



# Bramble Primary Academy- History Curriculum

Throughout History at Bramble Primary Academy, we teach children to: investigate and interpret the past, build an overview of world history, understand chronology and communicate historically.

Each year group teaches a series of six lessons covering six key themes: Chronology, cause and significant events, consequence and legacy, significant people and impact, childhood, and life and death.

Year Group	Autumn	Spring	Summer
1	Childhood Then and Now	The Great Fire of London	Elizabethans- Kings and Queens
2	Inuit	Explorers	Victorians
3	The Stone Age	Ancient Mayan	Ancient Egypt
4	The Iron Age	Ancient Greece	Romans
5	World War 1	Shang Dynasty	Tudor Britain
6	The Legacy of World War 2	The Vikings	Mansfield- Mining

## EYFS- Early Learning Goal for Understanding the World

### ELG 13 Past and Present

- Talk about the lives of the 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 read in class and storytelling.

### Nursery

- Able to say who they are and who they live with.
- Can briefly talk about some of their family members.
- Show an interest in different occupations.
- Talks about a wider range of occupations.
- Comment on fictional characters in stories

### Reception

- Can talk about past and upcoming events with their immediate family.
- Name and describe people who are familiar to them and talk about members of immediate family in more detail.
- Able to discuss different occupations of family members.
- Talk about the lives of the people around them and their roles in society.
- Compare and contrast characters from stories, including figures from the past.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Comment on images of familiar situations in the past.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

**Progression of Skills**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Investigate and interpret the past</b>	Observe or handle evidence to ask questions and find answers to questions about the past Ask questions such as: What was it like for people? What happened? How long ago?	Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.	Use evidence to ask questions and find answers to questions about the past Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes in history	Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices Use sources of information to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past Refine lines of enquiry as appropriate
<b>Build an overview of world history</b>	Describe historical events Describe significant people from the past	Describe significant people from the past Recognise that there are reasons why people in the past acted as they did	Describe changes that have happened in the locality of the school throughout history Give a broad overview of life in Britain from ancient until medieval times Compare some of the times studied with those of other areas of interest around the world	Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Identify continuity and change in the history of the locality of the school Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times Compare some of the times studied with those of the other areas of interest around the world.	Identify continuity and change in the history of the locality of the school Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
<b>Understand chronology</b>	Place events and artefacts in order on a timeline Label timelines with words or phrases such	Place events and artefacts in order on a timeline Recount changes that have	Place events, artefacts and historical figures on a timeline using dates Understand the concept of change over	Understand the concept of change over time, representing this, along with evidence, on a timeline	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline

	as: past, present, older and newer	occurred in their own lives Use dates where appropriate	time, representing this, along with evidence, on a timeline	Use dates and terms to describe events.	Identify periods of rapid change in history and contrast them with times of relatively little change	Use dates and terms accurately in describing events
<b>Communicate historically</b>	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time	Show an understanding of the concept of nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace	Use simple terminology to communicate Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology</li> </ul>	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time</li> <li>• era</li> <li>• period</li> </ul> chronology <ul style="list-style-type: none"> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy</li> </ul> Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time</li> <li>• era</li> <li>• period</li> </ul> chronology <ul style="list-style-type: none"> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy</li> </ul> Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past Use original ways to present information and ideas

### Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Investigate and interpret the past</b>	Curiosity, Detective, Ask, Object, Books, Pictures, Local, Homes, Houses and buildings, Timeline, Date Order, Similar,	Question, Artefact, Investigate, Historians, Like or dislike, Significant, Changes, Observe, Buildings, Places, Historical event	Questions, Opinion, Compare, Place, Investigate, Similarities and differences, Archaeologists,	Respond, Source, Collect, Record, Analyse, Compare, Locations, Developments, Impact on life, Myths & Legends	Suggest, Compare, Analyse, Historical maps, Contrast, Influence, Identify, Sources, Infer, Reliable	Primary source, Secondary source, Evaluate, Analyse Conclusions, Advancements, Interpretations, Cause and effect,

	Different, Because, Important		Perception, Think critically			Impression, Biased, Motive, Propaganda
<b>Understand chronology</b>	Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, Year, The past, Long ago, The future, Day, Week, Month, Long ago	Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries, Ancient, Modern	Ancient, Modern, Present, Chronological Order, AD/BC, Eras, Timeline, Period, Thousands of years	Chronological Order, AD/BC, Eras, Time difference, Continuity, Change	Continuity, AD/BC (BCE), Cause, Consequence, Similarity, Legacy	Short- and long-term timescales, Difference and significance, Trends