

Curriculum Intent

Our young historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical aspects. Our children will leave us feeling inspired and curious to find out even more. We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry.

Curriculum Implementation

We will deliver an ambitious, motivating and knowledge-rich curriculum that:

- Gives children a deep chronological understanding of the UK and the local area, including its interactions with the wider world.
- Systematically develops a wide and deep understanding of historical substantive concepts, such as invasion, peasant and democracy.
- Exposes children to significant ancient civilisations, empires and non-European societies.
- Draws connections between different aspects of local, regional, national and international history.
- Uses timelines to support organisation of substantive knowledge of key events and time periods.
- Develops the disciplinary knowledge essential to developing historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence.

This process of knowledge acquisition begins in Reception with a focus on local history and familiar aspects of the past. Learning about the immediate world around them is the ideal foundation for later composite learning in Key Stage 1 and 2. Children, in KS1, also study the example of Florence Nightingale as being a significant individual from the past who has contributed to national achievements by being the founder of modern nursing. This component learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways.

In Key Stage 2, children's chronological frameworks are further developed, at a local, national and international level. This includes a focus, for example, on the Romans, Anglo Saxons and Scots, Ancient Greece, Mayans and World War 2. Whilst developing this wider chronological understanding of history, our children build and add to timelines through the year groups to ensure they can reference and refer to events from prior learning. Disciplinary knowledge also continues to be systematically developed accordingly, in tandem with this substantive knowledge.

Curriculum Impact

At Redlands pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupil work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

National Curriculum Programmes of Study							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught about:		Pupils should be taught about:			
Historical Knowledge	Knowledge & Understanding of British History	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
	Local History	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 			
	knowledge & Understanding of Wider World History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 		<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History Skills and Concepts		<ul style="list-style-type: none"> Be aware of the past, using common words and phrases relating to time Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented 		<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 			

History Units Overview

	Autumn		Spring		Summer	
EYFS	Marvellous Me	Into the woods	Around the world	Tales as Old as Time	Moo, Baa, Quack!	Commotion in the Ocean
Year 1	Jurassic Planet	Enchanted Forest	Rio de Janeiro	Lively London	Out of This World	Superheroes
Year 2	Marvellous Mixtures	Coastline	Magnificent Monarchs	Wriggle and Crawl	Movers and Shakers	Life of pirates!
Year 3	Tales of the Tribes	Fighters, Thinkers & Throwers	The Quaking Earth	Delicious Delights	Beasts of Prey	Magnificent Metals
Year 4	I am Warrior	Potions	Misty Mountain, Winding River	Raiders & Traders	Blue Abyss	Burps, Bottoms & Bile
Year 5	Out of this world	Tomb Raiders	Alchemy Island	Off with her Head!	Animals and botanicals	Fabulous Forces
Year 6	The Mayans and Mexico	A Child's War	Frozen Planet	Darwin's Delights	Blood Heart	Blood Heart

History -Disciplinary concepts and knowledge overview

Concepts	EYFS	1	2	3
Scope	Understanding of the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals' Significant historical events, people and places in their own locality		
Cause & Consequence	Talk about the lives of the people around them and their roles in society.	Recognise some causes of historical events. Identify some consequences of historical events.	Understand that there are reasons why people in the past acted as they did. Identify causes and consequences from the past.	Find out about the cause of an event. Identify key consequences over a period of time and be able to give reasons for those changes
Change & Continuity		Recognise some similarities and differences between the past and the present.	Identify similarities and differences between ways of life in different periods.	Find out about the everyday lives of people compared with our life today
Similarity & differences	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Recognise some similarities and differences between individuals	Identify similarities and differences between societies	Find similarities and differences between places
Historical significance	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Recognise why certain individuals are significant in history.	Identify why certain people/events are significant in the wider context of history	Find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.
Sources & Evidence	Comment on images of familiar situations in the past.	Look at simple artefacts and pictures to ask questions about the past.	Look at a source to find answers to questions about the past.	To suggest sources of evidence to help answer questions to present findings.
Historical Interpretations	Use stories or accounts to distinguish between fact and fiction. To look at more than two versions of the same event or story in history and identify differences.	Start to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past	Look at more than two versions of the same event or story in history and identify differences.	To look at more than two versions of the same event or story in history and identify differences.

History -Disciplinary concepts and knowledge overview

Concepts	4	5	6
Cause & Consequence	explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Change & Continuity	Explain how people and events in the past have influenced life today.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.
Similarity & differences	Explain similarities and differences between an aspect of society	Describe connections and contrasts between aspects of history, people, events and artefacts	Examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within a specific period of history.
Historical significance		Describe the achievements of the Ancient Egyptians and their significance to human development.	
Sources & Evidence	Devise my own questions to find answers about the past. Begin to undertake my own research. Compare different accounts of an event and explain why they may differ.	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.	Locate and analyse relevant information to justify claims about the past. Investigate my own lines of enquiry by posing historically valid questions to answer.
Historical Interpretations	Find and analyse a wide range of evidence about the past. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and the impact of this on reliability.	Understand that people in the past represent events or ideas in a way that may be to persuade others. Begin to evaluate the usefulness of different Sources

Substantive concepts in History

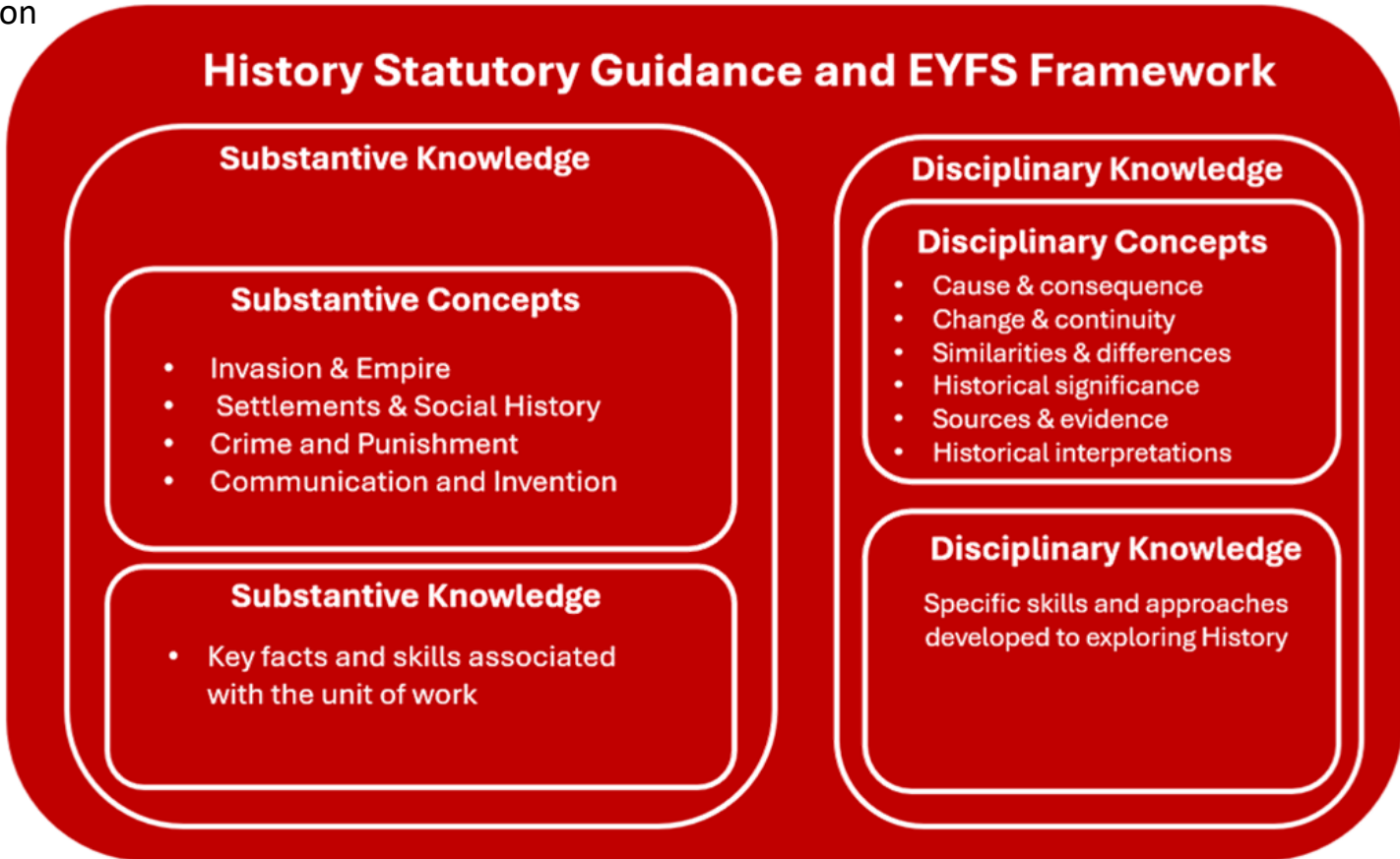
- Invasion & empire
- Settlements & social history
- Crime and punishment
- Communication and invention

Disciplinary concepts in History

- Cause & consequence
- Change & continuity
- Similarities & differences
- Historical significance
- Sources & evidence
- Historical interpretations

Substantive knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the Historical Curriculum units This is the fingertip (specific) knowledge that children will learn and retain from each unit of work.



Disciplinary knowledge

Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn and use the skills needed to understand how to be an effective historian.

History Curriculum Overview

EYFS	Throughout the year
Substantive Concepts	Settlements & Social History
Substantive Knowledge	<ul style="list-style-type: none"> I can talk about my own life story and family history. I can look at buildings and discuss how they have changed. I can learn about how Sileby has changed over the years. I can explore castles and know the features of these. I can talk about the family history of the Royal Family. I can compare and contrast characters from stories and relate these to figures from the past. I can explore images of old farm vehicles and discuss how these have changed over time. I can look at how countries have changed.

Year 1	Jurassic Planet	Enchanted Forest	Out of This World	Superheroes
Substantive Concepts	Settlements & Social History	Invasion & Empire (Remembrance Day) Black History Month	Communication & Invention (The History of Flight)	Settlements & Social History (Florence Nightingale/Mary Seacole)
Substantive Knowledge	<ul style="list-style-type: none"> I know some events that have taken place before I was born I can recognise why events happened I can identify that changes have happened in history that can impact on today I can begin to understand what makes someone or something significant I can identify why certain people and events are significant in history because of things like their achievements, impact etc. 	<ul style="list-style-type: none"> To know that WW1 took place between 1914 and 1918 To know that many countries were involved in WW1 To know that some battles in WW1 took place in Flanders Fields To know the date of Remembrance Day and why it was chosen 	<ul style="list-style-type: none"> To know about advancements in technology e.g. spacecraft To know about the first hot air balloon flight To know about the first aeroplane flight and its impact on modern travel 	<ul style="list-style-type: none"> To know that Mary Seacole and Florence Nightingale were both nurses in the Crimean War. To know that Florence Nightingale came from a wealthy family To know that Mary Seacole was born in Jamaica To know the impact Florence Nightingale had on nursing today.

Year 2 History Curriculum Overview

Topic Title	Marvellous Mixtures	Royal Rulers	Land of the Pirates	World Shakers
Substantive Concepts	Settlements and social history	<ul style="list-style-type: none"> Invasion & empire Settlements & social history 	<ul style="list-style-type: none"> Settlements & social history 	<ul style="list-style-type: none"> Communication and invention
Substantive Knowledge	<ul style="list-style-type: none"> I know words and phrases like: before, after, past, present, then and now I can use words and phrases like: before, after, past, present, then and now when talking about the past I can answer questions about national significant events, including the Great Fire of London. 	<ul style="list-style-type: none"> I know words and phrases like: before, after, past, present, then and now I can use words and phrases like: before, after, past, present, then and now when talking about the past I can answer questions about significant monarchs using books and the internet I can research the life of a famous person from the past using different sources of evidence 	<ul style="list-style-type: none"> I know Pirates in the past who have made a significant impact. I can research the life of a famous Pirate. 	<ul style="list-style-type: none"> I know about significant historical events, people and places in their own locality. I know words and phrases like: before, after, past, present, then and now I can use words and phrases like: before, after, past, present, then and now when talking about the past I can answer questions about significant individuals using books and the internet I can research the life of a famous person from the past using different sources of evidence I can recount the life of someone famous who lived in the past – Emmeline Pankhurst, Gandhi, Rosa Parks.. I can explain key events during a famous person's life. I can compare aspects of a significant individual's life with life today I understand how the lives of significant individuals have impacted upon national achievements

Year 3 History Curriculum Overview

Topic Title	Tales of the Tribes	Fighters, Thinkers and Throwers	The Quaking Earth
Substantive Concepts	Settlements and Local History	Invasion and Empire	Settlements & social history
Substantive Knowledge	<ul style="list-style-type: none"> I can use my mathematical knowledge to work out how long ago events happened I know some of the key inventions from the Stone Age and Iron Age I know when the Stone Age and Iron Age was I can sequence 5-6 objects or artefacts I can explain some of the changes to life between the Stone Age and the Iron Age I can compare life in the Stone Age with life in the Iron Age I can research in order to find similarities and differences between two or more periods of history and ways of life at these different times I understand that historians use sources to construct their understanding of the past I can observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past I can draw some conclusions about the past from sources 	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened I can talk about life in Ancient Greece I can explain some of the achievements of the Ancient Greeks I understand and can explain the influence of the Ancients Greeks on life today I can reflect and explain how events from the past have shaped my life today I can use research skills to find answers to specific historical questions I can gather information to answer a question from 2-3 sources 	<ul style="list-style-type: none"> I know what a timeline is and can begin to use it to understand broad differences in time such as then/now, before/after for the periods of history being taught I can identify significant events or people from a story or historical account and give a reason for this I can describe periods from the past using approximate dates and an estimate of how long ago it happened I can use a simple timeline within a specific period of history as a concrete model of the order that things may have happened (Pompeii) I can recognise why people did things, why events happened and what happened as a result (Eruption of Mount Vesuvius).

Topic Title	Delicious Delights
Substantive Concepts	Communication and invention
Substantive Knowledge	I know about significant historical people – James Lind

Year 4 History Curriculum Overview

Topic Title	I am warrior	Traders and Raiders
Substantive Concepts	<ul style="list-style-type: none"> Invasion & empire Settlements & social history Communication and invention 	<ul style="list-style-type: none"> Invasion & empire Settlements & social history
Substantive Knowledge	<p>I understand that the Romans invaded Britain</p> <p>I know some of the key figures from the Roman invasion</p> <p>I can explain the impact of the Roman invasion on Leicestershire</p> <p>I can explain some of the key part of Roman life</p> <p>I can plot events on a timeline using centuries</p> <p>I can sequence 6-8 events or artefacts</p> <p>I can identify why some key events or people from the Roman Empire are deemed significant by historians and make links to how they have shaped our lives today</p> <p>I can compare different interpretations of an individual or event e.g. Boudicca</p> <p>I can make conclusions and simple inferences about the past from a source</p>	<p>I know some of the key figures from the Vikings and Anglo Saxons invasion</p> <p>I can explain how our locality has changed over time</p> <p>I can explain some of the key part of Viking and Anglo Saxons life I can compare two or more historical periods; explaining things which changed and things which stayed the same</p> <p>I can identify multiple causes and a range of effects from an action</p> <p>I can plot events on a timeline using centuries</p> <p>I can make conclusions and simple inferences about the past from a source</p> <p>I can make some simple evaluations of sources and evidence</p>

Year 5 History Curriculum Overview

Topic Title	Out Of This World	Tomb Raiders	Terrible Tudors
Substantive Concepts	Settlements and Social History	Settlements and Social History	<ul style="list-style-type: none"> Invasion & empire Settlements & social history -Crime and punishment
Substantive Knowledge	<p><u>A local history study during Heritage Week:</u></p> <ul style="list-style-type: none"> I can explain how our locality has changed over time I can link cause and effect I can use a range of sources to answer a historical question I can identify where change or continuity has taken place by making some comparisons across periods <p><u>Space</u></p> <ul style="list-style-type: none"> I can explain the reasons why some events or people are deemed significant by historians e.g. Neil Armstrong 	<ul style="list-style-type: none"> I can explain what life was like for the Ancient Egyptians I understand some of the key achievements of the Ancient Egyptians e.g. farming I know how to read timelines with centuries and decades I can draw a timeline with different historical periods showing key historical events or lives of significant people I can make simple inferences from a range of sources I know what a primary and secondary source is I can identify why interpretations can change in light of new evidence and how this can lead to different versions of the past 	<ul style="list-style-type: none"> I can explain what life was like for King Henry VIII I know how to read timelines with centuries and decades I can draw a timeline with different historical periods showing key historical events or lives of significant people I can grasp the concept of different types of change and continuity and how it has taken place (religious, cultural, economic etc.) I can make simple inferences from a range of sources source to learn about what life was like for the Tudors I know what a primary and secondary source is I can explain the reasons why some events or people are deemed significant by historians e.g. Beheading/divorce - marriage

Year 5 History Curriculum Overview

Topic Title	Out Of This World	Tomb Raiders	Terrible Tudors
Substantive Concepts	Settlements and Social History	Settlements and Social History	<ul style="list-style-type: none"> Invasion & empire Settlements & social history Crime and punishment
Substantive Knowledge	<p><u>A local history study during Heritage Week:</u></p> <ul style="list-style-type: none"> I can explain how our locality has changed over time I can link cause and effect I can use a range of sources to answer a historical question I can identify where change or continuity has taken place by making some comparisons across periods <p><u>Space</u></p> <ul style="list-style-type: none"> I can explain the reasons why some events or people are deemed significant by historians e.g. Neil Armstrong 	<ul style="list-style-type: none"> I can explain what life was like for the Ancient Egyptians I understand some of the key achievements of the Ancient Egyptians e.g. farming I know how to read timelines with centuries and decades I can draw a timeline with different historical periods showing key historical events or lives of significant people I can make simple inferences from a range of sources I know what a primary and secondary source is I can identify why interpretations can change in light of new evidence and how this can lead to different versions of the past 	<ul style="list-style-type: none"> I can explain what life was like for King Henry VIII I know how to read timelines with centuries and decades I can draw a timeline with different historical periods showing key historical events or lives of significant people I can grasp the concept of different types of change and continuity and how it has taken place (religious, cultural, economic etc.) I can make simple inferences from a range of sources source to learn about what life was like for the Tudors I know what a primary and secondary source is I can explain the reasons why some events or people are deemed significant by historians e.g. Beheading/divorce - marriage

Year 6 History Curriculum Overview

Topic Title	The Mayans and Mexico	Britain at War
Substantive Concepts	Settlements and Social History	Invasion and Empire
Substantive Knowledge	<ul style="list-style-type: none"> • I know key dates during the Maya • I know key figures in the Maya • I know how to read and use a timeline with an expanding use of dates, periods, eras including terms BC/BCE and AD/CE and can explain what this means • I can summarise the main events from a period of history, explaining the order of events and what happened • I can place features of historical events and people from the past societies and periods in a chronological framework • I can offer a comparison or contrast across more than one period of history • I can identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> • I know key dates and figures during WWII • I can summarise the main events from a period of history, explaining the order of events and what happened • I can summarise how Britain has had a major influence on the world • I can identify and explain propaganda and its impact • I know what a primary and secondary source is and I can analyse the sources seeing bias as another type of useful information • I can explore the features of historical events and way of life from periods I have studied and explain why historians believe some events or people are deemed significant based on impact • I can describe a key event from Britain's past using a range of evidence from different sources