

Cycle A

Kagan Goals:
 Know and demonstrate how PIES principles make a more effective learner.

Know and develop multiple intelligences of verbal/linguistic, Logical/mathematical interpersonal/social intrapersonal/introspective

**Curricular Overview
History**

Curricular Goals:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- know and 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
- know and 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 History – key stages 1 and 2
- 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.

Component: Know and understand chronology of history and order specific events or periods in history (Knowledge)

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Festivals and Celebrations Know about similarities & differences between themselves & others, & among families, communities & traditions.	Events beyond living memory that are significant nationally or globally: <i>The Great Fire of London</i> Place significant events on a timeline using words and phrases related to the passing of time: Old/new Past A long time ago/In the olden days Then/now Before/After		A non-European society that provides contrasts with British history: <i>Mayans</i> Place previous and current periods of history on a timeline by interpreting a scale. Establish a clear narrative within and across the periods they study, identifying details from several themes, societies, events and significant people.	A study of Greek life & achievement and influence on the Western World Create accurate timeline and place previous and current periods and events in history: Mayan Civilisation Ancient Egypt Stone Age/Iron Age Roman Britain Gunpowder Plot Great Fire of London Note connections, contrasts and trends over time.		
	Changes within living memory: <i>Toys</i> Place significant objects from living memory on a timeline using words and phrases related to the passing of time: Old/new Past A long time ago/In the olden days Then/now Before/After		The achievements of the earliest civilisations: <i>The Egyptians</i> Place previous and current periods of history on a timeline by interpreting a scale. Establish a clear narrative within the period of study, identifying details from selected themes, societies, events and significant people. <i>Literacy: Instructions</i>	A study of British History beyond 1066: <i>Crime and Punishment</i> Create accurate timeline and place previous and current periods and events in history: Mayan Civilisation Ancient Egypt Stone Age/Iron Age Roman Britain Gunpowder Plot Great Fire of London Note connections, contrasts and trends over time.		

			<p>A Local Study: Harrogate Place previous and current periods of history on a timeline by interpreting a scale. Establish a clear narrative within and across the periods they study, identifying details from several themes, events and significant people.</p>	
Component: know how to find out about the past (Historical Enquiry)				
<p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Enjoys joining in with family customs & routines.</p>	<p>Events beyond living memory that are significant nationally or globally The Great Fire of London Choose and use parts of stories and other sources to show that they know and understand key features of events from the past. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Use a wide variety of everyday historical terms.</p>	<p>A non-European society that provides contrasts with British history: Mayans Devise a range of historically valid questions. Use a variety of given sources (internet, photos, books, maps) to answer questions and gather information. Construct fact based responses using appropriate vocabulary.</p>	<p>A study of Greek life & achievement and influence on the Western World Construct fact based responses that involve independent research, selection and organisation. Understand how our knowledge of the past is constructed from a range of sources and evaluate considering factors such as purpose, audience, accuracy, reliability. Develop appropriate use of historical terms.</p>	
	<p>Changes within living memory: Toys Ask and answer historical questions. Identify different ways in which we can find out about the past. Extract information from several different types of sources including written, visual and oral sources and artefacts.</p>	<p>The achievements of the earliest civilisations: The Egyptians Devise a range of historically valid questions. Use a variety of given sources (internet, photos, books, maps, artefacts) to answer questions and gather information. Construct fact based responses using appropriate vocabulary. <i>Literacy: Persuasive writing</i></p>	<p>A study of British History beyond 1066: Crime and Punishment Construct fact based responses that involve independent research, selection and organisation. Understand how our knowledge of the past is constructed from a range of sources and evaluate considering factors such as purpose, audience, accuracy, reliability. Develop appropriate use of historical terms.</p>	
		<p>A Local Study: Harrogate Devise a range of historically valid questions. Use a variety of given sources (internet, photos, books, maps, artefacts) to answer questions and gather information. Construct fact based responses using appropriate vocabulary.</p>		
Component: Know and understand the connections between different historical periods (Concepts)				
<p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Events beyond living memory that are significant nationally or globally The Great Fire of London Identify an important event from a period in history and why it happened. Identify similarities and differences between ways of life in different periods. Identify and explain how important events have had an impact on modern Britain.</p>	<p>A non-European society that provides contrasts with British history: Mayans Compare and contrast people/events from different periods/societies. Identify why events happened in periods of history. Interpret the different ways important people/events could have impacted modern Britain.</p>	<p>A study of Greek life & achievement and influence on the Western World Compare the significance of events, development and people across different time periods. Interpret the reasons for significant events. Interpret the different ways significant people/events have impacted modern Britain.</p>	
	<p>Changes within living memory: Toys Identify similarities and difference between ways of life in different periods. Identify similarities and differences and changes occurring within a particular topic.</p>	<p>The achievements of the earliest civilisations: The Egyptians Compare and contrast people/events from different periods/societies.</p>	<p>A study of British History beyond 1066: Crime and Punishment Compare the significance of events, development and people across different time periods. Interpret the reasons for significant events.</p>	

			Interpret the different ways important people/events could have impacted modern Britain. Literacy: Persuasive writing Maths: SSM	Interpret the different ways significant people/events have impacted modern Britain.
			A Local Study: Harrogate Compare and contrast people/events from different periods/societies. Identify why events happened in periods of history. Interpret the different ways important people/events could have impacted modern Britain.	

Cycle B						
<p>Kagan Goals: Know and demonstrate how PIES principles make a more effective learner.</p> <p>Know and develop multiple intelligences of verbal/linguistic, Logical/mathematical interpersonal/social intrapersonal/introspective</p>	<p>Curricular Overview History</p>					
	<p>Curricular Goals:</p> <ul style="list-style-type: none"> 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 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 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' know and 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 know and 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 History – key stages 1 and 2 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. 					
	<p>Component: Know and understand chronology of history and order specific events or periods in history (Historical Knowledge)</p>					
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5
	<p>Personal celebrations</p> <p>Know about similarities & differences between themselves & others, & among families, communities & traditions.</p>	<p>Significant historical events, people and places in their own locality: Guy Fawkes and The Gunpowder Plot</p> <p>Place significant individuals and events in chronological order using words and phrases related to the passing of time: Old/new Past A long time ago/In the olden days Then/now Before/After</p>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Place previous and current periods of history on a timeline by interpreting a scale. Establish a clear narrative within and across the periods they study, identifying details from several themes, societies, events and significant people.</p>		<p>Anglo-Saxons- Is Alfred the Great, great?</p> <p>Create accurate timeline and place previous and current periods and events in history: Mayan Civilisation Ancient Egypt Stone Age/Iron Age Roman Britain Gunpowder Plot Great Fire of London Note connections, contrasts and trends over time.</p>

		<p>The lives of significant individuals in the past who have contributed to national and international achievements: Bessie Coleman Neil Armstrong</p> <p>Place significant individuals and events on a timeline using words and phrases related to the passing of time: Old/new Past A long time ago/In the olden days Then/now Before/After</p>	<p>The Roman Empire and Its Impact on Britain</p> <p>Place previous and current periods of history on a timeline by interpreting a scale. Establish a clear narrative within and across the periods they study, identifying details from several themes, societies, events and significant people, covered in national and global history.</p>	<p>Vikings</p> <p>Create accurate timeline and place previous and current periods and events in history: Mayan Civilisation Ancient Egypt Stone Age/Iron Age Roman Britain Anglo-Saxons Gunpowder Plot Great Fire of London Note connections, contrasts and trends over time.</p>
				<p>A local history study of an aspect of history or site dating from a period beyond 1066: WW2 and the air raid shelters</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>
Component: know how to find out about the past (Historical Enquiry)				
<p>Personal celebrations</p> <p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Enjoys joining in with family customs & routines.</p>	<p>Significant historical events, people and places in their own locality: Guy Fawkes and The Gunpowder Plot</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events from the past. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Use a wide variety of everyday historical terms.</p> <p>Reading: retrieving information</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Devise a range of historically valid questions. Use a variety of given sources (internet, photos, books, maps, artefacts) to answer questions and gather information. Construct fact based responses using appropriate vocabulary.</p>	<p>Anglo-Saxons- Is Alfred the Great, great?</p> <p>Construct fact based responses that involve independent research, selection and organisation. Understand how our knowledge of the past is constructed from a range of sources and evaluate, considering factors such as purpose, audience, accuracy, reliability. Develop appropriate use of historical terms.</p>	
		<p>The lives of significant individuals in the past who have contributed to national and international achievements: Bessie Coleman Neil Armstrong</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events from the past. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Use a wide variety of everyday historical terms.</p>	<p>The Roman Empire and Its Impact on Britain</p> <p>Devise a range of historically valid questions. Use a variety of given sources (internet, photos, books, maps, artefacts) to answer questions and gather information. Construct fact based responses using appropriate vocabulary.</p>	<p>Vikings</p> <p>Construct fact based responses that involve independent research, selection and organisation. Understand how our knowledge of the past is constructed from a range of sources and evaluate, considering factors such as purpose, audience, accuracy, reliability. Develop appropriate use of historical terms.</p>
				<p>A local history study of an aspect of history or site dating from a period beyond 1066: WW2 and the air raid shelters</p>

				Construct fact based responses that involve independent research, selection and organisation. Understand how our knowledge of the past is constructed from a range of sources and evaluate, considering factors such as purpose, audience, accuracy, reliability. Develop appropriate use of historical terms.
Component: Know and understand the connections between different historical periods (Historical Concepts)				
	<p>Personal celebrations</p> <p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Significant historical events, people and places in their own locality: <i>Guy Fawkes and The Gunpowder Plot</i></p> <p>Identify an important person or event from a period in history and why it happened.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Identify and explain how important events have had an impact on modern Britain.</p> <p><i>Literacy: Non-chronological report</i></p> <p><i>Reading: retrieving information</i></p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Compare and contrast people/events from different periods/societies.</p> <p>Identify why events happened in periods of history.</p> <p>Interpret the different ways important people/events could have impacted modern Britain.</p>	<p>Anglo-Saxons- <i>Is Alfred the Great, great?</i></p> <p>Compare the significance of events, development and people across different time periods.</p> <p>Interpret the reasons for significant events.</p> <p>Interpret the different ways significant people/events have impacted modern Britain.</p>
		<p>The lives of significant individuals in the past who have contributed to national and international achievements: <i>Bessie Coleman Neil Armstrong</i></p> <p>Identify similarities and difference between ways of life in different periods.</p> <p>Identify an important person from a period in history and the contributions they made.</p> <p>Identify similarities and differences and changes occurring within a particular topic.</p>	<p>The Roman Empire and Its Impact on Britain</p> <p>Compare and contrast people/events from different periods/societies.</p> <p>Identify why events happened in periods of history.</p> <p>Interpret the different ways important people/events could have impacted modern Britain.</p>	<p>Vikings</p> <p>Compare the significance of events, development and people across different time periods.</p> <p>Interpret the reasons for significant events.</p> <p>Interpret the different ways significant people/events have impacted modern Britain.</p>
				<p>A local history study of an aspect of history or site dating from a period beyond 1066: <i>WW2 and the air raid shelters</i></p> <p>Compare the significance of events and developments across different time periods.</p> <p>Interpret the reasons for significant events.</p> <p>Interpret the different ways significant people/events have impacted modern Britain.</p>