

Curriculum Planning – Key skills and knowledge covered in each Year group

History

KS1			
<p>Key Themes</p> <p>Daily life: Food Religion Education Employment Clothing</p> <p>Settlements: Trade Empire building Location Homes</p> <p>Legacy: How this historical event/person influenced the future</p>	<p>Teaching sequence in history</p> <ul style="list-style-type: none"> ● Big picture: Placing of the History being studied in the chronological context of previous learning ● Daily review: Brief review of learning covered in previous lesson/s ● Specify key vocabulary to be used and its meaning ● Conduct Historical enquiry using a variety of sources and / or artefacts ● Interpret their findings ● Communicate their historical knowledge and understanding appropriately ● Evaluate their learning and compare with other historical periods studied as appropriate 	<p>Learning, working and talking like an historian</p>	<p>Being introduced to the key vocabulary that a historian would use; defining the key vocabulary that a historian would use; high expectations of pupils ‘talking’ like a historian; high expectation of pupils researching, interpreting and presenting like a historian.</p>
			<p>Context and chronology</p> <p>This concept is about considering the order in which things happened, using dates, vocabulary and chronological conventions. It is about building up an historical overview or framework of periods and themes. It is about placing events in their broader historical context. Understanding that contexts can provide preconditions, triggers or catalysts that shape and influence, for example, when an event or outcome occurred, where it occurred and the manner in which it occurred.</p>
			<p>Historical enquiry and interpretation</p> <p>Historical enquiry is the process by which pupils use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers. Pupils will study the way past events are presented, how valid these are and reflect upon why they may differ.</p>
			<p>Continuity and change</p> <p>There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these to consider things that were continuous and explain why, and things that were changing and explain why. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We consider key moments / key individuals and turning points that triggered change, the level of change and its significance, e.g. what made the most difference, Also how people experienced, promoted, shaped or resisted change.</p>
			<p>Cause and consequence</p> <p>This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.</p>
			<p>Similarity and difference</p> <p>Similarity and difference is based upon an understanding of the differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.</p>
			<p>Significant events and people</p> <p>Some events, ideas or people have had a significant long-lasting impact on the world. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.</p>
Progression in History KS1			
		Year 1	Year 2
Context and Chronology		Use everyday language related to time Order and sequence familiar events Talk about past and present events in their own lives and in lives of family members	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods
Historical enquiry and interpretation		Be curious about people and show interest in stories Answer ‘how’ and ‘why’ questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions.	Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding

	Know that information can be retrieved from books.	Identify different ways in which the past is represented
Continuity and change	Look closely at how some things change over time and some things stay the same. Develop an understanding of growth, decay and changes over time	Identify changes between ways of life at different times. Start to understand why things changed. Recognise some things stay the same.
Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result
Similarity and difference	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society. Understanding how some of these are the same and some are different.
Significant events and people	Talk about special events and people from the past.	Talk about special events and people from the past, starting to understand why these were important.

Year 1

Theme 1		Theme 2		Theme 3	
Key Theme: Legacy		Key Theme: Legacy		Key Theme: Daily Life	
Concept	Knowledge	Concept	Knowledge	Concept	Knowledge
Significant events and people	Who were Florence Nightingale and Mary Seacole? Why are they significant people?	Significant events and people	What was the Gunpowder Plot? Who was Guy Fawkes? What does parliament and government mean?	Continuity and change	What toys did you play with as a baby? What toys do you play with now? What toys were played with in the past? How have toys changed and why?
Context and chronology	What were the events that they were involved with and when was this?	Context and chronology	When did this happen?	Similarities and difference	What are the differences between schools today and schools in the past? How are they similar?
Similarity and difference	How were things different at that time?	Cause and consequence	Why did this happen and what did this lead to?	Historical enquiry and interpretation	What do books and photographs tell you about toys/schools in the past? What does the Black Country Museum tell us about life/schools in the past?
Cause and consequence	What difference did they make?	Historical enquiry	Can they communicate their knowledge through drama/role play?		
Historical enquiry	Where would you find answers to the above questions?				
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list
Theme 4		Theme 5			
Key Theme: Settlements		Key Theme: Legacy			
Concept	Knowledge	Concept	Knowledge		
Significant events and people	Who is our King? Where does he live? When did he become King?	Significant events and people	Who was Grace Darling? Where did she live? What did she do that was so significant?		
Similarity and difference	What is a castle/palace? What do you think it would be like living in a castle? How would it be different to life today?	Historical enquiry and interpretation	Can you use various sources to compare differences between lifeboats in the past and those today?		

Change and continuity	What did Weoley Castle look like in the past? How has it changed?				
Historical enquiry and interpretation	Observe how settlements have changed through a visit to Weoley Castle.				
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list		
Year 2					
Theme 1		Theme 2		Theme 3	
Key Theme: Settlements/legacy		Key Theme: Legacy/daily life		Key Theme: Legacy	
Concept	Knowledge	Concept	Knowledge	Concept	Knowledge
Change and continuity	How has Birmingham changed over time?	Context and chronology	When was chocolate invented? Where does it come from? How has it changed over time?	Context and chronology	Can you create a time line of famous exploration dates?
Similarity and difference	How has immigration made a difference to Birmingham?	Significant events and people	Who are the Cadbury family and why were they so important to Bournville and Birmingham?	Significant events and people	Who were Christopher Columbus, Ibu Battuta, Catherine Johnson and Anne Bancroft? What did they do that was so significant?
Significant events and people	Who were Nelson Mandela and Rosa Parkes? Where and when did they live? What did they do that was so important? What impact did this have?	Continuity and change	How did the Cadbury family change daily life for their workers?	Similarity and difference	How were these people similar/different from each other?
Historical enquiry and interpretation	Can you identify similarities and differences between Birmingham past and present from photographs and films?	Historical enquiry and interpretation	How did the visit to Bournville/Cadbury World help us to learn about the people who lived and worked there?	Cause and consequence	Why did they do these things? Did anything happen as a result?
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list
Theme 4		Theme 5			
Geography theme		Geography theme			
Historical enquiry and interpretation	Can you identify changes to the school over time from historical information and maps?				
Vocabulary		Vocabulary			