



Copthorne CE Junior School

“Creating confident, curious learners with God’s love”



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

History Intent

Our history curriculum is based around the following:

Children will understand how key historical events have affected and influenced the world, leading to where we are now.

Learning through the **broad and diverse** concepts of Settlement, Equality, Monarchy, Democracy, Empire and Conflict will help children to understand how societies have evolved and how they have been ruled and shaped over time, enabling children to **build connections** between people and events through the ages.

Exploring sources of evidence, resources and artefacts in an **ambitious** and **engaging** way that promotes **curiosity, questioning** and to **critically challenge** ideas about the past.

The **learning progresses** in a way that develops **skills, knowledge** and a **broad understanding** of historical periods through in-depth study and research of key events and lives, enabling children to **creatively** demonstrate their understanding and **confidently** elicit a **critical** personal perspective and response.

HISTORY CURRICULUM OVERVIEW

	Autumn	Spring	Summer
Year 3	<u>The Copthorne Detectives</u> (linked to map skills in geography) ➤ Depth study into changes within the local area (village and surrounds) over time ➤ Study of how national changes affected the local area over time (such as transport, employment, population change etc...)	<u>Rock 'n' Roll Romans</u> (linked to <i>Escape from Pompeii</i> + science topic on rocks + volcanoes in geography) ➤ Julius Caesar's attempted invasion (55-54BC) ➤ Successful invasion by Claudius and conquest (including Hadrian's Wall) ➤ British resistance (including Boudicca) ➤ 'Romanisation' of Britain, looking at the impact of technology, culture and beliefs (including early Christianity)	<u>Walk like an Egyptian</u> ➤ Where and when Egyptian civilization appeared ➤ Achievements of the Egyptian civilization ➤ Study of life in ancient Egypt, including religion, trade, farming and the Nile ➤ Depth study into archaeology and the unearthing of the past from beneath the desert, including Tutankhamun and the tomb discovery by Howard Carter
Year 4	<u>Upstairs, downstairs</u> (linked to 'Street Child') ➤ Changing power of the monarchs – Queen Victoria ➤ Depth study on life in the Victorian home, the rich compared to the poor ➤ Changes in social history – Rights of children ➤ Significant turning point in British history – Industrial revolution, including the expansion of transport (local and global) with rail and steam power	<u>Explorers, Raiders and Traders</u> ➤ Roman withdrawal from Britain (AD 410) ➤ Anglo-Saxon invasions, settlements and kingdoms (including place names / village life) ➤ Anglo-Saxon art and culture ➤ Viking raids and invasion ➤ Resistance by Alfred the Great ➤ Anglo-Saxon laws and justice ➤ Edward the Confessor and his death in 1066	<u>Mysterious Mayans</u> (linked to Geography / Science topics) ➤ Study of a non-European society that provides a contrast with British history
Year 5	<u>Henry VIII – Hero or Villain?</u> (linked to 'Bear Keeper') ➤ Changing power of the monarchs – Henry VIII ➤ Depth study on the wives of Henry VIII, with special focus on his relationship (political and personal) with Catherine of Aragon ➤ Changes in social history (and legacy) – reasons for break from Catholic Rome / rise of Church of England	<u>Who Let the Gods Out?</u> ➤ Study of Greek life across the city states ➤ Significant achievements of the Ancient Greeks, including the rise of democracy, trade and sports (including the Olympics) ➤ Myths and legends of the Ancient Greeks, including the gods and significant stories (such as Icarus, the Minotaur etc...) ➤ Depth study into the Greek legacy and their influence on the western world that is still felt today	<u>Journey into the Unknown</u> <u>Space</u> <u>To Infinity and Beyond</u> (linked to science) <u>Around the world in 80 days</u> (linked geography of Americas)
Year 6	<u>We'll meet again</u> ➤ A significant turning point in British history, including Dunkirk, Battle of Britain and Normandy landings ➤ Understanding key events leading the 'road to war' ➤ Depth study into the reasons for and impact of the evacuation of children from the cities	<u>Exploring the Extreme</u> (linked to geography and science)	<u>Back to the Future</u> <u>Stone Age to the Iron Age</u> ➤ Neolithic hunter-gatherers and early farmers ➤ Bronze Age religion, technology and travel ➤ Iron Age Forts: tribal kingdoms, farming, art and culture <u>Legacy of the Ancient Civilisations</u> Depth study into the evolution of transport, from the ancient through to modern day, identifying significant technological events to bring changes

History Curriculum Progression

By the end of Key Stage 2, pupils should be able to effectively answer historical key questions by:

Developing a chronologically secure knowledge & understanding

Addressing and devising historically valid questions about change, cause, similarity, difference and significance

Noting connections, contrasts and trends over time and develop the appropriate use of historical terms

Constructing informed responses involving thoughtful selection and organisation of relevant information

Understanding that our knowledge of the past is constructed from a range of sources

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Chronological Understanding	<i>Describe where people & events studied fit within chronological framework & identify similarities between periods.</i> <i>Show an awareness of the past, using common words and phrases relating to the passing of time.</i> <i>Sequence artefacts and photographs together in time periods studied</i> <i>Describe and order memories and key events in their own lives</i>	<i>Use a timeline within a specific period to place the order (sequence) of events that may have happened</i> <i>Understand that a timeline can be divided BC and AD</i>	<i>Place some historical periods in chronological framework</i> <i>Use historic terms related to the period of study, for example the British Empire and a reference to AD 1837-1901 as a period of reign for Queen Victoria as monarch – and how this was before, during or after another event, person or era</i> <i>Link chronological understanding to the use of primary and secondary sources</i>	<i>Use dates to order and place events on a timeline</i> <i>Make comparisons between different times in the past using words and phrases such as: century, decade, AD, BC, after, during, before, era, period, reign etc...</i> <i>Use relevant terms and period labels to identify changes within and across historical periods (e.g. Anglo Saxon age in Britain was from AD410-1066 following the retreat of the Romans in AD410</i>	<i>Place current study on timeline in relation to other studies</i> <i>Describe main changes within a period of history, using words such as: culture (cultural), technology (technological), religion (religious) and society (social)</i> <i>Begin to understand the relative distances between major events and periods</i> <i>Use timelines to place, name and date significant events studied from the past</i>

Knowledge and Understanding of Past Events, People and Changes in the Past	Identify differences between ways of life at different times. Recognise why people did things, why events happened & what happened as a result. <u>Use a wide vocabulary of everyday historical terms, including:</u> past, present, future, era, period, timeline, order (time), old/older, modern, changes, decade, century, significant, evidence, experts, event, important, local, national, artefact, compare, similar, different, same, role, famous etc... <u>as well as:</u> Why...? What...? When...? Where...? How...? Confidently describe similarities and differences of sources of evidence and artefacts	Use evidence to describe the past (such as photos, maps, technological changes and transport innovation) to explain changes in houses, building use and local settlement growth Explain how our local society has changed over time	Use evidence to reconstruct life in time studied Shows knowledge and understanding of key features and events of a past society Give reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes may have changed during a times period Describe differences between the lives of the rich and poor Describe how some of the past events / people affected life today	Study different aspects of different people – such as the differences in ideas, beliefs and attitudes between men, women and children / rich and poor Examine causes and consequences of main events and the impact or changes on the people studied Compare an aspect of life with the same aspect in another period, identifying changes and links Begin to summarise ideas on how Britain has had a major influence on world history	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviours with another time studied, describing similarities and differences Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of the time period studied Describe how some changes from the past still affect life today
Historical Interpretation	Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally Describe significant historical events, people and places in his/her own locality Compare pictures or photographs of people or events from the past	Look at more than one version of the same event and identify any differences in accounts (e.g. smuggling, life at school, the 'fight of the century', Boudicca etc...)	Use sources of information in ways which go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past Give reasons why there may be different accounts of history	Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Look at different versions of the same event and identify differences in accounts, evaluating the usefulness of a variety of sources (e.g. This source suggests that... Whereas in contrast another source	Link sources and work out how conclusions were arrived at Consider ways of checking accuracy of interpretation – fact, fiction or opinion Be aware that different evidence will lead to different conclusions – omissions, bias etc... Give clear reasons why there may be different accounts of history and that people (now and in the past) can represent ideas in ways to persuade

	<i>Begin to identify and explain that there are different ways to represent the past</i>			<i>counters that suggestion through...)</i>	<i>others (including propaganda, opinion, and misinformation) and that this affects interpretations of history</i> <i>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</i>
Historical Enquiry	<i>Show understanding of some ways in which we find out about the past & identify different ways this is represented.</i> <i>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</i> <i>When using a source, asking questions for the who, what, when, why, how and where, finding out answers to them</i>	<i>Use printed and physical sources (such as photos, maps, artefacts, newspaper articles, personal recounts, diaries etc...) to collect information about the past</i> <i>Suggest the best sources of evidence to use to help answer specific key questions</i> <i>Ask questions, such as: How did people...? What did people do for...?</i>	<i>Look at the evidence available and engage in discussions</i> <i>Begin to evaluate the usefulness of different sources, understanding the difference between primary and secondary sources of evidence</i> <i>Use a wider range of sources of evidence, including: documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings, and visits to collect information about the past</i> <i>Understand that sources can contradict each other- for example, myths and legends are a source when learning about Ancient Greece, however these have been adapted and can be very different depending on the author</i>	<i>Continues to use a wide range of sources to gather information about the past</i> <i>Compare sources of information available for the study of different times in past (primary & secondary)</i> <i>Use evidence to build up a picture of a past event</i> <i>Select relevant sections of information.</i> <i>Identifies and chooses reliable sources of evidence to answer historical questions and gives reasons for their selection</i> <i>Realises that there is often not a single answer to historical questions</i>	<i>Recognise primary and secondary sources of information and evidence</i> <i>Continues to use a wide range of sources to find out about an aspect of time past</i> <i>Evaluates the usefulness and accurateness of different sources of evidence</i> <i>Selects (and explains reasons for selection, as well as identifying omissions – including new ways of finding out) the most appropriate sources of evidence for particular tasks</i> <i>Bring knowledge gathered from several sources together in a fluent account</i> <i>Offers own opinion about historical events based on a range of sources</i>

			Ask questions, such as: What was it like for a ... during...?		
Organisation and Communication	<i>Class displays</i> <i>Annotated work / photographs</i> <i>Drama and role play to develop empathy and understanding (such as hot seating, speaking and listening etc...)</i> <i>ICT</i>	<i>Record what he/she learned by drawing and writing</i> <i>Speak about how he/she has found out about the past</i> <i>Use a wide range of vocabulary of everyday historical terms</i> <i>Drama and role play</i>	<i>Communicate his/her learning in an organised and structured way, using appropriate terminology</i>	<i>Present findings and communicate knowledge and understanding in different ways</i> <i>Provide an account of a historical event based on more than one source.</i>	<i>Recall, select and organise historical information</i> <i>Select and organise information to produce structured work, making appropriate use of dates and terms to communicate their knowledge and understanding</i>
Vocabulary (topic specific vocabulary accompanies each specific topic covered)	<u>Chronology</u> <i>Today, now, tomorrow, yesterday, then, after, before, the present, decade, century, the past, long ago, the future, day, week, month, year, ancient, modern, chronological time / order, sequence, earlier, later, recent, timeline, date order</i> <u>Enquiry</u> <i>Curiosity, detective, investigate, ask, object, artefact, book, tally chart, pictures, photographs, surroundings, local, homes, houses, buildings, explain, used for, similar, different, because, important, question, newspapers, websites, historians, primary/secondary evidence, information, like, dislike, significant, changes, observe, non-fiction, maps,</i>	<u>Chronology</u> Consolidation of all chronological vocab, <u>plus</u>: <i>Chronology, chronological, time, AD, BC, era, age, timeline, period, millennium, thousands of years</i> <u>Enquiry</u> Consolidation of all enquiry vocabulary, <u>plus</u>: <i>Questions, opinion, experts, bar graph, compare, initiate, theme, place, investigate, locality, eye-witness, account, similarities, differences, archaeologist, excavation, perception,</i>	<u>Chronology</u> Consolidation of all chronological vocab, <u>plus</u>: <i>Time difference, continuity and change</i> <u>Enquiry</u> Consolidation of all enquiry vocabulary, <u>plus</u>: <i>Satellite images, respond, aerial photographs, source, collect, record, analyse, data, compare, locations, developments, impact on life, argument, interpretations, develop perspective, oral history, myths and legends</i>	<u>Chronology</u> Consolidation of all chronological vocab, <u>plus</u>: <i>AD / BC (BCE), cause, consequence, similarity, anachronism, legacy</i> <u>Enquiry</u> Consolidation of all enquiry vocabulary, <u>plus</u>: <i>Primary source, secondary source, suggest, compare, historical maps, different scales, contrast, trends, influence, identify, hypothesis, sift arguments, sources, infer, reliable</i>	<u>Chronology</u> Consolidation of all chronological vocab, <u>plus</u>: <i>Short and long-term timescales, difference and significance, trends</i> <u>Enquiry</u> Consolidation of all enquiry vocabulary, <u>plus</u>: <i>Fieldwork, conduct, research, evaluate, conclusions, advancements, interpretations, cause and effect, structured accounts, omissions, impression, biased, motive propaganda</i>

	<i>research, historical events and places</i>	<i>think critically, use judgement, first-hand evidence, second-hand evidence</i>			
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