

Marston Moreteyne School *History* Curriculum- Based on the seven "Big Ideas"



Creativity



Humankind



Change



Materials



Place



Comparison



Significance

The "Aspects" below are progressive and start from Nursery through to Year Four. They allow children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly sophisticated information and ideas.

Report and Conclude

Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Children know that historical information can be presented in a variety of ways using non-chronological report, fact file, timeline, description, reconstruction or presentation. This develops onto written texts, tables, diagrams, captions and lists. Children can present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.

Communication

Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations. Children understand that a year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century, millennia, era, AD, CE, BC and BCE. Use historical terms to describe different periods of time.

Everyday Life

Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. This leads into studies on the Stone and Bronze Age. Roman life and believes are looked at as well as key aspects of British history include the rise, fall and actions of the monarchy.

Hierarchy and Power

Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Children understand that Hierarchy is a way of organising people according to how important they are or were. This leads onto studying tribal communities including Ancient Rome. Children describe the hierarchy and different roles in ancient civilisation.

Civilisations

The children learn about the lives of people in the Stone Age, Bronze Age and Iron Age, the look about how this has changed and developed over time

Changes Over Time

Children can describe Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. This leads onto how changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

British History

Children can describe and explain the importance of a significant individual's achievements on British history. They can describe how a significant event or person in British history changed or influenced how people live today. Children can explain the cause, consequence and impact of invasion and settlement in Britain. With increased understanding children can describe a series of significant events, linked by a common theme, that show changes over time in Britain.

Chronology

Children start by looking at one significant event then leading on to several historical periods. They can sequence significant information such as dates in chronological order on a time line.

Artefacts and Sources

Children know that objects from the past can look different to objects from the present. Children work with historical sources include artefacts, written accounts, photographs and paintings and express an opinion about a historical source. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Children are able to make suggestions based on these. This develops onto interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements. Children discuss the reliability of such evidence and are able to identify bias in these primary and secondary sources enabling them to Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.

Local History

Children explore, and talk about important events in the school or locality's history. In simple terms they can describe the importance of local events, people and places. This leads on to children analysing a range of historical information to explain how a national or international event has impacted the locality. With developing skills and knowledge they are also able to describe and explain the impact of a past society on a local settlement or community.

Compare and Contrast

Children start by describe and identify some similarities and differences between things in the past and the present, and between ways of life within or beyond living memory. Children then draw on what they have learnt to imagine and describe what it was like to live in a different period. This leads on to using the information to explain the similarities and differences between two periods of history and two civilisations.

Significant Events

Listen to and discuss stories about significant events from the past they can identify some key features of significant historical event beyond living memory and explain its singular and then multiple causes and effects on history

Significant People

Children share stories and talk about significant people who lived in the past and begin to understand the term significant, explaining why a significant individual is important. Using historical models, they make judgements on the significance of the individual, describing their impact by devising then responding to historically valid questions, suggesting ways to answer them. Children can then construct a profile of a significant leader using a range of historical sources.