

Captain Cook Primary School



History Curriculum

Non-Negotiable Curriculum and Assessment Document



History Non-Negotiables

Year 1

<i>Knowledge & Understanding of British History</i>		<i>Possible Themes</i>	
<p><u>People & Places</u></p> <p>Changes within living memory Significant historical events, people and places within their own locality.</p>		<p>Plan a range of historical activities within each enquiry. A precise enquiry focus and question would be needed for each one.</p> <ul style="list-style-type: none"> • Living Local, Loving Middlesbrough: Our Street-What signs of change can we see? (Places). • Living in the Past: Ourselves & Our Families-How has life changed? (People) • Living in the Past: Castles-what was life like in a medieval castle? (People & Places) 	
<i>Chronological Awareness</i>	<i>Key Concepts</i>	<i>Historical Enquiry</i>	<i>Historical Terms</i>
<ul style="list-style-type: none"> • Develop an awareness of the past. • Use common words and phrases relating to the passing of time. • Place people and events studied on a chronological timeline. 	<p>Regularly re-visit the following key concepts throughout the year:</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times. • Recognise why people did things, why events happened and what happened as a result. • Make simple observations about different types of people, events, and beliefs within society. • Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> • Ask and answer some questions. • Understand some ways we find out about the past. • Choose and use parts of stories and other sources to show understanding of key concepts outlined. • Identify different ways in which the past can be represented. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms.
			<i>Learning Beyond the Classroom</i>

History Across the Curriculum

- Add the names of famous people studied within the rest of the curriculum to a class timeline: For Example, Weird & Wonderful: Artist Study.
- Note anniversaries in the news.
- Take other opportunities to visit the past: looking up children's birthdays: www.bbc.co.uk/history/on_this_day to see which age-appropriate significant events happened on that day/year. Add to class timeline.
- Assemblies focusing on famous people or events from time to time, especially pairs whose lives have a shared theme.
- History through Literacy.

HISTORY ASSESSMENT CRITERIA



Key	Chronology	Key Concepts	Historical Enquiry
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Year 1

- I can place several events I have been learning about in order.
- I know that people lived and that things happened before I was born.
- I can give some reasons to describe how my own life is different from lives of people in the past.
- I can talk about why important familiar events happened and what followed as a result i.e. why we wear poppies; why we have bonfire night etc
- I can use common words and phrases when I am talking about my work in History, i.e. before, after, earlier, later, long ago, in the past, now.
- I can answer how and why questions in response to stories or events.
- I know that information about the past can be found in books and on computers.



History Non-Negotiables

Year 2

<i>Knowledge & Understanding of British History</i>		<i>Possible Themes</i>	
<p><u>People & Events</u></p> <p>Events from beyond living memory that are significant nationally or globally.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>		<p>Plan a range of historical activities within each enquiry. Study at least two significant events: a precise enquiry focus and question would be needed for each one.</p> <ul style="list-style-type: none"> • Living Local, Loving Middlesbrough: Our Neighbourhood-Homes: how have they changed? and/or Our Church-who is remembered there? (Places). • Living in the Past: Captain Cook-How did he discover Australia? What did he find? (People & Events:1728-AD) • Living in the Past: Scott’s Journey to the South Pole: What did he find out? How was his expedition different to that of James Cook? (People & Events:1904) • Let’s Make It: Having fun-Has it always been the same? (People) 	
<i>Chronological Awareness</i>	<i>Key Concepts</i>	<i>Historical Enquiry</i>	<i>Historical Terms</i>
<ul style="list-style-type: none"> • Develop an awareness of the past. • Use common words and phrases relating to the passing of time. • Place people and events studied on a chronological timeline. 	<p>Regularly re-visit the following key concepts throughout the year:</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times. • Recognise why people did things, why events happened and what happened as a result. • Make simple observations about different types of people, events, and beliefs within society. • Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> • Ask and answer some questions. • Understand some ways we find out about the past. • Choose and use parts of stories and other sources to show understanding of key concepts outlined. • Identify different ways in which the past can be represented. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms.
<i>Learning Beyond the Classroom</i>			
<ul style="list-style-type: none"> • Stewart Park: Captain Cook’s Birthplace Museum. • Local Area Homes Investigation. • Visit to St. Cuthbert’s Church • Trip to the Seaside. 			
<i>History Across the Curriculum</i>			
<ul style="list-style-type: none"> • Add the names of famous people studied within the rest of the curriculum to a class timeline: For Example, Weird & Wonderful: Artist Study. • Note anniversaries in the news. • Take other opportunities to visit the past: looking up children’s birthdays: www.bbc.co.uk/history/on_this_day to see which age-appropriate significant events happened on that day/year. Add to class timeline. • Assemblies focusing on famous people or events from time to time, especially pairs whose lives have a shared theme. • History through Literacy. 			

HISTORY ASSESSMENT CRITERIA



Key	Chronology	Key Concepts	Historical Enquiry
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Year 2

- I can place several events I have been learning about on a timeline.
- I can use a wider range of words and phrases to support my work in History i.e. chronological, timeline, years, lifetime etc
- I can talk about the lives of people/important events that happened in the past.
- I can talk about why people did things and what happened as a result i.e. why did people go exploring in the past?
- I can identify some similarities and differences between life now and life in the past.
- I can ask relevant questions to find out more about the past.
- I can answer questions about the past, giving simple reasons for my answers.
- I can find simple information using books or computers to learn more about the past.



History Non-Negotiables

Year 3

<i>Knowledge & Understanding of the Wider World</i>		<i>Possible Themes</i>	
<p align="center"><u>Earliest Civilisations</u></p> <p>Gain understanding relating to the achievements of the Earliest Civilizations.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations.</p>		<p><i>Plan a range of historical activities within each enquiry. Study at least two significant events: a precise enquiry focus and question would be needed for each one.</i></p> <ul style="list-style-type: none"> • Living Local, Loving Middlesbrough: Our Community-Link to significance of Captain Cook; use to devise timeline of know people, places and events; step back into ancient times. • Living in the Past: Ancient Egypt-Who was Tutankhamun and why was his discovery so important? The Pyramids- How and why were they built? • Let's Make It: The Ancient Greeks-Was there more to the Greeks than the Olympics? 	
<i>Chronological Awareness</i>	<i>Key Concepts</i>	<i>Historical Enquiry</i>	<i>Historical Terms</i>
<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of History. • Know where all people/events studied fit into a chronological framework. • Establish clear narratives within and across periods studied. 	<p>Regularly re-visit the following key concepts throughout the year:</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times. • Understand how knowledge from the past is constructed from a range of sources: (monuments, objects & artefacts etc.). • Describe social, cultural, religious and ethnic diversity in Britain and the Wider World. • Impact of the Wider World on Britain. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. • Investigate different versions of events from the past, which may exist and understand possible reasons why. • Identify and find out about historically significant people and events in situations or periods of time. • Select and organise relevant historical information. 	<ul style="list-style-type: none"> • Begin to develop the appropriate use of historical terms such as 'civilisation' 'ancient' 'kingdom' 'empire'.
			<i>Learning Beyond the Classroom</i>
<i>History Across the Curriculum</i>			
<ul style="list-style-type: none"> • Add the names of famous people studied within the rest of the curriculum to a class timeline: For Example, Weird & Wonderful: Artist Study. • Note anniversaries in the news. • Use of class novels with historical setting • Guided reading texts with historical context; add significant events, people to class timeline. • Assemblies focusing on famous people or events from time to time, especially pairs whose lives have a shared theme. • History through Literacy. • Use of ICT to select and organise information linked to the past. 			

HISTORY ASSESSMENT CRITERIA



Key	Chronology	Key Concepts	Historical Enquiry
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Year 3

- I can place a number of events chronologically on a BC/AD timeline.
- I can use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc
- I can make comparisons between ways of life at different times i.e. modern times/ancient times.
- I can describe different aspects of society during Ancient times i.e. social, cultural, religious customs.
- I know who the significant people/events were and why they were important.
- I know that aspects of life today have been affected by Ancient Civilizations.
- I can choose the best source to help me to answer a question about the past.
- I know that the past can be represented and interpreted in different ways.
- I can use a frame/template to record my knowledge of the past including key information and historical terms.



<i>Knowledge & Understanding of British History</i>		<i>Possible Themes</i>	
<p align="center"><u>Changes in Britain</u></p> <p>Gain understanding of:</p> <ul style="list-style-type: none"> the changes in Britain between the Stone Age (2500 BC) Bronze Age (800 BC) and the Iron Age (AD 42) and how these changes have influenced Britain and the Wider World. how the Wider World has influenced Britain through an in depth study of the Roman Empire. (AD 42 - AD 410). Britain's settlement by Anglo-Saxons and Scots (400-789 AD). 		<p><i>Plan a range of historical activities within each enquiry. Study both themes in depth: a precise enquiry focus and question would be needed for each one.</i></p> <p>Create class timeline which builds on from previously taught events or times.</p> <ul style="list-style-type: none"> Living in the Past: Stone Age – Bronze Age- How did Britain change and develop during these early times? (Overview) <i>Contrast with work completed in Year 3 on Ancient Civilisations: compare life in Ancient Egypt (3300BC to 330 BC) to life in Ancient Britain.</i> Living in the Past: The Roman Empire and its impact on Britain- What did the Romans do for us? <i>Romanisation of Britain; impact of technology, culture and beliefs including early Christianity.</i> Weird & Wonderful: Anglo-Saxons and Scots Settlement in Britain-What was Anglo-Saxon literature, art & design like? 	
<i>Chronological Awareness</i>	<i>Key Concepts</i>	<i>Historical Enquiry</i>	<i>Historical Terms</i>
<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of History. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. 	<p>Regularly re-visit the following key concepts throughout the year:</p> <ul style="list-style-type: none"> Understand how knowledge from the past is constructed from a range of sources: (monuments, objects & artefacts, writing etc). Make links between main events, situations and changes within and across different periods. Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural and ethnic diversity in Britain. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions. Investigate different versions of events from the past, which may exist and understand possible reasons why. Identify and find out about historically significant people and events in situations or periods of time. Select and organise relevant historical information in order to create their own structured accounts. 	<ul style="list-style-type: none"> Begin to develop the appropriate use of historical terms such as 'civilisation' 'ancient' 'kingdom' 'empire'.
			<i>Learning Beyond the Classroom</i>
<i>History Across the Curriculum</i>			
<ul style="list-style-type: none"> Add the names of famous people studied within the rest of the curriculum to a class timeline: For Example, Weird & Wonderful: Artist Study. Note anniversaries in the news. Use of class novels with historical setting Guided reading texts with historical context; add significant events, people to class timeline. Assemblies focusing on famous people or events from time to time, especially pairs whose lives have a shared theme. History through Literacy. 			

HISTORY ASSESSMENT CRITERIA



Key	Chronology	Key Concepts	Historical Enquiry
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Year 4

- I can place the periods of time I am learning about on a time line.
- I can find links between the periods of time that I study.
- I can talk about the main events and key changes that took place within the time periods I have studied.
- I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Celts/Romans.
- I know about significant people/events within the time periods I have studied and can describe their impact on life at that time.
- I can choose a range of sources to help me to talk in depth about different aspects of the past.
- I can give examples of how the past can be represented and interpreted in different ways.
- I can follow a set of success criteria in order to present my knowledge and understanding of History.



History Non-Negotiables

Year 5

<i>Knowledge & Understanding of British & Wider World History</i>		<i>Possible Themes</i>	
Gain understanding of: <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for England (789-1066) . a Non-European society that contrasts with British History-Mayan Civilisation 900AD 		<i>Plan a range of historical activities within each enquiry. Study both themes in depth: a precise enquiry focus and question would be needed for each one.</i> Create class timeline which builds on from previously taught events or times. <ul style="list-style-type: none"> Living in the Past: Vikings- How different were the Vikings to Romans, Scots and Anglo-Saxons? Viking Raids and Invasions- How bad were the Vikings? Let's Make It: What do we actually know about the Maya? How different was their society to that of Britain? 	
<i>Chronological Awareness</i>	<i>Key Concepts</i>	<i>Historical Enquiry</i>	<i>Historical Terms</i>
<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of History. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. 	Regularly re-visit the following key concepts throughout the year: <ul style="list-style-type: none"> Understand how knowledge from the past is constructed from a range of sources: (monuments, objects & artefacts, writing etc). Describe/make links between main events, situations and changes within and across different periods/societies. Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural and ethnic diversity in Britain & the Wider World. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions. Investigate different versions of events from the past, which may exist and understand possible reasons why. Identify and find out about historically significant people and events in situations or periods of time. Select and organise relevant historical information in order to create their own structured accounts. 	<ul style="list-style-type: none"> Begin to develop the appropriate use of historical terms such as 'civilisation' 'ancient' 'kingdom' 'empire'.
			<i>Learning Beyond the Classroom</i>
<i>History Across the Curriculum</i>			
<ul style="list-style-type: none"> Add the names of famous people studied within the rest of the curriculum to a class timeline: For Example, Weird & Wonderful: Artist Study. Note anniversaries in the news. Use of class novels with historical setting Guided reading texts with historical context; add significant events, people to class timeline. Assemblies focusing on famous people or events from time to time, especially pairs whose lives have a shared theme. History through Literacy. 			

HISTORY ASSESSMENT CRITERIA



Key	Chronology	Key Concepts	Historical Enquiry
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Year 5

- I can use a time line to help me talk about key aspects within the time periods I have studied.
- I can describe connections and identify contrasts when talking about different time periods.
- I can give reasons for the main events and key changes that took place within the time periods I have studied.
- I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons/Vikings.
- I can talk about significant people/events within the time periods I have studied and describe their impact on life at that time and on life today.
- I can find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.
- I can explain the different ways that the past can be represented and how this affects interpretation.
- I can work with increasing independence to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.



History Non-Negotiables

Year 6

Knowledge & Understanding of British & Wider World History		Possible Themes	
Gain understanding of: <ul style="list-style-type: none"> • A thematic study beyond 1066 • A local historical study: a study of an aspect of history that is significant in the locality. 		<i>Plan a range of historical activities within each enquiry. Study both themes in depth: a precise enquiry focus and question would be needed for each one.</i> Create class timeline which builds on from previously taught events or times. <ul style="list-style-type: none"> • Living Local, Loving Middlesbrough: Coasts; linking directly to Local History Study • Living in the Past: Dreams & Discoveries: What was life like for Captain James Cook? How has exploration and seafaring changed since those times? • Let's Make It. 	
Chronological Awareness	Key Concepts	Historical Enquiry	Historical Terms
<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of History. • Establish clear narratives within and across periods studied. • Note connections, contrasts and trends over time. 	Regularly re-visit the following key concepts throughout the year: <ul style="list-style-type: none"> • Understand how knowledge from the past is constructed from a range of sources: (monuments, objects & artefacts, writing etc). • Describe/make links between main events, situations and changes within and across different periods/societies. • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural and ethnic diversity in Britain & the Wider World. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. • Investigate different versions of events from the past, which may exist and understand possible reasons why. • Identify and find out about historically significant people and events in situations or periods of time. • Select and organise relevant historical information in order to create their own structured accounts. 	<ul style="list-style-type: none"> • Begin to develop the appropriate use of historical terms such as 'civilisation' 'ancient' 'kingdom' 'empire'.
			Learning Beyond the Classroom

History Across the Curriculum

- Add the names of famous people studied within the rest of the curriculum to a class timeline: For Example, Weird & Wonderful: Artist Study.
- Note anniversaries in the news.
- Use of class novels with historical setting
- Guided reading texts with historical context; add significant events, people to class timeline.
- Assemblies focusing on famous people or events from time to time, especially pairs whose lives have a shared theme.
- History through Literacy.

HISTORY ASSESSMENT CRITERIA



Key	Chronology	Key Concepts	Historical Enquiry
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Year 6

- I can talk confidently about the different periods of time I have studied, providing an accurate chronology.
- I can make links within and across periods of history studied.
- I can describe connections, identify contrasts and talk about trends over time to show my understanding of chronology.
- I can talk about significant individuals from the past and offer explanations for their actions.
- I can provide reasons why some events, individuals, developments are seen as more significant than others.
- I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.
- I can give reasons for the different ways the past is represented and how this affects interpretation.
- I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.