



Dunton Bassett & Claybrooke Primary: History Curriculum Framework

History Curriculum Framework		Big Ideas and Concepts of History					
		'A people without the knowledge of their past history, origin and culture is like a tree without roots.' Marcus Garvey					
		1	2	3	4	5	6
		Continuity and Change	Cause and Effect	Perspectives	Empathetic Understanding	Significance	Contestability
		Historians recognise that over time some things change, and some things stay the same. Examples of continuity and change can be seen across every civilisation and any given period of time. They can be seen in some aspects of everyday life that has continued across centuries or in changes in religious belief that has affected an entire society's culture.	The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Sometimes the links are clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects.	The concept of perspectives is an important part of historical inquiry. A person's perspective is their point of view, the position from which they see and understand events. People will have different perspectives about an event depending on factors such as age, gender, social position, beliefs and values. Historians try to understand the perspectives of people from the past even though they may differ from their own. People from the past will have had different perspectives about the same event. Writers and historians also have perspectives that can influence their interpretations of the past.	Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures. It helps us to understand the impact of past events on individuals or groups and to understand what has motivated them to act in particular ways.	The concept of significance relates to the importance historians assign to aspects of the past, such as: - Events - Development and movements - Individuals or groups - Discoveries and historical sites Historians make decisions about what is significant and worth studying. They ask questions about the impact of events, discoveries, movements, individuals and sites on the world, in their own time and later.	The concept of contestability is about interpretations of the past that are the subject of debate among historians. Historians have access to different sources and sometimes study the same sources and reach different conclusions. Often there is no right answer. Technology can help historians reach a more complete understanding of the past.
Key Threshold Concepts (Service Stations)	Y6	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	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 To use a range of concepts and ideas to compare and critically analyse events from the past. Create own hypothesis about the past formulating own theories about reason for change.	Understand that different versions of the past may exist, giving some reasons for this	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Identify historically significant people and events in situations Suggest why certain historical events, people and changes may have impacted more significantly than others.	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information To suggest why there may be different interpretations of events. Pose and answer own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions.
	Y5	Make comparisons between the past and present explaining things which have changed and things which have stayed the same.	To pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion.	Present a balanced view of interpretations of the past, using different points of view.	To adapt ideas and viewpoints as new historical information arises.	To adapt ideas and viewpoints as new historical information arises.	To make connections and comparisons between the past and present through explaining and justifying their reasons. To explain how historical sources such as artefacts have helped us understand more about people's lives in the present and past.

	Y4			Give reasons to support different points of view of a historic event and make comparisons between them. Explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other.		Explain how events from the past have helped shape our lives including a range of evidence from different sources.	To research what it was like for a person in a given period from the past using primary and secondary sources and communicate them orally and in written form. To give reasons for trends and changes by analysing a range of evidence/sources.
	Y3		Describe events and periods from history using appropriate subject vocabulary.	Form reasoned arguments for why events from the past are interpreted in different ways.		Reflect and explain how events from the past have shaped their lives today.	To pose and respond to questions about a person or event from the past using different sources. To begin to use more than one source of information to bring together a conclusion about an historical event.
	Y2	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods Identify similarities / differences between ways of life at different times. Make simple observations about different types of people, events, beliefs within a society Identify some ways that people from the past have impacted upon our lives. Explain how the local area was different in the past.	Recognise why people did things, why events happened and what happened as a result. Use appropriate words and phrases to describe historical events.	Present a viewpoint and give reasons why an event occurred.		Identify different ways in which the past is represented Talk about who was important eg in a simple historical account. Recognise that certain celebrations are as a direct result of an event that occurred in the past. Explain and summarise significant events of people and the past.	
	Y1	To place pictures, artefacts or events in chronological order. Use words and phrases such as old, new, a long time ago, before and after to describe the past.				Use stories as a source for asking and answering questions about the past. To state the appropriate reason why an event occurred in the past and its impact on their lives.	Ask relevant questions using a range of historical sources.
	EYFS	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. Recognise and describe special times or events for family or friends. Recognise differences between past and present events in their own lives and give reasons why people's lives were different in the past.	Question why things happen and give explanations Know about similarities and differences between themselves and others, and among families, communities and traditions. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain.			Ask questions about past events or the lives of people in their family.	Question why things happen and give explanations. Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events.

History Knowledge, Skills & Themes Map: KS1			
Disciplinary Knowledge		Core competencies, procedural knowledge and domain specific Skills	Key themes
Know about...	In the context of:	Know how to:	Develop understanding over time of key themes and ideas such as:
Changes within living memory	Food Toys Homes Farming School Travel Health	Core competencies: Provide opportunities for pupils to collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character. Procedural knowledge and domain specific skills: • Use words and phrases about the past • Share basic opinions about the past • Put events into chronological order • List differences between their lives and the lives; of people in the past • Use sources to answer simple questions about the past. • Share basic opinions about the past	• Extinction • Ancestry • Empire • Independence • Settlement • Invasion • Rebellion • Revolution • Protest • Tyranny • Democracy • Evidence • Source • Monarchy • Republic • Freedom • Slavery
Significant global and national events beyond living memory	Extinction of the Dinosaurs Fire of London Discovery of America WW1 and WW2 Moon Landing The battle of Hastings		
Significant people from the past	Samuel Pepys Florence Nightingale Mary Seacole Christopher Columbus Neil Armstrong Edward the confessor William the conqueror		
Significant local events	Richard III Castles Evacuees Frank Whittle		

History Knowledge, Skills & Themes Map: KS2			
Disciplinary Knowledge		Core competencies, procedural knowledge and domain specific skills	Key Themes
Know about...	In the context of:	Know how to:	Develop understanding over time of key themes and ideas such as:
Pre-Roman Britain Changes in modern Britain from the Stone Age to the Iron Age	- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	Core competencies: Provide opportunities for pupils to collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character. Procedural knowledge and domain specific skills: Quality of written communication: - Structure essays and enquiries with mostly relevant information - Use dates and terminology Interpretations - Identify different interpretations of events in the past - Identify how <i>different periods in history have changed or stayed the same over different periods</i> Historical judgements - Give a judgement to an enquiry or issue in history - State criteria for making these judgements Use of sources - Select mostly relevant sources to use in their work or argument - State facts that can be learnt from a source about an event or period in history	- Extinction - Ancestry - Empire - Independence - Settlement - Invasion - Rebellion - Revolution - Protest - Tyranny - Democracy - Evidence - Source - Monarchy - Republic - Freedom - Slavery
Roman Britain the Roman empire and its impact on Britain	- Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		
Anglo-Saxons and Scots Britain's settlement by Anglo-Saxons and Scots	- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne		
Anglo-Saxons and Vikings the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:	- Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066		
Local History an aspect of local history	a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - Richard III War of the Roses		
Extended Chronological Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, the Battle of Britain and the World Wars		
Ancient Civilisation the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one	Ancient Sumer;		
Ancient Greece Greek life and achievements and their influence on the western world	- Greek Myths - Gods and Goddesses - Democracy		

Non-European Study

- a non-European society that provides contrasts with British history

- Mayan civilization c. AD 900;

