



Curriculum - History

Knowledge and Skills

Features

By the end of key stage 2, the knowledge progression takes full account of the national curriculum's strands of:

- Chronology, from the stone age to 1066
- One study beyond 1066
- Ancient civilizations
- Civilizations around 900AD
- Ancient Greece

Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained

St Nicholas HISTORY Experience

At St Nicholas At Wade C of E primary school we use a multi modal approach that enriches our History curriculum. All pupils will have opportunities to engage with various artefacts and in a range of experiences relevant to their local, national and wider world learning. These will include:

- St Nicholas At Wade church study
- Royalty and monarchy key milestones
- Remembrance Day
- Black History Month
- Richborough Power Station
- Local castle study

- Great Fire of London
- Powell Cotton
- Artefact boxes from Quex
- Anna Outdoors – exploring fossils (Reculver)
- Living History workshops – Egyptians, Stone Age, Greeks and The Great Fire of London.

Knowledge and Skills Progression in History – Reception Development Matters Statements

- Talk about members of their immediate family and community (UW)
- Name and describe people who are familiar to them (UW)
- Understand that some places are special to members of their community. (UW)
- Recognise that people have different beliefs and celebrate special times in different ways (UW)
- Comment on images of familiar situations in the past (UW)
- Compare and contrast characters from stories, including figures from the past (UW)

Early Learning Goals feeding into National Curriculum – History

- Talk about the lives of the people around them and their roles in society. (UW)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)
- Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)
- Make comments about what they have heard and ask questions to clarify their understanding. (CAL)
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)

Key Vocabulary

Now
Then
Next
Before
After
Today
Yesterday

Last week
Months of year/days of week
Morning
Afternoon
Time – minutes/hours
Past
Present

National Curriculum Subject Content

EYFS	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Strand	Within living memory	Beyond living memory		Lives of significant people	Local history	
Key Stage 1	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	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	Significant historical events, people and places in their own locality	
Strand	Chronology (Stone age to 1066)	Beyond 1066	Ancient ancients (approx. 3000 years ago)	Civilizations from 1000 years ago	Ancient Greece	Local Study
Key Stage 2	Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Britain's settlements by Anglo Saxons and Scots 	<ul style="list-style-type: none"> • An aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history choose one of: <ul style="list-style-type: none"> • Mayan civilisation c. AD 900 • Islamic Civilizations including a study of Baghdad c. AD 900 	<ul style="list-style-type: none"> • Greek life and achievements and their influence on the Western world 	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066

	<ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		<p>one of the following:</p> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty of ancient China 	<p>Benin (West Africa) c. AD 900-1300</p>		
<p><i>For detailed examples of the different areas within the subject content please refer to the National Curriculum document.</i></p>						