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**Wibsey Primary School**

**Cumulative Curriculum**

**History Intent Document**

This is pupil’s entitlement in History at Wibsey Primary School.

**By the end of Year 6 our pupils will:**

* Have a chronologically secure knowledge and understanding of British, world and local history.
* Have in-depth knowledge and understanding of British history from the Stone Age to 1066 and in the local area beyond 1066, as well as an overview of some significant early civilisations and non-European societies.
* Understand and can use historical concepts to make connections, analyse trends, ask historically valid questions and create structured accounts, narratives and analyses.
* Understand the methods of historical enquiry and the range of historical sources. They can recognise how and why different accounts of the past may be given and can evaluate evidence to identify bias.
* Have an historical understanding of abstract terms, such as *civilisation, empire, invasion; democracy*

**Pupils at Wibsey will be taught:**

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|  | **EYFS***Nursery*Reception | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge and understanding of British, local and world history** | *Significant celebrations: Bonfire Night**Significant adults: within their own family and community*Changes within own life: how they have changed and changes within their family Significant celebrations; why we celebrate Bonfire Night; Guy Fawkes | Changes in the local area within and beyond living memory: Low Moor Fire 1916; Wibsey Fair 1950s. Changes in living memory: ToysLego (Ole Kirk Christensen) v.i-pad (Steve Jobs); Books.The Brontes | Significant events: Great Fire of London and its rebuilding:Samuel Pepys; Christopher WrenSignificant individuals: Exploration- Columbus;Neil Armstrong | Stone Age to theIron Age, including Bronze Age: homes; farming; technology – Skara Brae; Star Carr; Danebury HillRoman Empire and its impact on Britain Invasion 55 BC to AD 42BoudicaRomanisation of Britain | Britain’s settlement by Anglo-SaxonsInvasions, including homes; farming; technology. Culture and art; Sutton Hoo;Christian conversionsLocal history: Saltaire: Industrial revolutionAncient Egypt, including homes, farming, technology. Pyramids; mummification; Tutankhamun | Viking and Anglo-Saxon struggle for England to 1066Viking raids; Alfred the Great; Edward the Confessor and his death in 1066Ancient Greece – Greek life; homes, technology. Achievements, influence on western world – democracy, architecture, mathematics, Olympic games. | Significant turning point in British history - World War II: Battle of Britain 1940World War II: The effects at homeEarly Islamic civilisation: Fall of Baghdad c AD 900 (contrast with British history c AD 900)  |
| **Chronological knowledge and skills** | **Pupils in** *Nursery* **will be taught:*** *About changes over the day (daily routines), week (days) and year (seasons)*
* *To identify and talk about important family experiences and celebrations*

**Pupils in Reception will be taught:*** To understand and use vocabulary linked to the passing of time (then; now) correctly
* To order and sequence familiar events
 | **Pupils will be** **taught:*** About changes in living memory
* To understand and use vocabulary linked to passing of time (past; present; then; now) correctly
* How to sequence chronologically

  | **Pupils will be taught:*** That events happen in chronological sequence, according to year, date and time
* To organise and present events in chronological sequence
* To use different sources to check accuracy of chronology.
* To identify, compare and contrast *then* and *now*
 | **Pupils will be taught:*** The meaning of BC; AD
* How to use a timeline showing the period from the Stone Age to the Iron Age to the Romans
* To plot key events on a timeline accurately
 | **Pupils will be taught:*** To present historical information in a coherent chronological sequence, using terminology *ancient, modern, century, decade, early civilisation*
 | **Pupils will be taught:*** To plot key events within a period and over longer periods on a timeline, making their own decisions about a sensible scale etc.
* Create a structured account of Britain’s history to 1066.
 | **Pupils will be taught:*** To present a chronologically accurate account of a significant event in British and world history
* To identify and explain when significant events occurred in AD 900 and 1941, including the use of a timeline
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| **Skills of historical enquiry** | **Pupils in** *Nursery* **will be taught:*** *To talk about old and new objects*
* *Identify and handle artefacts associated with events in their lives*

**Pupils in** Reception **will be taught:*** To identify similarities and differences between past and present events from their life and their family’s lives and characters encountered in stories
* To observe carefully and talk about images of familiar situations in the past
* To compare old and new
* To ask appropriate questions about significant events
 | **Pupils will be taught:** * How we can use different sources of information to learn about the past: first-hand accounts; written reports; photographs; buildings; pictures; oral evidence and how to use them
* To ask and answer pertinent questions
 | **Pupils will be taught:** * To ask historical questions
* To use first-hand and second-hand sources (pictures; diaries; maps; books; paintings; videos) to create accurate accounts
 | **Pupils will be taught:*** Use of primary and secondary sources.
* Work of the archaeologist
* Pose historical questions and decide which source of evidence would be best to use.
 | **Pupils will be taught:*** Use of primary/ secondary sources
* Ask historically valid questions
* Interrogate artefacts to find out about the past
* Evaluate the reliability of the historical sources used
 | **Pupils will be taught:*** To compare different accounts and interpretations to identify bias
* To use artefacts to pose historically valid questions
* To compare and evaluate different sources of evidence and use them to present a valid historical analysis.
 | **Pupils will be taught:*** Understand the methods of historical enquiry
* To evaluate the reliability of different sources.
* To identify bias.
* To understand how and why different interpretations of the past have been constructed.
* Present analyses to show why the events studied were turning points.
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| **Historical concepts** | Things change over time* Continuity and change
* Similarity and difference
 | * Similarity and difference
* Change and continuity
* Cause and consequence
* Significance
 | * Similarities and differences
* Change and continuity
* Cause and consequence
* Significance and impact.
 | * Change and continuity
* Cause and consequence
* Significance
 | * Similarity and difference
* Change and continuity
* Significance
* Making connections
 | * Similarities and differences
* Cause and consequence
* Significance
* Making connections
 | * Cause and consequence
* Significance
* Making connections
* Comparing and contrasting
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| **Historical Themes** | * Past and present
* Change and continuity: Things change over time
 | * Change and continuity: The Past is different to the present
* Daily life
 | * Discovery and innovation
* Daily life
 | * Invasion and Settlement
* Conflict and resistance
* Empire
* Leadership
 | * Invasion and Settlement
* Daily life
* Discovery and

Innovation* Civilisation
 | * Leadership
* Conflict and resistance
* Civilisation
* Daily life
 | * Leadership
* Conflict and resistance
* Empire
 |
| **Vocabulary** | Past, present, now, then, old, new | Past, present, then, now, change, similar, different | Event; cause; design; discover; development; technology | Hunter/gatherer; tools; cultivation; artefact; archaeologist; invasion; resistance; conquer; rule; settle; tribe; empire | Civilisation; culture; revolution; industry; ancient; modern; ruler  | Democracy; values; monarch; ruler; kingdom | Significant; turning point; leadership; parliament; fall; analysis. |
| **Core learning experiences** | Bonfire | Wibsey walk to key places studiedOral History – Horse FairKirkstall Toy Museum  | Visit to Bolling HallSpace visit | Royal ArmouriesBritish Museum – virtual workshopJorvik Dig  | Bagshaw MuseumVisit to Saltaire | Royal ArmouriesJorvik – Digital Dig | Eden Camp / Merton ParkCartwright Hall |
| **End points** | **By the end of** *Nursery,* **pupils:*** *Can talk about significant events in their own experiences*

**By the end of** Reception **pupils:*** Can identify past and present events in their own lives and the lives of family members
* Can use everyday language of time to sequence and describe events in stories and their lives
 | **By the end of Y1, pupils:*** Know and can describe changes in living memory in the locality
* Understand chronological order
* Can sequence objects in chronological order
* Can compare and contrast past and present using historical vocabulary
 | **By the end of Y2, pupils:*** Present an account of an historical event accurately and with events sequenced correctly.
* Can evaluate the reliability of different sources of information about the past.
* Can describe the significance of key events.
* Can explain the consequences of key events
 | **By the end of Y3 pupils:*** Have a chronologically secure understanding of British history from the Stone Age to the Roman Empire
* Understand primary and secondary sources
* Can analyse trends
* Can describe the significance of key events and their impact.
 | **By the end of Y4, pupils:*** Can present a well-organised, chronologically accurate account of the impact of three different periods including an early civilisation; Saxons and Victorian period.
* Explain how the past has shaped the present.
* Can describe different sources of evidence and evaluate their reliability.
 | **By the end of Y5, pupils:*** Can present a chronological account of British history from the Stone Age to 1066.
* Can evaluate different sources of historical evidence and explain how different accounts differ.
* Can analyse and explain the impact of the past on the present.
 | **By the end of Y6, pupils:*** Can explain how key events have been significant turning points in a nation’s history.
* Can compare and contrast non-European societies and British history.
* Have a chronologically secure understanding of British and world history.
* Understand the methods of historical enquiry and why different accounts of the past have been constructed.
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| **Greater Depth** | * Can suggest some reasons why people’s lives were different in the past
 | * Can ask relevant questions using a range of secondary sources such as photographs and artefacts
* Can find out more about an event in the past from asking historical questions
 | * Can research the past using multiple sources and summarise the key points
 | * Can use more than one source of information to bring together a conclusion about an historical event
 | * Can use specific search engines on the Internet to help them find out information about the past and present their findings coherently
 | * Can look at two different versions of an event and say how, and why, the author may be attempting to persuade or give a specific viewpoint
 | * Can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past
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