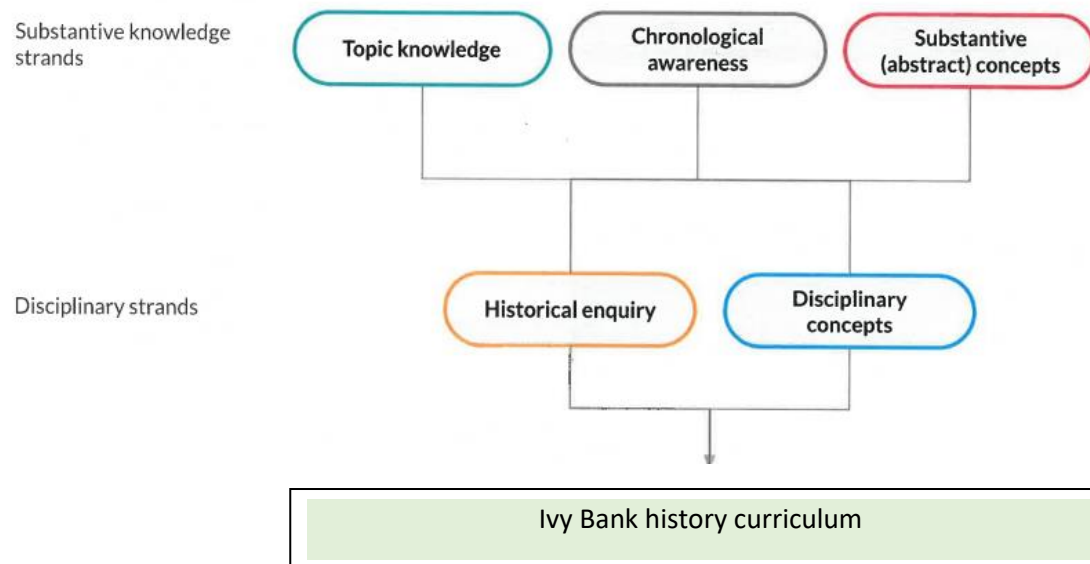


HISTORY CURRICULUM AT IVY BANK

TOPIC KNOWLEDGE	The terms and vocabulary needed for learning history
CHRONOLOGICAL AWARENESS	Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past
SUBSTANTIVE (ABSTRACT) CONCEPTS	Key concepts, such as 'empire', 'monarchy' or 'invasion and settlement'.
HISTORICAL ENQUIRY	This is a cycle... Question; Investigate; Interpret; Evaluate and conclude; Communicate ...
DISCIPLINARY CONCEPTS	Change and continuity; similarities and differences; cause and consequence; historical significance; sources of evidence; historical interpretations



OVERVIEW

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	Me and my family Autumn and celebrations	Enquiry: How am I making history?	Enquiry: How was school different in the past?	Enquiry: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Enquiry: How have children's lives changed?	Enquiry: What happened that made women in the early twentieth century want to gain the right to vote?	Enquiry: What does the census tell us about our local area?
SPRING	Long time ago Journeys	Enquiry: How have homes changed?	Enquiry: What were the consequences of The Great Fire of London?	Enquiry: How did the Romans contribute to our lives today?	Enquiry: Were the Vikings raiders or peace-loving settlers?	Enquiry: What was the impact of World War 2 on the people of Britain?	Enquiry: What was the most significant factor when rebuilding Britain?
SUMMER	In the garden Wonderful Water	Enquiry: What is a monarch?	Enquiry: How has air travel changed the world?	Enquiry: How different were the beliefs in Ancient Egypt?	Enquiry: How did Ancient Greece influence democracy?	Enquiry: Who were the Mayans and what did we learn from them?	Enquiry: The Titanic was named the 'Unsinkable Ship'. Why was this and what impact did it have?
END POINT THREADS							
Chronology		<ul style="list-style-type: none"> Recount past changes from their own lives. Sequence events in chronological order. 	<ul style="list-style-type: none"> Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines. 	<ul style="list-style-type: none"> Use dates to place historical figures, events and artefacts in order on timelines. 	<ul style="list-style-type: none"> Begin to add evidence and dates to timelines (to show an understanding that changes occur over time). Use dates relating to significant events. 	<ul style="list-style-type: none"> Add evidence and dates to timelines (to show an understanding that change and continuity occurs over time). Identify significant changes within and across historical periods. 	<ul style="list-style-type: none"> Use a timeline to identify and relate significant changes within and across historical periods and make comparisons. Describe and explain key changes in historical periods E.g. (Begin to refer to: political, cultural, social, religious, technological changes).
Enquiry and interpreting		<ul style="list-style-type: none"> Find out about the past- using pictures, stories, online sources and artefacts. Begin to ask and answer simple 	<ul style="list-style-type: none"> Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant 	<ul style="list-style-type: none"> Use various sources of historical evidence to find out about the past. Ask and answer relevant historical questions. 	<ul style="list-style-type: none"> Use various sources of historical evidence to find out about the past. Ask and answer relevant historical questions. 	<ul style="list-style-type: none"> Begin to independently select and use reliable sources of historical evidence to find out about the past. 	<ul style="list-style-type: none"> Independently select and use reliable sources of historical evidence to find out about the past. Ask and answer relevant historical

		<p>questions using historical sources.</p>	<p>historical questions. E.g What was it like for a...? What happened? How long ago?</p>	<ul style="list-style-type: none"> • Begin to give reasons for opinions (using historical evidence). • Begin to make comparisons between historical sources of evidence. 	<ul style="list-style-type: none"> • Give reasons for opinions (using historical evidence). • Make comparisons between historical sources of evidence. • Explore causes and consequences of the main events, situations and changes. 	<ul style="list-style-type: none"> • Ask and answer relevant historical questions and give reasons for opinions. • Use given sources to support a viewpoint. • Compare historical sources and begin to form opinions about historical events. • Describe causes and consequences of the main events, situations and changes. 	<p>questions and give reasons for opinions.</p> <ul style="list-style-type: none"> • Independently choose relevant sources to support a viewpoint (and give reasons for choices). • Independently compare historical sources and form opinions about historical events. • Begin to evaluate the usefulness and accuracy of different sources of evidence • Show an understanding that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.
Knowledge and understanding		<ul style="list-style-type: none"> • Identify/name key events and people. • Begin to describe similarities and differences between then and now (using pictures, artefacts and other historical sources). 	<ul style="list-style-type: none"> • Give reasons why people from the past acted in the ways they did. • Describe similarities and differences between then and now using information gained from sources. 	<ul style="list-style-type: none"> • Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes. • Describe similarities and differences between people, events and actions over time. 	<ul style="list-style-type: none"> • Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes and attitudes. • Describe how past events and actions of people affect life today. 	<ul style="list-style-type: none"> • Begin to use evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Identify links and changes within and across the time periods and localities studied. 	<ul style="list-style-type: none"> • Use research evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Begin to explain and evaluate causes and consequences of the main events, situations and changes across time periods studied.
Vocabulary	See vocab lists						