# Learning to live, living to learn

## **Our History Curriculum**

#### Intention

Our vision for our History curriculum, is:

For our pupils to enter their secondary education ready and prepared for the next stage in their historical learning through the acquisition of good enquiry skills and knowledge. For our pupils to have a thirst for continued learning in school and an inquisitive, curious mind to serve them beyond education – Learning to Live, Living to Learn.

For our pupils to understand their place in our changing world as well as the place of others in our world leading pupils to have a deep knowledge of diversity, fairness, poverty and equality as well as a thorough understanding of how our Christian values of friendship, forgiveness peace, trust and thankfulness can be applied to aspects of history and serve to challenge worldwide issues in the present day - Learning to Live, Living to Learn.

#### Implementation:

Every year, each class will study Historical themes and topics across an aspect each seasonal term: Local in Terms 1/2, UK in Terms 3/4 and finally Worldwide in Terms 5/6. The local aspects ensure the skills and knowledge learnt relates to the pupil's local area – making the learning meaningful. This links to the learning to live, living to learn concepts of community and our school vision within our community. UK aspects then broaden this knowledge and look at the effects of historical events on the UK and how these events may shape the life we live today. Worldwide aspects bring in deeper meaning, such as people in ancient civilisations, important people around the world or important events. Learning to live, living to learn concepts link here to aspects of thankfulness for our world, peace within our world, freedom and respect for the past.

Each aspect has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition. The coverage includes all necessary learning from the Primary National Curriculum 2014 as well as the Early Years Educational Programmes, leading to the achievement of the Early Learning Goals.

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As well as the whole-school concepts, themes and topics draw upon one or more historical concepts which occur throughout the curriculum. These concepts are: war, significant events, people, equality, diversity, invasion, monarchy, power, religion, empires, trade, civilisations, kingdoms, poverty, rural life and social history.

Our curriculum provides regular opportunities for deeper learning through enrichment activities, such as visits out and visitors in.

#### Impact:

Our pupils have the opportunity to engage with a broad but deep programme for Historical learning. Our curriculum enables all learners to learn well and build their knowledge and skills sequentially, using their prior learning as a foundation for their next steps. Our pupils enjoy the well-chosen specific topics and themes and these themes provide meaningful learning. This contributes to their ability to know and remember more about their lessons and topics. Our curriculum provids our pupils with repeated encounters of historical concepts, giving our pupils a clear understanding of their learning and how it links to previous learning. Our pupils make good progress in History and enjoy their learning.



| History Curriculum Map  |  |                      |   |   |   |   |   |   |
|---|--|----------------------|---|---|---|---|---|---|
|   |  | Autumn: Our Locality |   | Spring:   | Our UK  | Summer  | : Our World   |   |
|   |  |                      | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
| 'Learning to Live, Living to Learn' Concepts and Skills:  |  |                      | <ul> <li>Our Christian School         Vision</li> <li>Get Heartsmart</li> <li>Creativity</li> <li>Democracy</li> </ul>  | <ul> <li>People and community</li> <li>Friendship</li> <li>Too much selfie isn't healthy</li> <li>Empathy</li> <li>Founder's Day</li> </ul> | <ul> <li>Resilience</li> <li>Trust</li> <li>Don't forget to let love in</li> <li>Rule of Law</li> </ul>   | <ul> <li>Forgiveness</li> <li>Problem-solving</li> <li>Don't hold on to<br/>what is wrong</li> <li>Tolerance</li> </ul> | <ul> <li>Communication</li> <li>Environment</li> <li>Thankfulness</li> <li>Fake is a mistake</li> <li>Mutual Respect</li> </ul>   | <ul> <li>Peace</li> <li>No way through isn't true</li> <li>Thinking</li> <li>Individual Liberty</li> <li>World sporting events</li> </ul> |
| Year  | Objectives throughout the year   | Cycle                |   |   | Skills, technique   | es and objectives   |   |   |
| Yr 1<br>&<br>Yr R   | <b>&amp;</b> they happened   |                      | Local: Our Locality - Remembrance in<br>Hartlip<br>war, significant events  |   | UK: Lives of significant individuals-<br>Florence Nightingale and Mary Seacole<br>comparison<br>people, war, equality   |   | World: Lives of significant individuals-<br>Christopher Columbus<br>people, equality, invasion  |   |
| <ul> <li>➤ I can find answer about the past fr information.</li> <li>➤ I can ask and ans about the past.</li> <li>➤ I can describe so differences betw.</li> <li>➤ I can sort historic 'now'.</li> <li>➤ I can relate my o understand that</li> </ul> | <ul> <li>I can ask and answer relevant basic questions about the past.</li> <li>I can describe some simple similarities and differences between manmade objects.</li> <li>I can sort historical objects from 'then' and</li> </ul> |                      | <ul> <li>➤ I can sequence events and recount changes within living memory</li> <li>➤ I can talk, draw or write about aspects of the past.</li> <li>➤ I can comment on images of familiar situations in the past.</li> </ul> |   | <ul> <li>I can talk, draw or write about aspects of the past.</li> <li>I can describe events beyond living memory that are significant nationally or globally.</li> <li>I know about the life of a significant person</li> <li>I can compare and contrast characters from stories, including figures from the past</li> </ul> |   | <ul> <li>I can talk, draw or write about aspects of the past.</li> <li>I can describe events beyond living memory that are significant nationally or globally.</li> <li>I know about the life of a significant person</li> <li>I can compare and contrast characters from stories, including figures from the past</li> </ul> |   |
|   | B B  |                      | or globally.  | et Hartlip Decople  write about aspects  Ints beyond living ignificant nationally sey features of events images of familiar                 | Parks and Emily Dav<br>People, equality, di<br>> I can talk, draw or<br>of the past.<br>> I can describe ever   | wersity write about aspects hts beyond living ignificant nationally   | Neil Armstrong an Significant events  I can sequence e changes within li  I can talk, draw o of the past.  I can describe ev  | vents and recount<br>ving memory<br>or write about aspects  |



| Yr 2      | ➤ I can show an awareness of the past, using common words and phrases relating to the passing of time.  | A&B | Local: Our Locality - Tudors in Kent<br>Monarchy, power, religion  | ➤ I can compare and contrast characters from stories, including figures from the past  UK: Events beyond living memory - The Great Fire of London and Samuel Pepys Significant events and people  | <ul> <li>➤ I know about the life of a significant person</li> <li>➤ I can understand key features of events</li> <li>➤ I can compare and contrast characters from stories, including figures from the past</li> <li>World: Changes within living memory — The first aeroplane flight</li> <li>Significant events</li> </ul> |
|-----------|---|-----|--|---|---|
|           | <ul> <li>I can use a wide vocabulary of everyday historical terms</li> <li>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.</li> <li>I can speak about how I have found out about the past.</li> <li>I can record what I have learned by drawing and writing.</li> <li>I can give some reasons for some important historical events.</li> </ul> |     | <ul> <li>➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods</li> <li>➤ I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>➤ I can describe significant historical events, people and places locally.</li> </ul> | <ul> <li>➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods</li> <li>➤ I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>➤ I can describe events beyond living memory that are significant nationally or globally.</li> <li>➤ I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> </ul> | <ul> <li>➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods</li> <li>➤ I can describe changes within living memory and aspects of change in national life.</li> </ul>   |
| Yr<br>3/4 | <ul> <li>I can use an increasing range of common words and phrases relating to the passing of time.</li> <li>I can use historic terms related to the period of study.</li> </ul>  | A   | Local: Roman Empire - Romans in Kent,<br>the British resistance and Boudica.<br>Empires, trade, invasion   | UK: British history beyond 1066 - Queen Victoria and the changes in power Monarchy, British Empire, power   | World: Earliest civilizations – Overview of all ancient civilisations and in depth study of Ancient Egypt Civilisations   |
|           | <ul> <li>I can place some historical periods in a chronological framework.</li> <li>I can describe memories of key events in his/her life using historical vocabulary</li> <li>I can use sources of information in ways that go beyond simple observations to answer questions about the past.</li> </ul>   |     | ➤I can describe the Roman Empire and its impact on Britain.  | ➤ I can describe a study of an aspect or theme in British history beyond 1066.  | ➤ I can describe the achievements of the<br>earliest civilizations and a deeper<br>knowledge of one of them   |
|           |   | В   | Local: Changes in Britain - Stone Age Kent, farming Rural life, people   | UK: Changes in Britain - Iron Age,<br>farming, the Celts, Stonehenge<br>Religion, rural life, people  | World: History beyond 1066 – Crime and Punishment from 1066 to present Changes in social history  |



|        | <ul> <li>I can use a variety of resources to find out about aspects of life in the past</li> <li>I can explain what I have learned in an organised and structured way, using appropriate terminology.</li> <li>I can understand that sources can contradict each other.</li> </ul>  |   | <ul> <li>➤ I can describe changes in Britain from the Stone Age to the Iron Age.</li> <li>➤ I can describe a chronologically secure knowledge and understanding of British, local and European History</li> </ul>   | <ul> <li>I can describe changes in Britain from<br/>the Stone Age to the Iron Age.</li> <li>I can describe a chronologically secure<br/>knowledge and understanding of<br/>British, local and European History</li> </ul>  | ➤ I can describe a chronologically secure knowledge and understanding of British, local and European History ➤ I can provide an account of a historical event based on more than one source   |
|--------|---|---|---|--|---|
| Yr 5/6 | <ul> <li>I can use a wide range of historical vocabulary and terms</li> <li>I can use dates to order and place events on a timeline</li> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>I can compare sources of information available for the study of different times in the past.</li> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>I can understand how our knowledge of the past is constructed from a range of sources.</li> <li>I can use evidence to support arguments.</li> <li>I can make confident use of a variety of sources for independent research.</li> <li>I can present findings and communicate knowledge and understanding in different ways.</li> <li>I can understand that the type of information</li> </ul> | В | Local: Our Locality - Hartlip during WW2 War, poverty  I can make comparisons between aspects of periods of history and the present day I can describe a local history study.  Local: Settlements - The Anglo Saxons in Kent, place names and village life, fall of the Roman Empire Invasion, Empires, rural life  I can make comparisons between aspects of periods of history and the present day I can describe Britain's settlement by Anglo-Saxons and Scots. | UK: British history beyond 1066- England during WW2, population changes, Battle of Britain War, poverty, trade  ➤ I can make comparisons between aspects of periods of history and the present day ➤ I can give some reasons for some important historical events.  UK: The Vikings — struggle for the Kingdom, Alfred the Great, Athelstan, raids and invasions Trade, Kingdoms, Monarchs, invasion  ➤ I can give some reasons for some important historical events.  ➤ I can describe the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | World: Ancient Greece – life and achievements and the impact on Britain Civilisations, equality  > I can make comparisons between aspects of periods of history and the present day > I can describe a study of Ancient Greek life and achievements and their influence on the western world.  World: Non-European Society -Mayan contrast Diversity, civilisation, religion  > I can describe a non-European society that provides contrasts with British history. |
|        | available depends on the period of time studied.  I can evaluate the usefulness of a variety of sources  I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods  I can note connections, contrasts and trends over time and show some use of historical terms.  |   |   |  |   |



|                    | Skills and Knowledge Progression Sequence   |  |  |   |   |   |  |  |
|--------------------|---|--|--|---|---|---|--|--|
|                    | Pre-  | Year R   | Year 1 Year 2  |   | Year 3 and 4 (over 2-years)   | Year 5 and 6 (over 2-years)   |  |  |
|                    | requisite   |  |  |   |   |   |  |  |
| Vocabulary         | Family, me,<br>life   | Old, New, First, Next, once  | ➤ I can use common words<br>and phrases relating to<br>the passing of time:<br>Yesterday, Today<br>Tomorrow, Same<br>Different, Change, Past,<br>before, now, after,   | ➤ I can show an awareness of the past, using common words and phrases relating to the passing of time:  Past, Present, Future  ➤ I can use a wide vocabulary of everyday historical terms: Important, Event, Era, Artefacts, Time, Order, timeline, period,   | ➤ I can use an increasing range of common words and phrases relating to the passing of time: Chronological, BC and AD ➤ I can use historic terms related to the period of study: Significant Power, Development, Compare, Contrast, Influence, Ancient Civilisation, Innovation, Legacy, Conquer, Consequence, Invasion, Monarchy, Social Structure | ➤ I can use a wide range of historical vocabulary and terms: Rise and Fall, Exploration, Hierarchy, Bias, Prejudice, Oppression, Empire, Rebellion, Retreat, Continuity, Ideologies (Political, Religious and cultural), Cultural Context, Birthright, Advocate, Democracy, Interpretation, Commemorate   |  |  |
| Local<br>knowledge | ➤ I can begin<br>to make<br>sense of<br>their own<br>life-story<br>and family's<br>history. | <ul> <li>➤ I can compare and contrast characters from stories, including figures from the past</li> <li>➤ I can comment on images of familiar situations in the past.</li> <li>➤ I can talk about members of my immediate family and community.</li> <li>ELGs:</li> <li>➤ Talk about the lives of the</li> </ul> | ➤ I can sequence events<br>and recount changes<br>within living memory<br>➤ I can describe events<br>beyond living memory<br>that are significant<br>nationally or globally.<br>➤ I can understand key<br>features of events<br>War, people, significant<br>events               | ➤ I can describe significant historical events, people and places locally.  Monarchy, power, religion   | ➤ I can describe the Roman Empire and its impact on Britain, specifically Kent trade, Empires, invasion ➤ I can describe changes in Britain from the Stone Age to the Iron Age in Kent rural life, people ➤ I can describe a chronologically secure knowledge and understanding of British, local and European History                              | <ul> <li>➤ I can make comparisons between aspects of periods of history and the present day</li> <li>➤ I can describe a local history study war, poverty</li> <li>➤ I can describe Britain's settlement by Anglo-Saxons and Scots specifically related to Kent Invasion, Empires, rural life</li> </ul>   |  |  |
| UK Knowledge       |   | 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                                       | <ul> <li>➤ I can talk, draw or write about aspects of the past.</li> <li>➤ I can describe events beyond living memory that are significant nationally or globally.</li> <li>➤ I know about the life of a significant person</li> <li>People, war, equality, diversity</li> </ul> | ➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I can discuss the lives of significant people in the | ➤ I can describe the influence of  Queen Victoria in British history (beyond 1066)  Monarchy, British Empire, power  ➤ I can describe changes in Britain from the Stone Age to the Iron Age beyond Kent Religion, rural life, people  ➤ I can describe a chronologically secure knowledge and   | <ul> <li>➤ I can make comparisons between aspects of periods of history and the present day</li> <li>➤ I can give some reasons for some important historical events. war, poverty, trade</li> <li>➤ I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Trade, Kingdoms, Monarchs, invasion</li> </ul> |  |  |



|                                | T  |   | T  | T   | 1   |
|--------------------------------|--|---|--|---|---|
| World<br>Knowledge             | read in class and storytelling. People, significant events | <ul> <li>I can describe events beyond living memory that are significant nationally or globally.</li> <li>I know about the life of a significant person</li> <li>I can understand key features of events</li> <li>People, significant events, invasion, equality</li> </ul> | past who have contributed to national and international achievements and use some to compare aspects of life in different periods People, significant events  I can describe changes within living memory and aspects of change in national life.  I can describe events beyond living memory that are significant nationally or globally. | understanding of British, local and European History  I can describe the achievements of the earliest civilizations and a deeper knowledge of Ancient Egypt I can provide an account of a historical event based on more than one source  | <ul> <li>➤ I can describe a study of Ancient Greek life and achievements and their influence on the western world. Civilizations, equality</li> <li>➤ I can describe Maya as a non-European society that provides contrasts with British history. Civilizations, diversity, Religion</li> </ul> |
| Chronological<br>Understanding |  | I can place known events in the order of when they happened I can sequence events and recount changes within living memory  | ➤ I can describe where<br>people and events fit<br>within a timeline and<br>identify similarities and<br>differences between ways<br>of life in different periods  | <ul> <li>I can place some historical periods in a chronological framework.</li> <li>I can describe a chronologically secure knowledge and understanding of British, local and European History</li> <li>I can describe memories of key events in his/her life using historical vocabulary.</li> </ul> | <ul> <li>➤ I can use dates to order and place events on a timeline.</li> <li>➤ I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods</li> </ul>                                      |
| Historical<br>Enquiry          |  | ➤ I can find answers to some simple questions about the past from simple sources of information.  ➤ I can ask and answer relevant basic questions about the past.   | ➤ I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.   | I can use sources of information in ways that go beyond simple observations to answer questions about the past.   | <ul> <li>➤ I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>➤ I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>    |
|                                |  | ➤ I can describe some<br>simple similarities and<br>differences between<br>manmade objects.   | ➤ I can show understanding<br>of some of the ways in<br>which we find out about<br>the past and identify   | ➤ I can use a variety of resources<br>to find out about aspects of life<br>in the past  | ➤ I can compare sources of information available for the study of different times in the past.  |



|                                | ➤ I can sort historical objects from 'then' and 'now'.   | different ways in which it is represented.   |  | <ul> <li>➤ I can understand how our<br/>knowledge of the past is<br/>constructed from a range of<br/>sources.</li> <li>➤ I can make confident use of a<br/>variety of sources for<br/>independent research.</li> </ul>  |
|--------------------------------|--|--|--|---|
| Organisation and Communication | ➤ I can talk, draw or write about aspects of the past.   | <ul> <li>➤ I can speak about how I have found out about the past.</li> <li>➤ I can record what I have learned by drawing and writing.</li> </ul> | <ul> <li>➤ I can explain what I have learned in an organised and structured way, using appropriate terminology.</li> <li>➤ I can provide an account of a historical event based on more than one source</li> </ul> | <ul> <li>➤ I can present findings and communicate knowledge and understanding in different ways.</li> <li>➤ I can note connections, contrasts and trends over time and show some use of historical terms.</li> <li>➤ I can use evidence to support arguments</li> </ul>           |
| Historical interpretation      | ➤ I can relate my own account of an event and understand that others may give a different version. | ➤ I can give some reasons for some important historical events.  | ➤I can understand that sources can contradict each other.  | <ul> <li>➤ I can make comparisons between aspects of periods of history and the present day</li> <li>➤ I can understand that the type of information available depends on the period of time studied.</li> <li>➤ I can evaluate the usefulness of a variety of sources</li> </ul> |

**Bold statements are Key Stage End Points** 



### **Cycle Pathways Progression**

YrR: A

Yr1: B

Yr2: (A)

Yr3: B

Yr4: A

Yr5: B

Yr6: A

2015, 2017, 2019, 2021 intake (Cycle A starting point)

Local: Remembrance in Hartlip

UK: Florence Nightingale and Mary Seacole

World: Christopher Columbus

**Local:** Guy Fawkes Night and Founder's Day at Hartlip **UK:** Edith Cavell and Rosa Parks **World:** Neil Armstrong and the Moon Landing

Local: Tudors in Kent

UK: The Great Fire of London and Samuel Pepys

World: Aeroplane flight

Local: Stone Age Kent

UK: Iron Age

World: Crime and Punishment

Local: Romans in Kent
UK: Queen Victoria
World: Ancient Egypt

Local: The Anglo Saxons in Kent

UK: The Vikings

World: Maya

Local: Hartlip during WW2
UK: England during WW2
World: Ancient Greece

2016, 2018, 2020, 2022 intake (Cycle B starting point)

Local: Guy Fawkes Night and Founder's Day at Hartlip

UK: Edith Cavell and Rosa Parks

World: Neil Armstrong and the Moon Landing

Local: Remembrance in Hartlip

UK: Florence Nightingale and Mary Seacole

World: Christopher Columbus

Local: Tudors in Kent

UK: The Great Fire of London and Samuel Pepys

World: Aeroplane flight

Local: Romans in Kent
UK: Queen Victoria
World: Ancient Egypt

Local: Stone Age Kent

UK: Iron Age

World: Crime and Punishment

Local: Hartlip during WW2
UK: England during WW2
World: Ancient Greece

Local: The Anglo Saxons in Kent
UK: The Vikings
World: Maya

YrR: B

Yr1: A

Yr2: (B)

Yr3: A

Yr4: B

Yr5: A

Yr6: B