the same aspect in another period Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p>	<p>Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event Research, select and record information relevant to the study Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>

[Type here]