



Burbage Primary School's History Curriculum

Intent:

'Inspiration, Community and Growth' underpin our vision; these words capture everything we strive for at Burbage Primary School. Our aim is to foster life-long learners who are active members of the community, locally and globally with growth mindsets to go beyond limited thinking.

At Burbage we are ambitious for all pupils to achieve their full potential through a carefully sequenced, broad and balanced curriculum. This is knowledge focused but also equips children with the necessary skills to succeed in life.

Burbage Primary School aims to provide high-quality history education that opens up our children's knowledge and understanding of our fascinating world, both past and present. The content of the History curriculum focuses on developing knowledge of significant aspects of history to enhance and allow our children to make historical connections of people and events from past and present, local and regional, national and international. Through historical enquiries and analysis our children will grow chronological narratives of local and wider world events. They will develop an understanding of historical concepts that have shaped people's lives and the world in which we live today. Together these knowledge and skills will develop our children's critical thinking and help them to question the influences of the past on decisions today.

History Year 1

Chronological understanding

Be able to identify and sequence events in their own/family lives.

Be able to talk about significant events to place these events from the period studied on a time line.

Be able to distinguish between fact and fiction.



Historical enquiry; significant people

Recognise the difference between past and present in their own and others lives.

Use Guy Fawkes and the House of Parliament Gunpowder plot and punishment to recognise why people did things, why events happened and what happened as a result.



Historical enquiry; significant events

Explore and understand a significant local event associated with roads.



Research the history of roads and compare links between London and Bristol, then and now.

Use evidence to build a picture and develop an understanding of highwaymen, coaching inns, horse and carriages, tolls and milestones.



Skills and interpretation

Ask and answer questions of a historical source.

Find answers to simple questions about the past from sources of information .

Be able to make connections between a series of links and photographs

Be able to sequence events.

Through local visits, ask and answer historical questions.

Explore purposes behind artefacts.

Recognise similarities and differences in people and places, both then and now.

History Year 2

Chronological understanding

Be able to identify and sequence events in the changes of phones (or similar recent technology).

Be able to talk about significant events to place these events from the period studied on a time line.

Sequence artefacts closer together in time.



Historical enquiry; significant people

Use Guy Fawkes and the House of Parliament Gunpowder plot punishment to recognise why people did things, why events happened and what happened as a result.



Historical enquiry; significant events

Explore and understand the significant local event associated with the development of the canal system in the UK.



Use sources to understand the terms trade links and transport.



Study the period and events of the Gunpowder plot to develop an understanding of an era. Use a range of sources to find out about Guy Fawkes, the House of Parliament Gunpowder plot and punishment.

Look at the representation and changes of technology, namely that of the telephones. Understand the terms; A GB, Exchange, telephone boxes, landlines, mobiles and satellites.



Study the period and national events of the intervention of the railways. Use a range of sources to find out about the Rocket, steam trains, electric trains, diesel, high speed trains and tunnels.



Skills and interpretation

Ask and answer historical questions.

Find answers to simple questions about the past from sources of information.

Be able to make links and comparisons.

Be able to sequence pictures for events.

Explore purposes behind the context.

Identify differences between ways of life at different times in the past, by comparing pictures or photographs of people or events in the past.

Recognise similarities and differences in people and places, both then and now.

Discuss reliability of photos/ accounts/ stories.

History Year 3

Chronological understanding

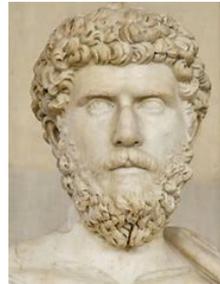
Be able to identify and sequence the changes in Britain from the Stone Ages to the Iron Ages.

Be able to place the time studies onto a timeline; sequencing several events or artefacts.



Historical enquiry; significant people

Identify reasons for and results of people's actions in the time studied.



Historical enquiry; significant events

Study the period and events of the Stone, Bronze and Iron Ages to develop an understanding of these eras. Use a range of sources and observe details to find out the local landscape, tools and materials the hunters and gathers used in these periods.



Study the period and events of Ancient Rome and its impact on Britain. Identify differences between ways of life at different times, investigating the impact of invasions on British lives, the British landscape and culture.



Skills and interpretation

Ask and answer historical questions about a place and time in history, e.g. Stonehenge.

Recognise similarities and differences in people and places, both then and now.

Represent history through drama.

Evaluate change and the impact of change on people's lives.

Use a range of sources to find out about a period in time.

Observe small details through artefacts, pictures and photographs.

Begin to use the library and internet for research.

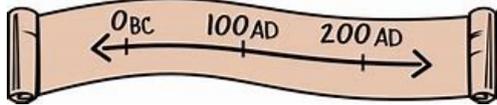
Select and record information relevant to

History Year 4

Chronological understanding

Be able to place the time studies onto a timeline; sequencing several events or artefacts.

Use terms related to the period and begin to date events.



Understand more complex terms, e.g. BC/

Historical enquiry; significant people

Use evidence to reconstruct life in time studied.

Identify reasons for and results of people's actions in the time studied.



Historical enquiry; significant events

Study the period and events of the British settlements by the Anglo-Saxons and Scots. Use a range of sources and observe details to find out settlements, kingdoms and invasions.



Study the period, events and achievements of Ancient Egypt. Identify differences between ways of life at different times, investigating the pyramids, The Nile and Tutankhamun hierarchy.



Skills and interpretation

Be able to demonstrate an understanding of historical perspectives.

Use of historical sources to ask and answer questions.

Look at evidence available and use it to begin to evaluate sources and knowledge.

Use evidence to build up a picture of a past event.

Choose relevant material to compare accounts and events.

Make links to identify similarities and differences in the time studied.

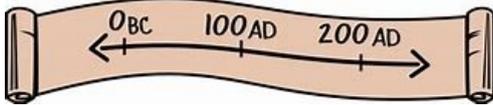
Demonstrate and justify through different activities, e.g, drama.

History Year 5

Chronological understanding

Be able to place the time studies onto a timeline; sequencing several events or artefacts.

Use relevant terms and periods to label events on a timeline.



Use more complex terms, e.g. BC/DC.

Historical enquiry; significant people

Use evidence to reconstruct life in time studied.

Examine causes and results of great events and the impact on people.



Historical enquiry; significant events

Study the period and events of the invasions of the Vikings. Use a range of sources and observe details to find out about homeland invasions, Scandinavia. seamanship, warriors and Danelaw.



Study the period, events and achievements of Ancient Greece. Identify differences between ways of life at different times, investigating achievements and their influence on the western world. Use a range of sources and observe details to find out about democracy, culture, architecture, religion and the Olympics.



Skills and interpretation

Be able to demonstrate an understanding of historical perspectives.

Use of historical sources to ask and answer questions to be able to justify a viewpoint.

Look at evidence available and use it to begin to evaluate and explain cause and effect.

Use evidence to build up a picture of a past event.

Choose relevant material, both primary and secondary resources, to compare accounts and events.

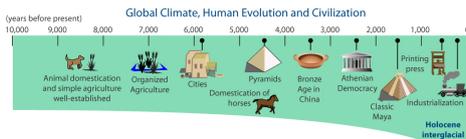
Make links to identify similarities and differences in the time studied.

History Year 6

Chronological understanding

Know key dates, characters and events of time studied.

Place current study on time lines, relating other studies to help sequencing and labelling specific dates.



Historical enquiry; significant people

Use evidence to reconstruct life in time studied.

Examine causes and results of great events and the impact on people.



Historical enquiry; significant events

Study the period and events of The Mayans. Use a range of sources and observe details to find out about architecture, astronomy, trade, art, religion, mathematics and calendars.



Study the events, impacts and implications of World War II, making connections to the local area of Wiltshire. Investigate the terms evacuees, shelters, rationing and land-girls to develop an understanding of British, local and world history.



Skills and interpretation

Be able to demonstrate an understanding of historical perspectives, using the actions of people to compare beliefs, behaviour and events with times studied.

Use of historical sources to ask and answer questions to be able to justify a viewpoint.

Look at evidence available and use it to evaluate and explain cause and effect.

Use evidence to compare and contrast past events.

Choose relevant material, both primary and secondary resources, to compare accounts and events.

Make links to identify similarities and differences in the time studied.

Demonstrate and justify understandings through different activities, e.g, drama and debates.