



The History Curriculum at Neroche

A historian at Neroche is a pupil who is curious to know more about the past. As a school, our aim is to nurture children's curiosity and interest in order to build upon their existing knowledge and ensure that they come to see themselves as a historian. The discipline of being a historian at Neroche is developed through our carefully designed curriculum, where knowledge is built upon and learning progresses. Through rigorously planned sequences of learning, that build upon knowledge and skills progressively, historians at Neroche gain a coherent knowledge and understanding of Britain's past and that of the wider world. History at Neroche, inspires pupils to ask questions, think critically and explore sources of information so that they can make informed judgements about events in the past. The study of history enables pupils to understand the process of change and how events in the past have impacted on society and groups of people today. In order to understand the complexities of the past, our history curriculum is planned to enable pupils to:

- develop a sense of chronology;
- understand significant events in British history and the wider world;
- understand key historical terminology that they can apply in their own work;
- understand historical concepts;
- understand how to carry out historical enquiries using sources of information;
- make connections between different time periods and historical events and how this has effected different groups within society.

For this learning to take place, we ensure that all learning in history has a purpose. Through the use of key questions, learning and skills have a context and pupils have the opportunity to produce meaningful end of unit work to encapsulate their learning over the course of a whole unit of learning in history.



A table to show each year group and objectives and programme of study statement explaining the Intent.

EYFS						
<i>At this stage of learning is not necessarily a linear process. Children’s interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.</i>						
Possible key learning emphasis to facilitate progression (alongside children’s interests)	All about me/starting school New beginnings Harvest Autumnal changes People who help us	Festivals and Celebrations Diwali Bonfire night Remembrance Winter Christmas	Toys New Year Valentine’s Day Pancake Day Superheroes Teddies Vehicles	Fantasy and Adventure (Storytelling) Signs of Spring Mothering Sunday Easter Superheroes Traditional tales	Science and investigation Growing plants Animals Insects Dinosaurs Changes	Places Seaside Summer Transition to Yr1 Food around the world Our environment
Understanding the World – Past and Present						
KNOWLEDGE 2 year old curriculum	Begin to make sense of their own life-story and family’s history					
KNOWLEDGE 3 and 4 year old curriculum	Talk about themselves Talk about past events that they have experienced e.g. peers houses, visits at the weekend, holidays they have enjoyed. Talk about photos and pictures of familiar people, e.g. family and friends Talk about who they live with Understands that some things exist and then they are gone, e.g. bob ate a biscuit		Talk about their immediate friend and families Talk about different jobs that are familiar to them, e.g. mummy is a vet she looks after animals. Recognise that some things have changed over time. Look at and discuss pictures/ photos of themselves as a baby and now they are older, photos showing familiar places, objects, machines, clothing taken in the past.		Listen to stories about fictional and non-fictional characters from the past and present. Talk about extended members of their family, e.g. cousins, auntie who lives in another country Know that things happened before they were born Asks questions about things that happened in the past, e.g. dinosaurs	
KNOWLEDGE Reception curriculum	Talk about themselves and their immediate families. Talk about past events that they have experienced e.g. nursery, visits at the weekend, holidays they have enjoyed. Listen to stories about fictional and non-fictional characters from the past and present.		Compare and contrast characters from stories, including figures from the past. Know that they have changed over time and that in the past, their needs were different. Recognise that some things have changed over time. Look at and discuss pictures/ photos showing familiar places, objects, machines, clothing taken in the past. Know that some important events happened in the past e.g. man walking on the moon, WW2, building of Stonehenge or the pyramids, sinking of the Titanic, extinction of the dinosaurs.		Identify some of the features of people’s lives and experiences in the past and compare them with the present. Know some of the ways that they can find out about the past. Develop a sense of chronology; a long time ago, not so long ago, the present. Develop historical narrative competence. Use the correct tense and vocabulary associated with the past, present and future.	
KNOWLEDGE Reception ELG	ELG: Past and Present 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.					

Year 1

	Year 1		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Remembrance	Queens and Castles	Terrific Transport
Purpose / intent of the unit	To think about why we remember things and why we wear poppies and the significance of us still remembering today.	To understand what a monarch is and where monarchs live. To explore who Queen Victoria was and her significance in shaping national and international life. To explore the life of Queen Elizabeth II and her achievements.	To understand how transport has changed over time and how this has impacted on people's lives nationally and worldwide.
KNOWLEDGE National Curriculum coverage	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 (Queen Victoria and Queen Elizabeth II) Changes within living memory. <i>Where appropriate, these should be used to reveal aspects of change in national life.</i>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Outcome of the learning opportunity	To display their knowledge and understanding of Remembrance through poetry in English and an end of unit quiz.	To be able to explain the impact Queen Victoria and Queen Elizabeth II have had on life in Britain. To experience what life is like for a member of the monarchy.	To know the key modes of transport and their changes throughout recent history. A visit to a transport museum to see these changes first hand.
Specific knowledge vocabulary linked to the unit of learning	History, poppy, soldier, Remembrance, celebration, war, memorial, armistice, Great War, battlefield, conflict, telegram, ceasefire, Cenotaph, wreath, tribute, sacrifice.	Royal, queen, king, monarch, castle, crown, regal, significance, historical, history, effect, timeline, jester, priest, knight, servant, squire, archer, cook, noble lord, wall, drawbridge, moat, tower, arrow slit, portcullis, crenulations, defence, catapult, charity, education, royalty, family.	travel, transport, steam engine, air ship, truck, space shuttle, car, submarine, bus, lorry, ship, bicycle, penny farthing, motorbike, omnibus, horse and cart, hot air balloon, ferry, tram, tractor, aeroplane, helicopter, racing car, boat, van, train, petrol, combustion engine, electric car, motor, Viking longboat, wagon, railway, sedan chair, invention.
<p>Progression of Skills - Key history skills will be taught and developed alongside the history knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p>			

Year 2

	Year 2		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Nurturing Nurses	The Great Fire of London	A local study – Chard and Ilminster
Purpose / intent of the unit	To understand what makes a person significant and how their actions made changes in that time that still has an impact on life today.	To understand how the events of The Fire of London were significant nationally.	To understand aspects of local history and the significant people that have impacted the local area.
KNOWLEDGE National Curriculum coverage	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally	<i>The history of Ilminster and Chard and its significant events/people: John Stringfellow</i> Significant historical events, people and places in their own locality.
Outcome of the learning opportunity	To share their knowledge of significant nurses from the past and make links to the work of a nurse today.	To work with a local historian to establish what it would have been like to experience fire back in 1666 in order to write a diary extract in detailing the events that took place.	To know how historical people and events around Chard and Ilminster fit in with life today. To be able to present this information to others.
Specific knowledge vocabulary linked to the unit of learning	Mary Seacole, Florence Nightingale, Edith Cavell, nurse, nursing, lady with the lamp, nurture, care, dedication, impact, comparison, similarities, differences, significant, Crimean War, injured, hospital, patients, medicine, World War 1, allies, soldiers, Royal Red Cross Medal.	Bakery, St. Paul’s Cathedral, diary, firebreak, timeline, fire hook, leather water bucket, water squirt, Tower of London, River Thames, origin, impact.	local, locality, museum, John Stringfellow, significance, recent, similar, different, artefact, source, evidence, change, impact, invention.

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Year 3

	Year 3		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Ancient Greeks	When in Rome	The Tudors – Elizabethan England
Purpose / intent of the unit	To find out who the ancient Greeks were and locate their civilisation on a timeline. To explore concepts of ancient Greek life that links to today's societies e.g. government and democracy. To find out about belief systems, making comparisons to ones they know about. To explore how modern life has been influenced by the ancient Greeks.	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline, showing an understanding of chronology. To find out why and how the Romans successfully invaded Britain. To find out about significant individuals during the Roman Empire. To know how the Romans have influenced our lives today.	To know about the reign of Queen Elizabeth I and about the exploration and trade in the Elizabethan era. To find out about daily life in the Elizabethan era, including Elizabethan leisure activities. To know how the Elizabethan era has influenced our lives today.
<u>KNOWLEDGE</u> National Curriculum coverage	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>The Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs Queen Elizabeth I</i>
Outcome of the learning opportunity	To be able to present information about the ancient Greeks to an audience, explaining how different aspects of their way of life has influenced the world we live in today.	To write an information booklet with labelled pictures to show who the Romans were and the significant things they introduced to Britain during their time period, e.g. Roman baths (linked to their trip to the baths in the city of Bath)	To show an understanding the achievements of Queen Elizabeth and the Elizabethan era through a short play/performance.
Specific knowledge vocabulary linked to the unit of learning	Greek Empire, column, nobleman, Parthenon, tunic, fibulas, slave, soldier, Olympics, amphitheatre, Mediterranean, Mount Olympus, catapult, King Midas, Athens, Sparta, gods, goddesses, government, democracy.	Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, soldier, centurion, shield, standard, chariot, barbarian, gladiator, Boudicca, toga, slave, Julius Caesar, emperor.	Elizabethan, gown, scythe, recorder, lute, breeches, ruff, French hood, corset, queen, crown, reign, William Shakespeare, New World, Spanish Armada, catholic, protestant, smallpox, successor, throne.
Progression of Skills - Key history skills will be taught and developed alongside the history knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.			

Year 4

	Year 4		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	Through the Ages	Anglo-Saxons and Scots	The Victorians
Purpose / intent of the unit	To learn about the prehistoric period divided into three 'ages' known as the Stone Age, Bronze Age and the Iron Age, paying particular attention to the Stone Age and its significance locally in terms of Stonehenge. Understand what pre-history means and the difference between primary and secondary sources of information.	To learn about the invasions for the Scots and the Anglo-Saxons in the fifth century and where they settled. To find out how life in Britain changed as a result of the invasions that took place, including changes to the English language.	To recap who Queen Victoria was (links to Year 1 History topic) To explore the impact that the Industrial Revolution had on the people of Britain. To discover what was invented during the Victorian era. To investigate what public health and medical care were like as well as what it was like for children during the Victorian era.
KNOWLEDGE National Curriculum coverage	Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.	Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>The changing power of monarchs - Victoria</i>
Outcome of the learning opportunity	To create a poster detailing key information about the Stone Age after their visit to Stonehenge.	To create a poster/map detailing significant Anglo-Saxon settlements in England.	To understand what life was like for Victorian children through an experience day, resulting in a recount/report of how life changed for young people in Victorian Britain.
Specific knowledge vocabulary linked to the unit of learning	Cave paintings, mammoth, Neolithic man/woman, fur pelt, spears, handaxe, hammerstone, borer, jewellery, weapons, archaeologist, artefact, hunter-gatherer, tribe, settlement, prey, Stonehenge.	Anglo-Saxon, Bayeux Tapestry, bronze helmet, cremation pot, East Anglia, jewellery, Kent, lyre, Mercia, Northumbria, Offa's Dyke, Runes, St, Bede, Sutton Hoo, Wessex, Sussex, Essex.	The Victorians, Queen Victoria, Education Act, reign, workhouse, Prince Albert, Industrial Revolution, gentlemen, orphan, maid, servant, the cane, cotton mill, carriage, gruel, washing dolly, spinning top, carpet beater, writing slate.
<p>Progression of Skills - Key history skills will be taught and developed alongside the history knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p>			

Year 5

	Year 5		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	WW1	Ancient Maya	Vikings
Purpose / intent of the unit	To learn about the elements that led to the start of World War I. Investigating and exploring the advancements of warfare that occurred during WWI and the significance behind this. To explore what life was like for the people in Britain during WWI, how things changed during that time and, as a result of the war, what happened afterwards.	To investigate how and when Europeans encountered the Mayan civilisation. To explore how we know about the Mayan civilisation, their way of life, how Mayan society was organised (comparing this to modern society) and their belief systems.	To find out about the Viking invasions of Britain and how their settlement of Britain affected the Anglo-Saxons. To learn about King Alfred and the meaning behind the term 'Alfred the Great' and how England came to be a unified country.
<u>KNOWLEDGE</u> National Curriculum coverage	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice
Outcome of the learning opportunity	To create an interactive presentation or quiz on WW1.	To create a fact file for younger children, explaining the key information about Mayan civilisation.	To demonstrate their knowledge of Vikings through a presentation, poster or diary entry.
Specific knowledge vocabulary linked to the unit of learning	Alliance, Western Front, treaty, artillery, Armistice, shell, shock, rations, Trench Foot, propaganda, neutral, nationalism, militarism, stalemate, draft, conscription, League of Nations, technological advances, warfare, civilian.	Civilisation, ritual, monument, temple, jungle, pyramid, priest, warrior, king, codices, calendar, astronomy, stelae, hieroglyphs, cacao beans, society.	Viking, longboat, shield, spear, freeman, thatched house, king, slave, archer, gods, jewellery, Danelaw, Wessex, Scandinavia, settlers, myths, Alfred the Great, Anglo-Saxons.
<p>Progression of Skills - Key history skills will be taught and developed alongside the history knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p>			

Year 6

	Year 6		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	WW2	The Egyptians	Crime and Punishment
Purpose / intent of the unit	To consider the implications of life in Britain (and in Neroche's locality) when war was declared in 1939. To learn about evacuation and where children were evacuated from and where locally they came to stay. To discover the impact of the Blitz on towns in Somerset and the impact of agriculture.	To locate ancient Egypt on a timeline of other known periods of time. To explore multiple artefacts (linked to Howard Carter and Tutankhamen, tombs, pyramids and burial sites) considering how bias can feature in some sources.	To explore the theme of crime and punishment through different periods of time that they have studied during their time at Neroche. To be able to identify themes and analyse the sources of evidence they compare.
KNOWLEDGE National Curriculum coverage	A local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. History – key stages 1 and 2	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history, such as crime and punishment
Outcome of the learning opportunity	To write a letter to a family member as an evacuee after an experience day.	Create a newspaper article detailing the discovery of Tutankhamen to share with another KS2 class.	Short group performances to show how crime and punishment has changed through the ages.
Specific knowledge vocabulary linked to the unit of learning	Allies, Jewish, Holocaust, Nazi, prejudice, invade, forces, air raid/shelter, Blitz, allotment, blackout, conscription, coupons, evacuee, evacuation, rationing, telegram, warden.	Egypt, sphinx, coffin, tomb, pyramid, mummy, mummification, desert, Canopic jars, pharaoh, BC, AD, irrigation, silt, hieroglyphics, cartouche, The Nile, Tutankhamen.	sin, crime, criminal law, civil law, punishment, Amnesty International, young offenders, politics, sentences, probation, Corporal Punishment, Capital Punishment, protection, retribution, deterrent, reformation, vindication.
<p>Progression of Skills - Key history skills will be taught and developed alongside the history knowledge within these units of learning. The pre requisite skills needed for each unit of learning need to be built upon and evident in planning. The progression of skills table at the bottom of this document demonstrates how these skills are built upon over time.</p>			

Key historical **skills and terminology** underpin the progression of our Neroche History curriculum - key skill based vocabulary is identified in bold type.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Understanding the World: Past and Present</p> <p>Talk about past events that they have experienced e.g. nursery, visits at the weekend, holidays they have enjoyed, birthdays and past events of importance.</p>	<p>Understand what a timeline is. Read information off of a given timeline. Begin to order events on a timeline, starting with own experiences and moving on to looking at events within recent history and events for a significant individual in history.</p>	<p>Use timelines and begin to interpret them. Create timelines for the event/person they are studying.</p>	<p>Use and interpret timelines. Create timelines for periods of time rather than just single events in history. Begin to develop a sense of how different periods of time in history are sequenced.</p>		<p>Analyse timelines to look for continuity as well as change. Continue to develop a sense of how different periods of time in history are sequenced and the bigger picture of how it all fits together.</p>	
Historical Enquiry	<p>Understanding the World: Past and Present</p> <p>Sources of information = Listen to stories about fictional and non-fictional characters from the past and present. Model and encourage the children to ask WHO? WHEN? WHY?</p>	<p>Understand that we know about events/people in history from evidence. Examine sources of evidence to find information. ask questions: WHO? WHERE? WHEN? WHY?</p>	<p>Continue to ask questions to analyse information and evidence in order to draw out similarities and differences.</p>	<p>Ask and answer their own questions through observation of sources of evidence, making comparisons in relation to similarities and differences. Look at both primary and secondary sources.</p>		<p>Analyse primary and secondary sources, considering the concept of bias.</p> <p>Compare more than one source at a time around the same event to look for common themes.</p>	
Interpreting historical sources and information	<p>Understanding the World: Past and Present</p> <p>Talk and describe the events they have experienced and compare with their peers.</p>	<p>Describe the historical events and people that they study. Begin to talk about some similarities and differences between events/people with an adult.</p>	<p>Identify and describe similarities and differences between events/people.</p>	<p>Begin to make links between events/people/periods of time studied. Start to identify the causes or consequences of the people or events studied.</p>		<p>Identify, analyse and explain the causes and consequences of events/people/periods of time, making links between aspects of periods they have studied.</p>	