



# Ilsington CE Primary School

## History Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

The study of History should inspire children's curiosity about the complexities of the past, enabling them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes learning focused and meaningful for the children. Big Questions are chosen for each historical topic to pique children's interest, and learning is structured towards finding answers in creative and memorable ways, whilst ensuring National Curriculum coverage is achieved. The Kapow History scheme provides structured lesson plans, resources, and assessment opportunities to support this enquiry-based approach and ensure progression across all year groups.

Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions, and trades is supported with a focus on subject-specific vocabulary, enabling all learners to develop a mental timeline of important events throughout history that have shaped the world we live in today.

Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop secure historical knowledge, which will grow alongside age-related analytical skills, allowing children to fully consider and critique the actions of our predecessors. Assessment opportunities within Kapow History help track understanding, inform planning, and ensure children are meeting learning objectives in a structured and consistent way.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

## KS1 Vocabulary List

<p>yesterday tomorrow the present the past the future day ,week, month, long ago, old new/recent parent grand parent, great grand parent clue, memory lifetime, calendar Who?, What?, materials plastic remember</p>	<p>year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s toys materials wood plastic simple mechanical inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact When...? Where...?</p>	<p>chronological order era/period The Tudors The Stuarts The Great Fire of London Samuel Pepys Diary, danger Christopher Wren, St Paul's Cathedral Explorers, Colombus, Armstrong, Drake travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing The Mexico Lifeboat Disaster storm rescue danger survive memorial investigate research evidence Why...? Historians, experts, letters, newspapers Websites, detective, opinion, artefact</p>
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## Lower KS2 History Vocabulary List

<p>chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years,</p>	<p>Chichen Itza – The most powerful city- state during the start of the Post-classic period. City-state – An independent government where a large city rules the surrounding area. Itzamna – The main god of the Maya Pyramid – The Mayans built step pyramids with flat tops. At the top they built a temple to their gods. Cacao – Chocolate producing plant. Classic Period – 250-900 AD. The Golden Age of the Mayan Civilization. Decipher – To translate the signs of a language or writing system. Epigrapher – A person who studies systems of writing. Hieroglyphs – The symbols that make up the Mayan system of writing. Jade – green</p>	<p>invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, first hand evidence, second hand evidence,</p>	<p>Ancient Egypt, Egyptian, pyramid, sphinx, pharaoh, Giza, Great Pyramid, mummy, obelisk, papyrus, sarcophagus, scarab, temple, tomb, Red Sea, Nile River, Sahara Desert, silt, Thebes, Valley of the Kings, hieroglyph, linen, Mediterranean Sea, oasis, archaeologist, artefact, Cairo, Cleopatra, Ramses the Great, Tutankhamun</p>
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	or white gemstone Maize – A main source of food for the Mayans The Ancient Maya, Central America, Mexico, empire, city-state, pok-ta-pok, stele,		
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### Upper KS2 History Vocabulary List

Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of, extent of change, my conclusion is that historian archaeologist, archaeology	Stone Age, Iron Age, Celts, Ancient civilisations, Ancient Egyptians, Egyptologist, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, The Victorians, The Industrial Revolution, 20th century,	World War II, war, recruit, alliance, Blitz, Home Front, morale, evacuation evacuees propaganda bombing Allies Axis Rhineland Versailles Pacific Luftwaffe invasion rationing	Democracy, Parliament, vote, suffrage, Houses of Parliament, represent,	Native Americans, culture, stereotype, diversity, traditional, view, attitudes,	Acropolis Citadel chiton columns Partheon lyre Mythological creatures	variety of sources, different experiences, this source, suggests that, I can infer that, impression, the source omits to mention, the purpose, reliability, propaganda, one sided, biased, motive, mistake, primary, evidence, eye witness, Secondary, evidence, could have been, might have been, this source suggests that, this source doesn't show that, reliable, could have been, might have been, may be,
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## Implementation

### **A rich vocabulary: thinking and talking like an expert...**

Historians research, analyse and interpret the past. To speak and act like a Historian, children need the correct language to articulate their thinking. The words above give an indication of the language used in class to ensure that children can talk like an expert. Due to the mixed age class organisation of our school, pupils are taught the History curriculum through a two-year rolling programme.

This ensures continuity and progression across the key stages. Geography and History are taught usually in alternate terms, depending on the overriding emphasis of the class topic. Topic lessons are allocated at least one afternoon a week. History gives an opportunity to travel back in time and through an enquiry-based approach, children learn how their predecessors lived. Lessons are enriched with visitors and trips (such as the Dartmoor stone circles) and always start with an engaging hook and a meaningful outcome so that children can show off all that they have learned. Where possible, we endeavour to make use of our glorious local area to bring our local history to life (e.g. the anniversary of the Granite Tramway).

## The National Curriculum

Pupils are taught:

### **In Key Stage 1:**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the 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
- Significant historical events, people and places in their own locality.

### **In Key Stage 2:**

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.

- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- a local history study – 'Exeter'
  - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## Progression of Key Skills

### Key skills

Strand	Year 1	Year 2	Year 3/4	Year 5/6
<b>Finding Out About the Past (Enquiry)</b>	<b>Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.</b>			
	Can I talk, find out about and share my experiences of the past and present? Can I talk about and describe artefacts from the past and present? Can I ask and answer questions about life for the people and artefacts?	Can I give reasons for and describe changes that have taken place within my experiences? Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past? Can I compare aspects of the present with the past and describe simple similarities and differences?	By the end of year 4... Can I use a range of information to ask and answer questions about the past? Can I use interpretations, pictures and written sources to build a picture about the past? Can I give reasons why peoples account of the same event may be different? Can I talk about sources of information that contain negative views and accounts? Can I ask and answer questions about an archaeological site?	By the end of year 6... Can I answer questions about the past selecting information from a wide range of sources? Can I use appropriate terminology and methods to present information about the past? Can I identify different ways in which people have represented and interpreted the past? Can I talk about and give reasons for an event being interpreted in a range of different ways? Can I talk about why some written sources may give a negative view or account? Can I explore a range of sources of information/accounts about an archaeological site? Can I select, combine and present information from more than one source? Can I give reasons for negative views and accounts in written sources of information? Can I recognise some of the strengths and limitations in terms of archaeological evidence?

<b>Finding Out About the Past (Chronology)</b>	<b>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods?</b>		<b>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?</b>	
	<p>Can I talk about my own life and those of people I know?</p> <p>Can I use the terms, 'now' and 'then' when I talk about my experiences?</p> <p>Can I place objects and events within my experience, in time order?</p> <p>Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year?</p>	<p>Can I talk about events, places and people beyond living memory?</p> <p>Can I place objects, people and events beyond my own experiences in time order?</p> <p>Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present?</p>	<p>Can I describe how the past has been divided into different periods of time?</p> <p>Can I explain my reasons for placing objects, people and events in a particular order?</p> <p>Can I use dates and historical terms to describe historical periods?</p> <p>Can I use the terms BC and AD to locate dates of invasion and occupation?</p>	<p>Can I describe the key characteristics and features of a range of different periods of history?</p> <p>Can I describe changes that have taken place within and across historical periods?</p> <p>Can I use historical terms effectively to describe periods within history?</p> <p>Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?</p> <p>Can I compare and contrast features of historical periods identifying similarities and differences?</p> <p>Can I describe and analyse the impact of change within and between periods in the past?</p> <p>Can I analyse and evaluate the cause and effect of changes that took place in the past?</p>
<b>Historical Events</b>	<b>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</b>			<b>Can I describe features of past events and make links between them?</b>
	<p>Can I talk about events in my life and the lives of people I know?</p>	<p>Can I talk about and describe, in simple terms features of events in my past, and that of members of my family?</p>	<p>Can I describe features of historical events beyond living memory?</p> <p>Can I identify common themes and features?</p> <p>Can I compare similar events from the present and past?</p> <p>Can I talk about the impact of events on the lives of the people of the time?</p>	<p>Can I describe a range of different features of key historical events?</p> <p>Can I compare and contrast events from different historical periods?</p> <p>Can I explain and give reasons for events in the present and past?</p> <p>Can I talk about the impact of events on different groups within society at that time?</p> <p>Can I understand and explain the reasons for, and results of, key historical events?</p> <p>Can I interpret and evaluate a key historical event from more than one perspective or view point?</p> <p>Can I support my evaluations with a range of evidence from a range of sources?</p>
<b>Lifestyles of</b>	<b>Significant historical events, people and places in their own locality</b>			



<b>People in the Past</b>	Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc?	Can I talk about and describe my life? Can I talk about similarities and differences between my life and someone I know? Can I talk about my thoughts about life in the past based on first-hand experiences?	Can I compare and contrast the ways of life of people from different historical periods? Can I compare and describe features of life now and in the past beyond living memory? Can I describe and give reasons for the changes and differences in lifestyle in the past and present? Can I compare and describe the characteristics of a range of significant groups from the past?	Can I identify and describe features and characteristics of past societies? Can I compare and analyse the factors that caused change in the past? Can I talk about the impact of change on past societies, e.g. displacement due to war? Can I describe and give reasons for the beliefs held by different societies in the past? Can I compare and contrast the distinctive features of past societies?
<b>Significant Historical People</b>	The 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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.			
	Can I talk about my own life and those of people I know? Can I use the terms, 'now' and 'then' when I talk about my experiences?	Can I talk about and describe events in the life of a well-known historical person?	Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with? Can I identify and describe key events in their life from a range of sources of information?	Can I use a range of sources of information to find out about significant historical people from a key historical period? Can I compare and contrast a range of information about a significant historical person? Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods?

### In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (Know, Want to Learn, Learnt) grid could be used and may be completed independently in books or constructed with the teacher. Assessment opportunities and structured lessons within the Kapow History scheme support this process, helping teachers track progress and identify next steps.

Children's progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children's books, dialogue, class scrapbooks, evidence on Sway and Tapestry, AFL pieces, and Kapow assessment tools. Teachers need to be clear on how the children will show their learning—through a presentation, artwork, extended writing, or other means—providing opportunities for pupils to communicate their learning in a variety of ways.

There is an expectation that History learning in books will be of the same quality as that in English books. Marking and feedback in History should follow the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary, and the expectation is that children who are working at age-related expectation (ARE) will spell these correctly throughout their History writing.