



TANKERSLEY ST PETER'S PRIMARY SCHOOL CURRICULUM INTENT

EYFS1	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.					
EYFS2	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.					
	Y1	Y2	Y3	Y4	Y5	Y6
HISTORY LEARNING OUTCOMES	One Giant Leap	Fabulous Festivals	Savage Stone Age	Terrible Tudors	Enchanting Elizabethans	Rampaging Romans
AUTUMN TERM	<p>The Space Race Significant people: Neil Armstrong</p> <p>I understand about important peoples' experiences of space.</p> <p>I understand now and a long time ago.</p> <p>I can locate the first moon landing on the timeline.</p>	<p>Changes in living memory revealing aspects of change in national life. (Remembrance day)</p> <p>I know what Remembrance Day is.</p> <p>I can talk about the importance of poppies.</p> <p>I know who Guy Fawkes was and why we remember him.</p>	<p>Changes in Britain from Stone Age to Iron Age</p> <p>I know the Stone Age is a time period known as pre-historic.</p> <p>I know what life was like in the Stone Age period.</p> <p>I know the differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p>I know how the Tudors came to power.</p> <p>I know why Henry VIII married six times and how his divorce caused problems for the church.</p> <p>I can describe how the rich and poor lived in Tudor England.</p>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p>I know who Queen Elizabeth I was and the problems she faced as a young female.</p> <p>I can explain Mary Queen of Scots involvement in the launch of the Spanish Armada.</p> <p>I can recall the key events of the Spanish Armada and why it was a huge victory for Britain.</p>	<p>The Roman Empire and its impact on Britain.</p> <p>I know why the Romans conquered Britain and why they were successful.</p> <p>I can describe how the rich and poor lived in Roman Britain.</p> <p>I know how the Romans changed Britain and how this affected religion.</p>

<p>HISTORY LEARNING OUTCOMES</p> <p>SPRING TERM</p>	<p>Vile Victorians</p> <p>Significant places in own locality – similarities and differences between ways of life in the past. Significant people: Queen Victoria.</p> <p>I can compare a Victorian classroom to my own.</p> <p>I can talk about what life was like for a Victorian child.</p> <p>I know who Queen Victoria was and how things changed in Victorian times.</p>	<p>Marvellous medicine</p> <p>Significant people – Florence Nightingale and Mary Seacole</p> <p>I know about the early life of Florence Nightingale.</p> <p>I can sequence events in her life.</p> <p>I know what the hospital conditions were like in Scutari before and after Florence Nightingale visited.</p>	<p>Smashing Saxons</p> <p>Britain’s Settlement by Anglo-Saxons and Scots</p> <p>I know where the Saxons came from.</p> <p>I can recall some key aspects of Saxon life and compare it to my own.</p> <p>I can explain what the Saxons believed in.</p>	<p>Awesome Egyptians</p> <p>The achievements of the earliest civilisations – an in depth study of Ancient Egypt</p> <p>I can talk about the key events of Ancient Egypt.</p> <p>I can describe the importance of the pyramids</p> <p>I can explain how artefacts from this time period show us what life was like in Ancient Egypt.</p>	<p>Memorable Miners</p> <p>A local history study (Tankersley)</p> <p>I know how coal is formed and why it was important in the Victorian era.</p> <p>I know that the Industrial Revolution led to an increasing need for coal.</p> <p>I can explain what life was like for children who worked in the mines and compare it to mine.</p>	<p>The Perilous Plague</p> <p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p>I can explain the Stuart monarchy lineage and why there was a period of time without a monarch.</p> <p>I can explain why London was infected by the plague and how this led to a period of change.</p> <p>I know how the plague reached Eyam and why this led to self-sacrifice.</p>
<p>HISTORY LEARNING OUTCOMES</p> <p>SUMMER TERM</p>	<p>Captivating Castles</p> <p>Significant places in own locality – similarities and differences between ways of life in the past. (Conisbrough Castle)</p> <p>I can use historical vocabulary to label parts of a castle and compare it to my own home.</p>	<p>The Great Fire of London</p> <p>Events beyond living memory that are significant nationally</p> <p>I can explain what London was like in 1666.</p>	<p>Groovy Greeks</p> <p>Ancient Greece; a study of Greek like and achievements and their influence on the Western world.</p> <p>I know how Ancient Greek civilisation changed the world today.</p>	<p>Vicious Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</p> <p>I can say when and why the Vikings invaded.</p> <p>I know that there was a long struggle between the Vikings</p>	<p>Momentous Maya</p> <p>Mayan civilization c. AD900</p> <p>A non-European society that provides contrast with British History</p> <p>I can know when and where the Maya originated from.</p> <p>I understand why writing and the number system were</p>	<p>Woeful World War 2</p> <p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p>I know why WWII took place and the effect of propaganda.</p> <p>I can explain why the Blitz affected society</p>

	<p>I can talk about what life was like for a knight and compare it to my own.</p> <p>I can locate Conisbrough Castle on the timeline</p>	<p>I can sequence the main events of the Fire of London.</p> <p>I understand why the fire spread so quickly.</p>	<p>I can describe aspects of everyday life in Ancient Greece.</p> <p>I can recall some Ancient Greek myths and legends.</p>	<p>and Anglo-Saxons for control of Britain.</p> <p>I can describe the impact of the Vikings on Britain.</p>	<p>so important during this time.</p> <p>I know what the Maya believed in and how they worshipped their gods.</p>	<p>and how this led to a period of change.</p> <p>I know why Anne Frank is remembered today.</p>
CHRONOLOGICAL UNDERSTANDING	<p>Pupils will label time lines with words such as a long, long time ago, long ago and now.</p> <p>Pupil will place events or objects in a simple chronological order.</p> <p>Pupils will recognise the distinction between present and past in their own and other people's lives</p>	<p>Pupils will place events and artefacts in order on a time line and give reason for their order.</p> <p>Use dates where appropriate</p> <p>Pupils will sequence the life of a famous person and recognise that their own lives are different. (Florence Nightingale)</p>	<p>Pupils will place events and artefacts on a time line using dates/time periods</p> <p><i>Use appropriate historical vocabulary to communicate, including:</i></p> <p><i>Dates</i> <i>Time period</i> <i>Ancient</i> <i>Modern</i> <i>BC/AD</i></p>	<p>Pupils will understand the concept of change over time, representing this, along with evidence, on a time line. The timeline will use periods and centuries.</p> <p>Pupils will use dates and terms to describe events.</p> <p><i>Use appropriate historical vocabulary to communicate, including:</i></p> <p><i>era</i> <i>change</i> <i>chronology</i></p>	<p>Pupils will use dates and terms accurately in describing events.</p> <p>Pupils will describe the main changes in a period of history (using terms such as: social, religious, technological and cultural)</p> <p><i>Use appropriate historical vocabulary to communicate, including:</i></p> <p><i>Millennium</i> <i>century</i> <i>decade</i></p>	<p>Pupils will understand the concept of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Pupils will identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p><i>Use appropriate historical vocabulary to communicate, including:</i></p> <p><i>continuity</i> <i>legacy</i></p>

<p style="text-align: center;">KNOWLEDGE AND UNDERSTANDING OF CHANGES OVER TIME</p>	<p>Identify similarities and differences between ways of life in different periods.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Show knowledge and understanding of the main events and the key people studied.</p>	<p>Know that the past can be divided into different time periods and show understanding of these periods.</p> <p>Note changes and contrasts over time; giving a few reasons for these changes.</p>	<p>Know that the past can be divided into different time periods. Describe some of the main events, people and changes.</p> <p>Note contrasts and connections between different periods of time and begin to give some reasons for, and results of, the main events and changes.</p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects of British, world and local history.</p> <p>They use this to describe features of past societies and periods noting connections, contrasts and trends across different time periods.</p> <p>They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects of British, world and local history.</p> <p>They use this to describe features of past societies and periods noting connections, contrasts and trends across different time periods.</p> <p>They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p>

HISTORICAL VOCABULARY	<p>All year groups to display tier 3 historical vocabulary on Victor Vocabulary boards</p> <p>Use everyday historical terms e.g. before, after, a long time ago.</p> <p>Begin to use key historical terms</p>	<p>Develop appropriate use of historical terms.</p>				

HISTORICAL ENQUIRY

Pupils use artefacts, pictures and online sources to find out about the past and answer questions about the past.

Pupils ask questions such as: What was it like for people? What happened? How long ago?

Pupils ask and answer historical questions by choosing artefacts, pictures, photographs and parts of stories to demonstrate what they know.

Pupils understand some ways in which we find out about the past and identify ways in which it is represented.

Can they answer questions using specific sources of information?

Pupils describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.

Pupils use evidence (various sources) to ask questions and find answers to questions about the past.

Can they explain why eye-witness accounts may vary?

Pupils use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Pupils suggest causes and consequences of some of the main events and changes in history.

Pupils suggest a range of suitable sources of evidence for historical enquiries.

Can they pose and answer their own historical questions?

Pupils understand that no single source of evidence gives the full answer to questions about the past.

Pupils select sources of evidence, giving reasons for choices.

Pupils seek out and analyse a wide range of evidence in order to justify claims about the past.

Can they test out a hypothesis in order to answer a question?

Pupils refine lines of enquiry as appropriate.

Pupils show an awareness of propaganda and how historians must understand the social context of evidence studied.

Can they use sources of information to form testable hypotheses about the past?