



History Curriculum Intent

At the Flourish Federation, our History curriculum aims to facilitate a development of chronologically secure knowledge and an appreciation and understanding of British, local and world history, drawing on a range of evidence and sources to gain historical perspective. Children will be taught to make meaningful links through inquiry and enquiry questions, allowing them to form their own, informed interpretations. We intend that our curriculum will influence children's decisions about personal choices, attitudes and values for the challenges of their time.

Our curriculum will focus on key historical concepts, such as: trade, culture, democracy & leadership, invasion, societies, while exploring the themes of continuity and change, similarities, difference and significance. Appropriate vocabulary will progress overtime, alongside the key historical concepts, enabling children to use accurate, technical language to explain their reasoning.

We aspire to make learning a hands-on experience, helping children to put themselves in the shoes of people from the past, making learning engaging and memorable. This in-turn will support children with SEND and disadvantaged pupils, removing barriers and enabling them to progress from their starting point, regardless of their cultural capital. Children will be encouraged to ask perceptive questions, think critically, weigh evidence and sift arguments, linking prior learning to inform perspectives and judgements, and understand the intent of the evidence provided.



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Implementation

The following abstract concepts run through our curriculum. Please see how these are developed specifically in Aim: **trade, culture, democracy & leadership, invasion, societies**

Aim 1 – Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronologically secure	Understand chronology as a linear sequence (first, next). Begin to organise events using basic chronology, recognising that things happen before they are born. Retell stories that help children develop an understanding of the past and present.	Understand that chronology can be split into living memory and beyond living memory. Sort objects into old and new. Recount changes in your own life over time. Use words and phrases such as recently, before, after now, later. Identify whether stories are set in the present or the past.	Start to understand the chronological framework of what they are being taught. Order the life experiences of a significant individual. Place events in chronological order, beginning to make reference to dates.	Begin to show understanding of history being split into periods of time. Know that history is split into BC and AD and show understanding of what the terms mean. Begin to sequence events, objects or processes. Read and understand a given timeline.	Understand where the studied periods of history fit into a larger chronological overview. Demonstrate understanding of AD and BC Understand that timelines show scale and duration and begin to place key events and dates on a timeline.	Place the period studied into a larger chronological narrative in relation to prior learning. Begin to show understanding of the terms BCE and CE (in addition to AD and BC)	Contrast and compare periods of history using their own scale and durations. Construct and compare complex timelines for periods studied and reference local history. Justify their use of scale and duration in their own timelines. Be able to name concurrent, subsequent and preceding periods of history. Demonstrate understanding of AD, BC along with BCE and CE
People who have influenced our nation	Know there are important people in our lives <i>(family, queen, prime minister, headteacher, teacher)</i>	Understand and tell others how significant individuals in Britain impact culture. <i>(Florence Nightingale)</i>	Explain and describe that there are significant individuals in Britain and their impact on culture and people's attitudes. <i>(Mary Seacole)</i>		Children know how to apply knowledge about significant individuals who have influenced our nation. <i>(Julius Caesar, Boudica)</i>	Children know how to explain and describe significant individuals and their influence our nation. <i>(Alexander the Great William the Conqueror)</i>	Children know how to evaluate and analyse how significant individuals have influenced our nation. <i>(Churchill, suffragettes, Martin Luther King etc.)</i>
How Britain has been influenced by the wider world	Understand how other people can influence	Understand that key significant figures may have been influenced by	Understand how Britain's culture has	To understand how Britain's trade, culture, democracy &	To apply their knowledge about how Britain's trade, culture,	To explain and describe how Britain's trade, culture, democracy &	To evaluate and analyse how Britain's trade, culture, democracy &



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	their behaviour. i.e. good sitting.	culture from the wider world. <i>(Queen Elizabeth II's heritage, religion relating to Guy Fawkes)</i>	been influenced by the wider world. <i>(Mary Seacole)</i>	leadership, invasion has been influenced by the wider world. <i>(Egyptians)</i>	democracy & leadership, invasion has been influenced by the wider world. <i>(Romans and Ancient Greeks)</i>	leadership, invasion has been influenced by the wider world. <i>(Anglo-Saxons, Vikings, Maya)</i>	leadership, invasion has been influenced by the wider world. <i>(Social Battles)</i>
Britain's influence on the wider world	Understand how things they do can influence other people.	Discuss that the British monarchy doesn't have as much power as previous monarchs. <i>(Queen Elizabeth II)</i>	Understand how monarchy can influence the wider world. <i>(Queen Victoria)</i>				To evaluate and analyse how Britain influences trade, culture, democracy & leadership, invasion in the wider world. <i>(Battles- WW1, WW2)</i>

Aim 2 – Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Civilisation	Talk about experiences that are familiar and how these may have been different in the past.	Talk about the way of life of people in the past through discussion about stories.		Children develop understanding that early societies developed unique civilisations based on key features such as: cities, governments, religion, job specialisations, social classes, arts and architecture, public works and writing.	Children know that some civilisations established empires. Children know how ancient civilisations differ from one another and the influences that they had on later peoples, based on the features introduced in Year 4.		
Empires			Understand that an established monarch can lead an empire which can build power. <i>(Queen Victoria)</i>		Children understand that ancient civilisations expanded to become empires, and how this was achieved through invasion and influence.	Children understand that the term empire can also include more abstract concepts, such as that of a trade empire. Children know that empires are established and dissolve.	Children know that Britain and the British Empire was a significant power and influence on the modern world.



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Non-European Societies				Children know that non-European societies have characteristics which differ from those of European societies.		Children know how to identify similarities and differences between non-European and European societies.	Children are able to identify some of the influences that non-European societies have had on our own culture, through social battles.
Achievements and Follies	Children identify achievements in their own lives. (Star of the week, targets)	Children identify significant achievements and follies for significant people/ events they learn about. (Guy Fawkes)	Children identify significant achievements for people they learn about and the impact this has on society. (Mary Seacole)	Children can identify some of the significant achievements of a period of history.	Children know that historical decisions and actions can have both positive and detrimental impacts.	Children can explain why certain actions could be classified as achievements and others as follies.	Children can expand their explanations regarding achievements and follies, taking into consideration whether this is a subjective view.

Aim 3 – Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trade	Children have practical experiences of trade. (swapping toys/ shopping with parents)		Children know trade as a basic exchange of goods. (Great Fire of London - London as trade hub)	Children know that civilisations would trade with one another for items which were not within easy or local geographic reach.	Children know that trade is a key part to the expansion of a civilisation. Children know that trade was both a positive and negative factor, and could potentially lead to conflict.	Children know how trade was essential to society and how trade deals were made between differing societies. Children know that trade opportunities provided the potential exposure of isolated societies.	Children know how trade has influenced, modern day society both in and out of Britain and continues to do so. Children can explore the morality of historic trading (e.g. the slave trade, ivory, digital media)
Culture	Children know that people behave differently and may have different beliefs. They develop positive attitudes about this.	Children can explain how people's beliefs are different and how this can impact their actions. (Guy Fawkes)	Children compare and contrast viewpoints of people from the past to their own life. (Mary Seacole v Florence)	Children know that a culture is composed of the ideas, customs, and social behaviour of a particular people or society	Children are able to distinguish differences in culture between two civilisations of a similar time-frame.	Children know that culture is independent of time, and that there can be multiple society-types, with varying degrees of technological advancement, co-existing.	Children are able to explain the impact that a culture has had on the present day, and provide evidence to support this.
Democracy and Leadership	Children know that there are leaders within their own lives.	Children identify and talk about the monarch within their living memory.	Children discuss the monarch and the impact of their leadership beyond their living memory.	Children know how groups of people can become leaders for differing reasons	Children are able to identify contrasting methods and concepts	Children are able to identify how strengths and weaknesses in leadership have led to evolving forms of	Children know how democracy has changed the face of leadership for better or worse and can identify and



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	(Teachers, parents, Headteacher, Queen, Prime Minister)	(Queen Elizabeth II) Children begin to recognise monarchs beyond living memory. (King James)	(Queen Victoria) Children recognise monarchs beyond living memory. (King Charles II - Great Fire of London)	(inheritance of position, elected, etc).	of leadership between ancient civilisations.	governance, supporting cases for invasion.	compare strengths and weaknesses of named leaders. Children know that there have been varying forms of leadership across the course of history.
Invasion			Children know that during a war, sometimes a country is invaded by another. (Crimean war - Mary Seacole/ Queen Victoria)		Children know how to compare and contrast the benefits and drawbacks of having been invaded.	Children are aware of the impacts of invasions on British society and culture.	Children understand how the invasion of a country can accelerate world events, and cause global impact.
Societies	Children know different people have different roles within our community and the wider world. Children talk about members of their immediate community.	Children identify differences in our society in comparison to society in the past. (Guy Fawkes)	Children compare aspects of our society in comparison to society in the past. (Victorian era re: Queen Victoria & Mary Seacole)	Children know that a society evolves from a group or community of people who have common traditions or institutions.	Children know that societies differ from one another in their structures and beliefs, and that this can lead to conflict.	Children know how to apply the term 'society' accurately, to groups of people over time.	Children know that societies that differ in traditions and beliefs, can work together to achieve a common cause.

Aim 4 – Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity & Change	Children know some things change and some things stay the same. (school stays the same, class change)	Children know that within living memory there are changes in the lives of the significant people they learn about. (Queen Elizabeth and royal family) Children begin to understand how people's viewpoints differ in society which can cause change.	Children can explain that the monarch has changed during the periods of time they study. (Queen Victoria) Children can identify and describe how Britain changed as a result of significant events.	Children can identify key changes (before and after) within a period studied. Children can discuss what has remained the same over time.	Children know how to identify some changes, and elements of continuity within set periods of time and suggest reasons for these changes.	Children know how to identify changes and things that remained the same over a longer period of time and are beginning to evaluate these.	Children are able to evaluate changes on their actual and potential impact on society. Children can provide reasons for continuity over longer periods of time.



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		(Guy Fawkes) Children can talk about things that have stayed the same and changed in British culture. (Florence Nightingale)	(Great Fire of London) Children can describe and explain change in societal beliefs and attitudes over time. (Mary Seacole)				
Cause & Consequence	Children understand there is a consequence to their actions. (Behaviour charts in school/ rewards)	Children begin to talk about why people did things in the past and what the consequences of their actions were. (Guy Fawkes) Children can talk about the consequences of significant people's actions. (Florence Nightingale)	Children can discuss the cause of significant events and how the consequences of these impacted society. (Great Fire of London) Children can explain how the consequences of significant people's actions have impacted societies. (Mary Seacole)	Children are able to identify the consequences of actions taken by historic leaders and the impact that these may have had on their time-period.	Children can identify the causes of actions taken by historic leaders, understanding why these were taken and the impact that these may have had.	Children are able to identify the causes and consequences of actions taken by historic leaders and the populace, recognising the impact that these had at the time.	Children are able to sequence events, identifying the causes and consequences of actions taken by 20th century leaders and the populace, recognising the impact that these had at the time.
Similarities & differences	Children know that there are similarities and differences between their own and other's lives and beliefs.	Children identify and talk about the similarities and differences between an aspect of society now and in the past in relation to significant individuals they learn about. (Florence Nightingale/ now - nursing)	Children describe and explain the similarities and differences between aspects of society now and in the past in relation to significant individuals they learn about. (Queen Elizabeth II/ Queen Victoria) Children can draw contrasts between 2 significant individuals and their impact. (Florence Nightingale/ Mary Seacole- nursing) Children can draw contrasts within a	Children can make connections between groups of people and can discuss what is different as time has passed.	Children know how to identify what is the same and what is different over a set time period, using a timeline for support.	Children know how to select and compare features of different societies, through time and within the same time period, and are beginning to evaluate the reasons.	Children know how to use similarities and differences to explain a historical narrative and evaluate changes over time.



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			significant event and how this may have been different in the present day. (Great Fire of London - housing)				
Significance	Children are aware that there are important dates in the year that are nationally celebrated. (E.g. Remembrance Day)	Children understand there are key significant individuals that have impacted different aspects of society from the past to now. (E.g. Florence Nightingale - hospital conditions and nurses being trained, Queen Elizabeth II)	Children understand that the significance of an event or person can be related to both the immediate and lasting impact that they have had. (E.g. Queen Victoria and compulsory schooling.)	Children are able to categorise the levels of importance when studying key events, dates and people, beginning to understand how significance relates to longer lasting impact/repercussions.	Children are able to recognise the significance of historical events, dates and key people understanding how significance can often relate to the longer lasting impact.	Children are becoming able to suggest the significance of historical events, dates and key people and can identify the lasting impact.	Children know how to discuss the significance of historical events, dates and key people and can identify the lasting impact.
Questioning and Structured Accounts	Children will start to say if they agree or disagree with viewpoints of people in their lives. Children will ask questions about their everyday life and their learning.	Children will ask questions to help inform their own opinions by using historical information/ evidence. They can talk about what they think. Children will use artefacts to inform their thinking.	Children will use primary and secondary sources to inform their viewpoint. They can talk about why they have formed their judgement.	Children know how to make connections between evidence and viewpoints.	Children are able to use evidence and prior learning, to explain viewpoints, in writing.	Children know how to produce an account, responding to a question and are able to select and apply relevant evidence and prior knowledge to support this.	Children are able to present a structured and sound account to a historically-valid question, drawing on their prior knowledge, a range of evidence, and the connection of ideas.

Aim 5 – Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evidence	Children use clues to investigate during child initiated learning. Children use photographs and pictures to answer questions.	Children use artefacts or sources to inform their thinking. They can say what they think the artefact is (object, photo etc) and who it might be made for/ is of/ what the purpose is.	Children start to talk about whether an artefact is from the time of the event in history or whether it's a replica.	Children know how to classify different source material and can identify features of a source. Children begin to make predictions as to the use of a source.	Children can identify primary and secondary source material and can discuss the reliability of a range of sources.	Children know how to recognise bias and begin to discuss the reliability of sources in understanding decisions of the past. Children are able to form their own lines of	Children are able to critically analyse and evaluate a range of source material and make unbiased judgements to its reliability, using evidence to explain



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				Children learn what is meant by 'reliability'.		enquiry and are becoming aware of the necessary evidence to be explored in order to reach conclusions.	contrasting points of view.
Arguments and Interpretations	Children understand that the people around them have different viewpoints that might not always be the same.	Children understand that different groups of people in society have different viewpoints. (E.g. Guy Fawkes, King James I)	Children can use different interpretations from historical sources in order to form their own viewpoints. (E.g. Nurses working for Florence vs doctors who she worked with)	Children know that different source materials and people can provide different perspectives for historic events, and how oral tradition can impact on the validity of stories.	Children know how historical arguments can vary depending on the source material and intention of the writer. Children know that with the introduction of written history, accounts can be manipulated on a longer-lasting scale. (e.g. stories passed down orally by generations vs written first-person accounts)	Children know that historical arguments vary depending on the source material and intention of the writer, and why they may put these across based on their personal circumstances.	Children know that history can be manipulated by those who 'write' it, affect societal thinking and skew accurate interpretations of events.

Aim 6 – Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Connections between local, regional, national and international history	Children notice things in their lives which are older than other things. (cultural - family members, transports pictures)	Children talk about connections between local and national history and if there has been an impact made by a significant person within their living memory. (eg. Guy Fawkes - London. Queen Elizabeth II - where we live) (Cultural, social)	Children can discuss the connections that significant individuals have/have had in international history. (Queen Victoria, empires across the world, Mary Seacole-Crimean War).		Children know that international events can have a direct impact on local, regional and national history. (cultural, social, economic, military, political)	Children know that international events can have a direct impact on local, regional and national history, identifying connections that have had lasting affect. (religious, military, economy, social)	Children can reflect on the manner in which history, whether national or international, has an impact on the wider world and can identify common threads and connections of influence. (economy, political, military)
Short- and long-term timescales	Children know that some things are happening now and some things happened in the past.	Children understand that events happened/ different people lived, at different points in history.	Children can explain how people and events from beyond their living memory fit into a basic timeline.	Children know that timelines support a visual of how long specific periods of history were in	Children know how some significant periods of history span extensive periods of time, where culture stayed relatively static.	Children know that some historical events occurred in a short timescale, yet with maximum impact.	Children know that the impact of technology and research has meant that significant events have had the capacity to occur over a far shorter



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	Children know some things happened longer ago than other things. <i>(My mum was born before me; the summer fayre was a long time ago)</i>	They talk about people and events in their living memory and beyond.		comparison to our current place in time.		(e.g. Viking invasion)	time-scale than previously in known history.
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