

## History – The Greetland Multi Academy Trust Core Curriculum Expectations

Purpose of study: To provide opportunities for pupils to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. To engage, inspire and challenge pupils, equipping them with the knowledge, skills and understanding to analyse, appraise and critically evaluate historical events, people and periods. As pupils progress they will develop critical skills to analyse, develop perspective and identify challenges in the past, present and future.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Teaching &amp; Learning will cover the knowledge &amp; understanding within the remit areas of chronology, terminology, enquiry and interpretation through the subject content of periods of time by investigating the concepts of continuity and change/ cause &amp; consequence/ similarity &amp; difference/ significance.</i></p>						
<p>Our teachers adopt a text-led approach to teaching and learning in Reception. Children will learn by participating in a variety of carefully planned and structured, formal and play-based activities. We have a flexible approach to learning; often incorporating ‘mini-topics’ into our curriculum, based on children’s interests and their natural curiosity about the world around them.</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Uses everyday language related to time</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses talk to organise, sequence and clarify events.</p> <p>Introduces a storyline or narrative into their play</p> <p>Understand and use terms such as: past, present and future.</p> <p>Identifying and talking about things that have changed over time (similarities, differences)</p>	<p><b><u>Continuity &amp; Change- (Changes within living memory)</u></b> Identify similarities and differences between ways of life at different times. Enquiry question: <i>How has family life changed over time?</i></p> <p><b><u>Significance – (Grace O’Malley and Mary Anning)</u></b> Identify important historical people, events and situations. Enquiry question: <i>Why are some people famous?</i></p> <p><b><u>Autumn Term – Changes within living memory</u></b></p> <p><b><u>Spring Term – Grace O’Malley</u></b></p> <p><b><u>Summer Term – Mary Anning</u></b></p>	<p><b><u>Significance (Events beyond living memory)</u></b> Identify historical events beyond living memory that are significant nationally or globally. Enquiry question: <i>Why do we wear a poppy?</i></p> <p><b><u>Continuity and Change - (Significant local site)</u></b> Identify significant historical events, people and places in their own locality. Enquiry question: <i>Has the Piece Hall always been the same?</i></p> <p><b><u>Autumn / Spring Term – Events beyond living memory</u></b></p> <p><b><u>Summer Term – Significant local site</u></b></p>	<p><b><u>Continuity &amp; Change- (Stone Age to Iron Age)</u></b> Use evidence to describe the past – comparing changes to aspects of life before and after the event/period. Enquiry questions: <i>What was the Ancient Britons’ greatest invention? What mattered to the Ancient Britons? (In depth Skara Brae)</i></p> <p><b><u>Similarities and Differences - (Ancient Egypt)</u></b> The achievements of the earliest civilizations. Enquiry questions: <i>What was the Ancient Egyptians’ greatest invention? What mattered to the Ancient Egyptians? (In depth Tutankhamun) Who were the greatest inventors of the period? The Britons or The Egyptians? Did the Ancient Egyptians and Britons care about the same things?</i></p> <p><b><u>Autumn Term – Stone Age to Iron Age</u></b></p> <p><b><u>Spring Term – Stone Age to Iron Age (different enquiry question)</u></b></p> <p><b><u>Summer Term – Ancient Egypt</u></b></p>	<p><b><u>Cause &amp; Consequence – (Roman Empire)</u></b> Identify and give reasons for, results of, historical events. Enquiry questions: <i>How did life in Britain change when the Romans ruled? Why was the Roman Army so good? How should we remember Boudicca? (In depth)</i></p> <p><b><u>Significance- (Ancient Greece)</u></b> A study of Greek life and achievements and their influence on the western world. Enquiry questions: <i>How did the Greeks change the world? Who was the greatest Ancient Greek? Why was the Spartan Army so good? (In depth – Thermopylae)</i></p> <p><b><u>Autumn Term – Roman Empire</u></b></p> <p><b><u>Spring Term – Roman Empire (different enquiry question)</u></b></p> <p><b><u>Summer Term – Ancient Greece</u></b></p>	<p><b><u>Cause and Consequence (Vikings, Celt and Saxons)</u></b> Identify why events happened and what changed as a result. Enquiry questions: <i>Why did the Anglo Saxons invade Britain? Why did the Vikings invade Britain? How do we know about the Vikings and Anglo Saxons (In depth Sutton Hoo)</i></p> <p><b><u>Autumn Term – Local History</u></b> <b><u>Spring Term – Vikings, Celt and Saxons</u></b> <b><u>Summer Term – Vikings, Celt and Saxons (different enquiry question)</u></b></p> <p><b><u>Continuity and Change - (Local History/ Post 1066)</u></b> Identify social, cultural, religious and population diversity in Britain – within a given period. Enquiry questions: <i>How has (Local town) changed over time?</i></p>	<p><b><u>Continuity &amp; Change- (Out Island Story)</u></b> Identify and give reasons for, results of historical events and situations, changes. Enquiry question: <i>Britain changed totally from the Stone Age to 1066- do you agree?</i></p> <p><b><u>Significance – (Islamic Civilisation)</u></b> Identify the significance and impact of a civilisation within a given time period Enquiry questions: <i>Why was Baghdad such an important city in 900CE? (In depth) How did Islam change the world?</i></p> <p><b><u>Autumn Term – Our Island story</u></b></p> <p><b><u>Spring Term – No History unit</u></b></p> <p><b><u>Summer Term – Islamic Civilisation</u></b></p>