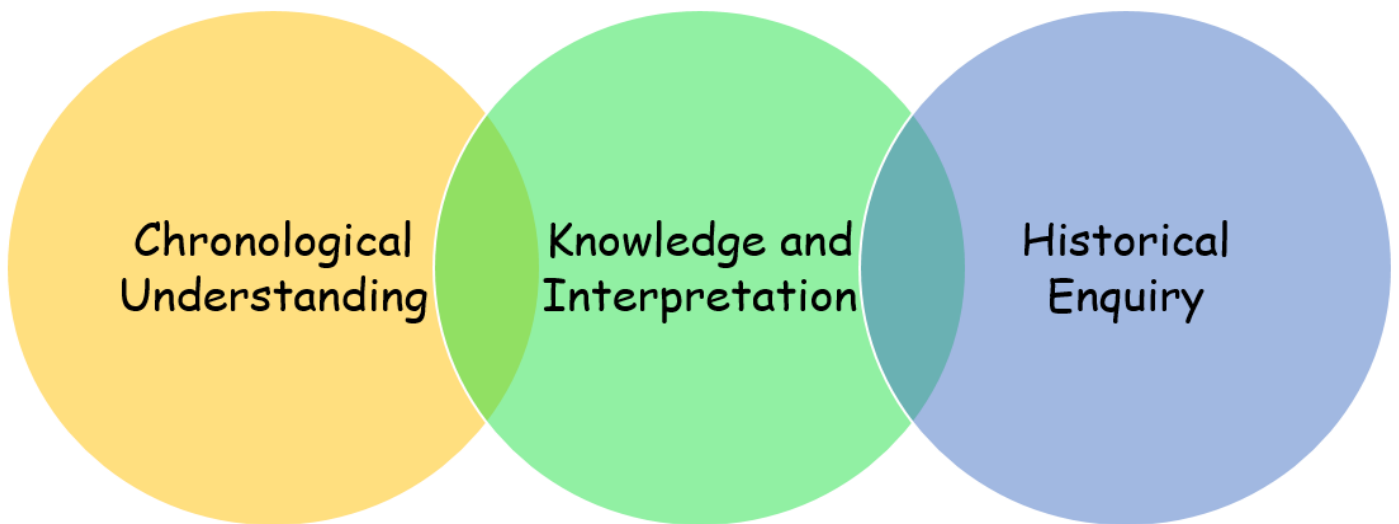
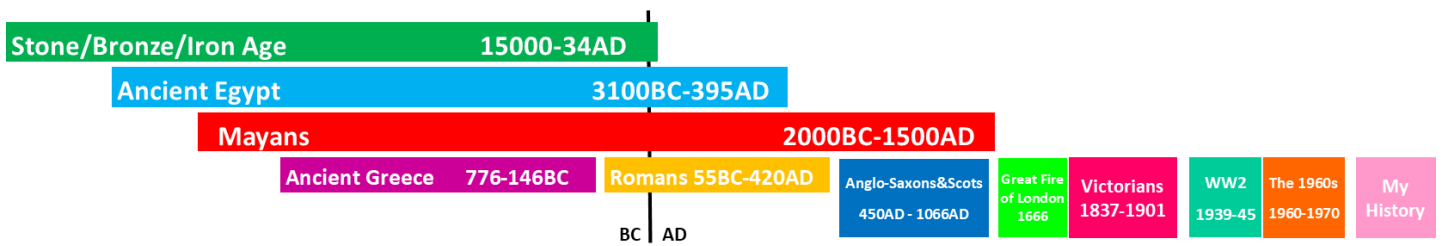


# Angram Bank's Big Bus Curriculum

## History



## History

Our **intention** is to inspire pupils' curiosity to know more about the past. We strive to give children a coherent knowledge of Britain's past and that of the wider world. We want children to not only understand the narrative of different points of History, but to also have the chronological understanding how History links and overlaps from the earliest times to present day. The History curriculum is **implemented** through a carefully planned and sequenced curriculum. Children will generally learn about two periods of History per year in a chronological order. Children gain a progressive understanding of three key strands: chronological understanding, knowledge & interpretation and historical enquiry. The **impact** of our History curriculum is that children are equipped with the skills to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. They understand the chronology of the History that they have studied and can explain their knowledge as a coherent narrative.

### Design and Planning Non-Negotiables

- National Curriculum subject aims highlighted to show coverage
- Relevant National Curriculum statements
- Historical strands broken down into areas of study
- Teaching sequence with strands alongside from Focus Education
- Key vocabulary and **concepts** are identified and taught throughout the teaching sequence
- Sequences start with revisiting previous learning and have **identified end points**
- Each sequence begins by revisiting the timeline, looking at the geography of the area and looking at what the place is like in the present day
- **SMSC links shown in sequence**
- Our sequences are broken down into smaller learning steps in our Red Planning and



# Angram Bank's History Structure

A child's historical journey through school

Chronological understanding	Knowledge and interpretation	Historical Enquiry
FS1	All about me—their present day lives including family and friends What is the past? - Within the school day/week. Very recent past of their lives.	
FS2	What is a timeline? - Timelines of school, their lives, a story etc. Re-visit all about me Past and Present through stories and key events. Dinosaurs (Pre-historic)	
Y1	My family timeline—Within living memory	
	The 1960s—Within living memory Neil Armstrong and Tim Peake—Significant Individuals	
Y2	World War Two—Within living memory significant historical events, people and places in their own locality	
	The Great Fire of London —Beyond living memory Samuel Pepys—significant individual	
Y3	changes in Britain from the Stone Age to the Iron Age <b>15000BC-34AD</b>	
	the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China <b>3100BC—395AD</b>	
Y4	a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300. <b>2000BC-1500AD</b>	
	Ancient Greece - a study of Greek life and achievements and their influence on the	
Y5	the Roman Empire and its impact on Britain <b>43AD-420AD</b>	
	Britain's settlement by Anglo-Saxons and Scots <b>450AD-1066AD</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>793AD-1066AD</b>	
Y6	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study— <b>Victorians 1837-1901 AD then WW2</b>	

## Angram Bank's Historical Concepts

Every child will become confident with the key concepts in History. Each concept will be further developed in each year group at the appropriate depth. These concepts will be shown in **bold** throughout the document.

FS1	<p>present past</p>
FS2	<p>present past similarity difference</p>
Year 1	<p>present past similarity difference chronology significance continuity and change</p>
Year 2	<p>present past chronology similarity difference significance continuity and change</p>
Year 3	<p>present past chronology similarity difference significance continuity and change settlement culture kingdom civilisation</p>

Year 4	<p>present past chronology similarity difference significance continuity and change settlement culture kingdom civilisation interpretation</p>
Year 5	<p>present past chronology similarity difference significance continuity and change settlement culture kingdom civilisation interpretation empire invasion cause and consequence</p>
Year 6	<p>present past chronology similarity difference significance continuity and change settlement culture kingdom civilisation interpretation empire invasion cause and consequence</p>

## Foundation Stage

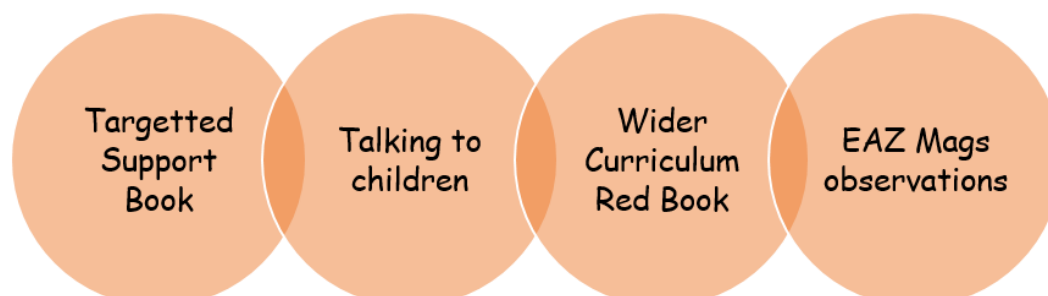
### Understanding the world: Past and Present

**Intent:** By the end of Foundation Stage children will be able to talk about **past** and **present** events in their own lives, lives of family members and of those in society. Children will be confident speakers when discussing **similarities** and **differences** between things in the past and now. Children will use what they have read in class to share their opinions and interests when talking about historical moments.

#### Sequence of implementation

History Big Bus Curriculum				
	Autumn	Spring	Summer	Key Vocabulary
FS1	<ul style="list-style-type: none"> <li>• All about me - 'Who am I?'</li> <li>• What is time - daily routines and concept of time.</li> <li>• Traditions over time</li> </ul> <p style="color: #e91e63;">It is okay to be different.</p>	<ul style="list-style-type: none"> <li>• All about me - My family.</li> <li>• Traditions over time - sharing personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing special events in our own lives.</li> <li>• Past through stories and traditional tales.</li> </ul>	<p>Me, myself, family, remember, baby, now, time, day</p>
FS2	<ul style="list-style-type: none"> <li>• Re-visit All about me.</li> <li>• What is a timeline?</li> </ul> <p>Children to understand the concept of a timeline and to sequence their own personal milestones.</p> <ul style="list-style-type: none"> <li>• Provide curiosity and experiences through stories.</li> </ul> <p style="color: #e91e63;">All children develop at different rates/stages. Everyone is unique.</p>	<ul style="list-style-type: none"> <li>• Past and Present through a variety of stories.</li> </ul> <p>Children to deepen their learning and understanding of the past using photographs, objects and events in books.</p> <p style="color: #e91e63;">Discussion of how cultures, morals and expectations change through generations and periods.</p>	<ul style="list-style-type: none"> <li>• Dinosaurs (pre-historic)</li> </ul> <p>Discussing time further in the past through a variety of stories and events.</p>	<p>Timeline, life, cycle, grow, change, remember, baby, toddler, infant, adult.</p>

#### Where will we see the impact?



## History—The National Curriculum

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims** The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## Year 1

### My family timeline - within living memory

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

### The 1960s - Within living memory

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Chronological understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>• Can use words like old and new.</li> <li>• Can tell me about things that happened when they were little.</li> <li>• Can explain how they have changed since they were born.</li> <li>• Can use words and phrases like very old, when mummy and daddy were little.</li> <li>• Can put up to three objects in chronological order (recent History).</li> <li>• Can use words like old and new and a long time ago.</li> <li>• Can recognise a story that is read to them may have happened a long time ago.</li> <li>• Know that some objects belonged to the past.</li> <li>• Can retell a familiar story set in the past.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to identify the main differences between old and new objects.</li> <li>• Can recognise that we celebrate certain events because of something that happened years ago.</li> <li>• Birthday</li> <li>• Knows the queen who rules us.</li> <li>• Can explain why certain objects were different in the past.</li> <li>• Can explain differences between the past and the present in their life and that of other children from a different time in history.</li> <li>• Can appreciate that some famous people have helped our lives be better today.</li> <li>• Can begin to identify the main differences between old and new objects.</li> <li>• Can identify objects from the past, such as a vinyl record.</li> <li>• Can talk about an important historical event that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Can answer and ask questions about old and new objects.</li> <li>• Can spot old and new things in a picture.</li> <li>• Can answer questions using an artefact/ photograph.</li> <li>• Can give a plausible explanation about what an object was used for in the past.</li> </ul>



## Year 2

### World War Two - Within living memory

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- significant historical events, people and places in their own locality.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

### The Great Fire of London - Beyond living memory

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Chronological understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>• Can use words and phrases like: before I was born, when I was younger.</li> <li>• Can use words and phrases like: before, after, past, present, then, and now; in their historical learning.</li> <li>• Can use the words past and present correctly.</li> <li>• Can use a range of appropriate words and phrases to describe the past.</li> <li>• Can sequence a set of events in chronological order and give reasons for their order.</li> <li>• Can recognise a story that is read to them may have happened a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain how their local area was different in the past.</li> <li>• Can give examples of things that are different in their life from that of a long time ago in a specific period of history such as WWII.</li> <li>• Can explain why a Britain has a special history by naming some famous events and some famous people.</li> <li>• Can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</li> <li>• Can recount some interesting facts from an historical event.</li> </ul>	<ul style="list-style-type: none"> <li>• Can find out something about the past by talking to an older person.</li> <li>• Can answer questions by using a specific source, such as an information book.</li> <li>• Can research the life of someone who used to live in their area using internet and other sources to find out about them.</li> <li>• Can research the life of a famous Briton from the past using different resources to help them.</li> </ul>



## History—The National Curriculum

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- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## Year 3

### Stone Age to the Iron Age

- changes in Britain from the Stone Age to the Iron Age

### Ancient Egypt

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Chronological understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"><li>• Can describe events and periods using the words: BC, AD and decade.</li><li>• Can describe events from the past using dates when things happened.</li><li>• Can describe events and periods using the words: ancient and century.</li><li>• Can use a timeline within a specific time in history to set out the order things may have happened</li><li>• Can use their mathematical knowledge to work out how long ago events would have happened.</li></ul>	<ul style="list-style-type: none"><li>• Appreciate that the early Brits would not have communicated as we do or have eaten as we do.</li><li>• Can begin to picture what life would have been like for the early settler.</li><li>• Can suggest why certain events happened as they did in history.</li><li>• Can suggest why certain people acted as they did in history.</li></ul>	<ul style="list-style-type: none"><li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</li><li>• Can use various sources of evidence to answer questions.</li><li>• Can use various sources to piece together information about a period in history.</li><li>• Can research a specific event from the past.</li><li>• Through research identify similarities and differences between given periods in history.</li><li>• Can use their 'information finding' skills in writing to help them write about historical information.</li></ul>

## Year 4

### Mayan Civilisation

- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. significant historical events, people and places in their own locality.

### Ancient Greece

- a study of Greek life and achievements and their influence on the western world

Chronological understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"><li>• Can plot recent history on a timeline using centuries.</li><li>• Can place periods of history on a timeline showing periods of time.</li><li>• Can use their mathematical skills to round up time differences into centuries and decades.</li><li>• Can begin to build up a picture of what main events happened in Britain/ the world during different centuries.</li></ul>	<ul style="list-style-type: none"><li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours.</li><li>• Appreciate that the food people ate was different because of the availability of different sources of food.</li><li>• Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period.</li><li>• Can explain how events from the past has helped shape our lives.</li><li>• Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</li><li>• Recognise that the lives of wealthy people were very different from those of poor people.</li><li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li><li>• Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.</li></ul>	<ul style="list-style-type: none"><li>• Can give more than one reason to support an historical argument.</li><li>• Can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</li><li>• Can research two versions of an event and say how they differ.</li><li>• Can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</li></ul>

## Year 5

### The Roman Empire

- the Roman Empire and its impact on Britain

### Anglo-Saxons, Scots and the Vikings

- Britain's settlement by Anglo-Saxons and Scots 450AD-1066AD
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Chronological understanding	Knowledge and interpretation	Historical Enquiry
<ul style="list-style-type: none"><li>• Can use dates and historical language in their work.</li><li>• Can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li><li>• Can use their mathematical skills to work exact time scales and differences as need be.</li></ul>	<ul style="list-style-type: none"><li>• Can describe historical events from the different period/s they are studying/have studied.</li><li>• Appreciate that significant events in history have helped shape the country we have today.</li><li>• Have a good understanding as to how crime and punishment has changed over the years.</li><li>• Can recognise that Britain has been invaded by several different groups over time.</li><li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat.</li><li>• Can begin to appreciate why Britain would have been an important country to have invaded and conquered.</li><li>• Appreciate that war/s would inevitably have brought much distress and bloodshed.</li><li>• Can explain the role that Britain has had in spreading Christian values across the world.</li><li>• Can begin to appreciate that how we make decisions has been through a Parliament for some time.</li><li>• Can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. (Term 3)</li></ul>	<ul style="list-style-type: none"><li>• Can test out a hypothesis in order to answer a question.</li><li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li></ul>

## Year 6

### **The Victorians—1837-1901**

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a local history study

### **World War Two**

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a local history study

<b>Chronological understanding</b>	<b>Knowledge and interpretation</b>	<b>Historical Enquiry</b>
<ul style="list-style-type: none"><li>• Can say where a period of history fits on a timeline.</li><li>• Can place a specific event on a timeline by decade.</li><li>• Can place features of historical events and people from past societies and periods in a chronological framework.</li></ul>	<ul style="list-style-type: none"><li>• Can summarise how Britain has had a major influence on world history.</li><li>• Can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li><li>• Can describe features of historical events and people from past societies and periods they have studied.</li><li>• Can recognise and describe differences and similarities/ changes and continuity between different periods of history.</li><li>• Show an appreciation that wars start for specific reasons and can last for a very long time.</li></ul>	<ul style="list-style-type: none"><li>• Can suggest why certain events, people and changes might be seen as more significant than others.</li><li>• Can pose and answer their own historical questions.</li><li>• Understand how WW2 effected their local area.</li><li>• Can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li><li>• Can identify and explain their understanding of propaganda.</li><li>• Can describe a key event from Britain's past using a range of evidence from different sources.</li><li>• Can pose and answer their own historical questions.</li></ul>