

History Teaching Cycle

The history curriculum at Wardley CE Primary is based upon the National Curriculum. Our history is taught in distinct history units as we believe this is the best way to develop the key skills of history. The units and the key skills are shown below:

| Y | Autumn | Spring | Summer |
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| | AUTUMN TERM 1 | SPRING TERM 1 | SUMMER TERM 1 |
| Y1 | WHO WAS GRACE DARLING? | WHAT WAS LIFE LIKE WHEN OUR GRANDPARENTS WERE CHILDREN? | HOW HAS FOOD CHANGED OVER TIME? |
| Y2 | HOW DID THE FIRST FLIGHT CHANGE THE WORLD | WHO WAS LOWRY? | WHO WERE OUR GREATEST EXPLORERS? |
| Y3 | WHAT WAS NEW ABOUT THE STONE AGE? | HOW UNPLEASANT WERE THE BRONZE & IRON AGES? | HOW MUCH DID THE ANCIENT EGYPTIANS ACHIEVE? |
| Y4 | WHAT HAPPENED WHEN THE ROMANS CAME? | WHAT WAS IMPORTANT TO OUR LOCAL VICTORIANS? | IS IT BETTER TO BE A CHILD NOW THAN THE PAST? |
| Y5 | WHAT IMPACT DID THE ANGLO- SAXONS HAVE? | WOULD THE VIKINGS DO ANYTHING FOR MONEY? | WHY DO WE REMEMBER THE MAYA? |
| Y6 | HOW DID WWII IMPACT ON OUR LOCAL AREA? | HOW HAS COMMUNICATION CHANGED OVER TIME? | WHY SHOULD WE THANK THE ANCIENT GREEKS? |

HISTORY SKILLS ACROSS KS1 & KS2

| | Y1 & Y2 | Y3 & Y4 | Y5 & Y6 |
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| To investigate and interpret the past | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. | <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 and changes in history. | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. |
| To build an overview of world history | <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 as they did. | <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 society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| To understand chronology | <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line 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"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">To communicate historically</p> | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas |
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