



St Hugh's Catholic Primary School History

Curriculum Intent: What we want our pupils to know

	Learning Objective	Knowledge (National Curriculum)	Skills	Technical Vocabulary
End of KS1	To investigate and interpret the past	<ul style="list-style-type: none"> I can use information to describe the past I can recall simple facts I can recall and use common words related to the passing of time I realise that not all sources of information answer the same questions I realise that we can find out about a person's life by using a range of sources I understand that people can disagree about what happened in the past without being wrong 	<ul style="list-style-type: none"> Observe and handle evidence (use artefacts, pictures, stories, online sources) To ask questions (What was it like for people? What happened? How long ago?) To answer questions about the past Identify some of the different ways the past has been represented (timelines, pictures, diary entries, paintings, 	<ul style="list-style-type: none"> Archaeology Artefacts Change Discovery Evidence Fact Historian Museum Newer Observe Older Opinion Past Present Question Source
	To build an overview of world history	<ul style="list-style-type: none"> I can understand that not everyone in the past had the same experience I can recount the main events from a significant event in the past I can describe the lives of some significant individuals in the past Mary Anning, Mary Seacole I can describe significant events, people and places in my own locality Lady Nicola de la Hey and the Battle of Lincoln. The World Wars and Armistice day. 	<ul style="list-style-type: none"> Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted the way they did 	<ul style="list-style-type: none"> Event Global Historical Impact Invention Locality/Local Significant/Significance
	To understand chronology	<ul style="list-style-type: none"> I can tell you about a time before I was born I know that history can be within living memory and beyond living memory. I realise that we use dates to describe events in time e.g. 1666, The Great Fire of London. I understand that the past is divided into different time periods 	<ul style="list-style-type: none"> Place events and artefacts on a timeline Label timeline with words and phrases, such as: past, present, older and newer Recount changes that have occurred in their own lifetimes Use dates where appropriate 	<ul style="list-style-type: none"> A long time ago/long ago Calendar Centuries Civilisation Decades Democracy Here/then/now King and Queen Last Week/Last Year Nation Nation's history Older/Newer Parliament

		<ul style="list-style-type: none"> • I have a secure understanding about the main similarities and differences between today and the periods being studied 		<ul style="list-style-type: none"> • Recently • Sequence • Timeline • When my parents/ carers were younger • Yesterday • War and peace
	To communicate historically	<ul style="list-style-type: none"> • I can use words and phrases such as: a long time ago, recently, when my parents were children, • I know that as a nation we have a history. Different countries have different histories. • I have a basic concept of , monarchy, parliament, democracy, and war and peace. 	<p>I can explain simple similarities and differences.</p> <p>I can understand simple examples of cause and effect i.e. The Great fire of London lead to it being rebuilt in stone.</p>	<ul style="list-style-type: none"> • Years • Decades • Centuries • Before living memory • Within living memory

End of KS2	To investigate and interpret the past	<ul style="list-style-type: none"> • I understand that people create different versions of the past for different audiences and therefore might get different emphasis • I understand that it is not always possible to know exactly what happened and that archaeologists need to interpret and reconstruct from the evidence available. • I understand some of the key characteristics of the period being studied and can spot anachronisms e.g. <i>they wouldn't have had those things in those days, such as tractors in Ancient Egypt</i> • I can describe ways of life at different levels of a society being studied • I realise that I need to give several causes to explain some events and give a little detail about each cause 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ • Suggest causes and consequences of some of the main events in history 	<ul style="list-style-type: none"> • Accurate • Agree/Differ • Bias • Cause • Consequence • Enquiry • Findings • Historical account • Interpretation • Point of View • Primary Source • Reliability • Secondary Source • Society • Suggests • Trustworthiness
	To build an overview of world history	<ul style="list-style-type: none"> • I understand that people's experiences varied depending on status e.g. <i>they understand the women's position in Greek society was very different to Athens and Sparta</i> 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history • Give a broad overview of life in Britain from ancient until medieval times • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past societies • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • To give a broad overview of the different parts of the world that Ancient civilizations flourished. 	<ul style="list-style-type: none"> • Beliefs • Colony • Conquest • Court • Cultural • Diversity • Emigrant • Ethnic • Heir • Hierarchy • Immigrant • Invasion • Medieval • Monarchy • Peasantry • Pope • Reign • Settler • Slave • Status
	To understand chronology	<ul style="list-style-type: none"> • I can appreciate ideas of duration and interval e.g. <i>how long the Greek legacy has lasted</i> • I can use key dates as important markers of events • I understand that a timeline can be split into BCE and CE 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates • Understand the concept of change over time, representing this, along with evidence, on a time line • Use dates and terms to describe events 	<ul style="list-style-type: none"> • ACE/AD • Ancient Civilisation • BCE/BC • Centuries • Change • Chronology • Civilisation • Dates • Democracy

		<ul style="list-style-type: none"> • I realise that ancient means years ago • I can name the date of any significant event they have studied and place in the right place on a timeline 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. 	<ul style="list-style-type: none"> • Development • Era • Millennia • Time period
	To communicate historically	<ul style="list-style-type: none"> • I can use appropriate historical vocabulary to communicate, • I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	I can discuss key concepts such as: Significance, similarity and difference and cause and effect.	<ul style="list-style-type: none"> • dates • era • time • period • chronology • change • decade • continuity • century • Legacy.