



Darley Churchtown Primary School – Curriculum for History

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes)

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Historical enquiry linked to dinosaurs	Celebrating significant national events (Gunpowder Plot/ Remembrance Day)	Famous astronauts (significant individuals)		The sinking of the Titanic (significant international events)	Heroes from the past
Class 2		Romans		Ancient Egyptians		Ancient Baghdad
Class 3		Ancient Greeks			Local History: Eyam	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Comparing old and new toys	Florence Nightingale (significant individuals / local history)	Famous explorers		Comparing transport (past and present)	Changes within living memory - Matlock
Class 2		Stone Age to the Iron Age	Anglo-Saxons, Vikings and Scots			
Class 3	Local History: Cromford (Industrial Revolution)		The Battle of Britain and WW2			



Progression map showing key skills to be taught over the curriculum cycle

Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology (Sequencing)	Begins to sequence some events or at least 2 related objects in order.	Sequence some events from their own personal or local history.	Sequence at least 3 events from their own personal or local history.	Use timelines to place events in order.	Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events.	Can sequence accurately all time periods studied, using relevant dates and time markers.
Enquiry	Use pictures and photographs to create a timeline and to find out information.	Find answers to simple questions about the past from sources of information e.g. from tangible artefacts including a range of toys.	Observe or handle sources to answer questions about the past on the basis of simple observations. Begin to ask questions about artefacts and sources from the past to deepen their knowledge (who, what, why, when, where). Begin to use books and specific websites to find answers to questions. <i>NB: websites to be chosen by staff.</i>	Compare a range of first and second-hand sources and begin to discuss validity / reliability. Compare information that they find on the internet to reliable information texts. <i>NB: Children enabled to safely search for information to compare.</i> Use ICT and quality information Texts, <i>from a selection curated by staff</i>, to research.	Use the library and internet for independent research. Select and record relevant information. Independently ask questions about artefacts, photographs and sources of information. Discuss validity and reliability of primary and secondary sources. Use a range of evidence to build up a picture of the past e.g. ICT, information texts, photographs, artefacts.	Use the library and internet for research with increasing confidence, finding quicker and more efficient ways of retrieving specific and relevant information. Identify primary and secondary sources independently and question their reliability and validity. Choose relevant material to present a picture of one aspect of life in time past and justify their choices.	Evaluate methods of retrieving information and choose the most relevant and efficient for them. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account, answering questions from others confidently and using evidence to support their answers.



					Choose relevant material to present a picture of one aspect of life in time past.		
Cause and Consequence	Begin to understand consequences as a result of something that happens to them.	Discuss consequences in terms of immediate results of an event in the present.	Begin to recognise causes of actions and events in history and what happened as a result.	Sees that historical events have causes and consequences that result in change over time. Can list some causes and consequences of key historical events.	Sees that historical events have causes and consequences that result in change over time. Can list a greater range of causes and consequences of key historical events.	Identifies some of the consequences of events in terms of immediate and longer-term effects.	Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.
Continuity and Change	Recount changes in own life over time.	To know that things change over time.	Begin to describe changes over time	Can talk about the past in terms of periods e.g. Stone age, Romans; and understand there are differences and how things have changed between the two.	Can explain how a specific time period differs from another/today.	Describes main changes in a period in history, beginning to use words such as: social, religious, political, technological and cultural.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural using evidence for their choices and reasoning.
Organisation & Communication	Children express themselves accurately in the correct tense (see C&L).	Sort events and objects into groups (i.e. then and now) Use timelines to order events or objects.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people.	Begin to communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. .	Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period		



		Tell stories about the past. Talk, write and draw about things from the past.			
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Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	<u>Dinosaurs:</u> Know that the Mesozoic Era is split into three different times, what they are called and some of the plants and animals that lived then. Know that we can find information about the Mesozoic Era through studying fossils of plants and creatures. Know that there was a time before humans roamed the Earth. Know that the Earth looked different (Pangea, no man-made structures etc).	<u>The Gunpowder Plot</u> Know that The Gunpowder Plot was a plot to blow up the houses of Parliament. Know that Guy Fawkes and Thomas Percy were some of the friends involved. Know that they wanted King James removed from the throne. Know that we celebrate stopping the plot with Bonfire Night.	<u>Space:</u> Know Neil Armstrong was the first astronaut to land on the moon. Know that the moon landing was a significant moment in history. Know when the first moon landing was and details about Apollo 11s mission. Know who Tim Peake is and that he is still alive today. Know that both Neil Armstrong and Tim Peake have made a significant contribution to Space Travel and understanding of Space but that their lives were different and they were from different periods of time.		<u>Titanic's Journey:</u> Know that the Titanic was one of the first cruise liners. Know that the Titanic sank and this resulted in significant loss of life. Know that people of different social classes were treated differently.	<u>Super Me:</u> Know that certain individuals helped to change rules and laws. Know the names and some facts about significant individuals including why they were significant. Know that we can learn from researching the lives of significant individuals.
Class 2		<u>The Roman Empire and its impact on Britain</u> Know when and why the Romans first		<u>Ancient Egypt</u> Define a civilisation Identify when and where the Ancient		<u>Ancient Baghdad:</u> Know that an Ancient Civilisation began in Mesopotamia (Ancient Baghdad).



		attempted to invade Britain. Know that the emperor Claudius successfully invaded Britain in AD42 Understand the extend of the Roman Empire in AD42 and the power of its army. Understand British resistance to the Roman invasion. Understand the impact on Modern Britain including technology, culture and beliefs, including early Christianity.		Egyptian civilisation appeared Compare Ancient Egypt to our lives in the present day. How are things similar/different? Explore the achievements of the Ancient Egyptian civilisation: pyramids, mummification, writing Know how the achievements of the Egyptians shaped modern life.		Know that the Early Islamic empire involved the Silk route and this was the beginning of International trade, covering East - West-Asia, Africa and over to the Mediterranean and goods: Silk, glass, spices, carpets, curtains. Know that Baghdad was an important centre for trading of goods and knowledge from east to west Identify what life in the early Islamic times looked like including: house, food, clothing, religion, and Islamic Art.
Class 3		<u>Ancient Greece</u> Understand the difference between the Athenians and the Spartans. Know that the Greeks were responsible for the birth of the Olympics. Know that the Greek Gods were an			<u>Eyam</u> Know what caused the plague. Understand why it spread so quickly. Understand the significance of the village of Eyam in stopping the spread of the plague.	



		important part of Greek culture. Know how the laws in Ancient Greece founded our system of democracy. Know how the modern police system was founded				
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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	<u>Bears:</u> Know Teddy Bears were first made about 100 years ago. Know teddy bears have changed through time. Know we can identify whether a teddy bear is old or new by looking at it's features and the materials it is made from. Know how to ask questions to find information about an object. Know older people can give us information about the past.	<u>People who help us:</u> Know Florence Nightingale and Mary Seacole were both nurses in the Crimean War. Know that nurses and doctors were important during the COVID 19 pandemic. Know Florence Nightingale lived in Holloway. Know when the Great Fire of London happened and why. Know differences between London then and now (e.g. fire service, houses, transport).	<u>Pole to Pole:</u> Know that Earnest Shackleton was one of the first Polar Explorers. Know that Earnest Shackleton is no longer alive. Know that Ann Daniels is a British Polar Explorer. Know that Ann Daniels was one of the first women to reach the North and South Pole. Know Ann Daniels is still alive today. Know that Daniels and Shackleton were both		<u>Transport & Travel</u> Know that transport has changed over time (become safer, quicker and more comfortable). Know that there was a time before cars and aeroplanes.	<u>My History:</u> Know that Matlock has changed through time – roads, buildings. Know that COVID 19 changed how we live and affected life nationally. Know that DCT has changed through time. Know about my own family history.



			Polar Explorers but were alive during different times.			
Class 2		<u>The Stone-Age:</u> Know that this is the earliest period of human culture and understand the term prehistory. Know that prehistory is divided into three main periods: Stone Age, Bronze Age, Iron Age Know about the differences in the way of life between people in the Stone Age and modern life. Know how archaeological sites, artefacts and cave paintings can provide us with clues about the past.		<u>Vikings, Anglo-Saxons and Scots:</u> Know that Scots and Anglo-Saxons settled in Britain after the Romans Know that Anglo-Saxons converted to Christianity and about their art and culture Know that Vikings invaded and settled in Britain Know how resistance was organised and the country divided Know that Edward the Confessor was king and died in 1066.		
Class 3	<u>Victorians:</u> Know what the Industrial Revolution was. Know Arkwright had an impact on the local area.		<u>WW2:</u> Know the key dates and events for WW1 and WW2. Understand the causes of WW2.			



	Know how an industrial society differs from a pre-industrial society.		Know the significant individuals involved in WW2. Understand the impact of WW2 on daily life. Know how WW2 shaped our lives today.			
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