

SUBJECT: History. In Reception and Year 1 History is focused on events within living memory of the children. In Year 2 this develops beyond living memory. They will study and contrast significant individual and start to develop an understanding of the history of Dunstable. In KS2 they will focus on a Historical timeline working towards the most recent History therefore the order and focus has changed compared to what has been done previously. In the Summer term the whole school will Study the History of Dunstable. So that the content it is not repeated, each year group has a different period of time to study about Dunstable and a link has been shared to help content. It is important that previous History can be refreshed at the start of the Summer term so they can make links with previous knowledge about Dunstable and make comparisons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Remember and talk about significant events in their own experience Recognises and describe special times o event for family or friends.		Children talk about past and present events <u>in their own lives</u> and in the lives of family members.		Children talk about past and present events in their own lives and <u>in the lives of family members.</u>	
Year 1	<p>Changes in History in my Life Knowledge: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.. 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.</p>		<p>Significant individuals in the past Knowledge: 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Skills: 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>How Dunstable has changed in my life Knowledge: Significant historical events, people and places in their own locality. This can link with the yearly events in Priory gardens,</p> <p>Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
Year 2	<p>Great Fire of London Knowledge: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms</p> <p>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</p>		<p>Significant individuals in the past Knowledge: 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]Samuel Pepys.</p> <p>Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>		<p>How Dunstable began Knowledge: Significant historical events, people and places in their own locality This can link with the yearly events in Priory gardens and when Dunstable began and got its name.</p> <p>Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms</p>	

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	<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>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</p> <p>They should use a wide vocabulary of everyday historical terms</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
<p>Year 3</p>	<p>Stone Age to Iron Age Knowledge: Changes in Britain from the Stone Age to the Iron Age.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Overview studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Ancient Egypt Knowledge: 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 Egypt.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Dunstable in the Middle Ages Knowledge: A local history study (Dunstable in the Middle ages- up to 1290) http://www.localhistories.org/dunstable.html</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
<p>Year 4</p>	<p>Ancient Greece Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>The Roman Empire Knowledge: The Roman Empire and its impact on Britain.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Dunstable in the 16th, 17th and 18th Century Knowledge: A local history study (Dunstable in the 16th, 17th and 18th Century) http://www.localhistories.org/dunstable.html</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>

			Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Year 5	<p>The Anglo Saxons and Scots Knowledge: Britain's settlement by Anglo-Saxons and Scots.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British 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. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>The Vikings Knowledge: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British 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. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Dunstable in the 19th and 20th Century Knowledge: A local history study (Dunstable in the 19th and 20th Century) http://www.localhistories.org/dunstable.html</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British 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. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
Year 6	<p>Early Islamic Civilizations or The Mayans Knowledge: A non-European society that provides contrasts with British history –:Mayan Civilisation.</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British 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. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		<p>British History beyond 1066</p> <p>Knowledge: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British 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. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>