



Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

History Curriculum Document

Intent for History Curriculum

At Singlewell Primary School, our History curriculum ignites children's **curiosity** about the past and the people, events, and ideas that have shaped our world today. We encourage pupils to ask thoughtful questions, investigate evidence, and draw their own conclusions through practical historical enquiry, developing a deep and meaningful understanding of how and why things have changed and what has remained the same.

We foster **ambition** by empowering every child to think like a historian: to analyse, interpret, and make connections across different time periods, building a strong chronological understanding that helps them recognise how change and continuity have influenced the world we live in today. Our pupils show **resilience** as they explore challenging concepts, engage with multiple perspectives, and reflect on the complexity of the past, learning that history often has more than one story to tell.

We promote **equality** by ensuring that the history we study represent diverse voices, cultures, and experiences, helping all children to see themselves as part of a shared human story. We provide a **safe** and supportive environment where pupils can explore sensitive topics with respect and empathy, developing confidence in expressing their ideas and listening to others.

Through our History curriculum, we aim to nurture informed, thoughtful, and reflective learners who understand where we have come from, appreciate the richness of human experience, and are inspired to help shape a better future.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding	I can use words related to time (yesterday, last week, at the weekend, this morning, last night) I can retell a simple past event in correct order. I can remember and talk about significant events in my own life. <u>Vocabulary</u> yesterday, last week, at the weekend, this morning, last night	I can sequence events in my life on a timeline. I can sequence 3 or 4 artefacts from distinctly different periods of time. I can match objects to people of different ages. I can understand the difference between, past, present & future. I can use dates to talk about significant people or events from the past. <u>Vocabulary</u> living memory, remembers, memories, recent, lifetime, past, present, future, artefact	I can label timelines with pictures, words or phrases. I can recount changes in my own life over time. I can connect my new learning of significant people or events to previous learning, beyond living memory. I can sequence significant British monarchs over a long period of time. <u>Vocabulary</u> Century, chronological order, living memory, remembers, memories, significant, recent, lifetime, monarchy	I can describe events and periods of time using the words BC, AD, century, ancient. I can place events, artefacts and historical figures on a timeline using dates. I can begin to recognise and explain the different time periods that exist in relation to one another. I can use a range of sources to investigate a time period (Stone Age, Ancient Egypt, Romans). <u>Vocabulary</u> era/period, BC (Before Christ) CE (Common Era) AD (Anno Domini) – archaeology, prehistory, biased, impact, consequences, ancient	I can use dates to work out the intervals between periods of time and the duration of historical events. I can make connections and contrasts between different time periods and trends over time. I can use a timeline to represent change or continuity over time (E.g. writing, transport, communication). I can understand that prehistory is a time before written methods. <u>Vocabulary</u> Compare, contrast, continuity, Mayans, Anglo Saxons, Victorians, civilisation, invasion	I can use dates and historical terms accurately, when describing events. I can describe the main changes in a period of history using terms such as social, religious, political, technological and cultural. I can identify periods of rapid change in history and contrast them with times of relatively little change (Ancient Greece). I can create timelines that outline the development of specific features; medicine, weaponry, transport. <u>Vocabulary</u> eye-witness, Vikings, Ancient Greece, Titanic, Legacy, Consequences, Decade, social, religious, political, technological, cultural.	I can identify and understand key turning points. I can apply the concept of continuity and change over time justifying them along with evidence on a timeline. I can use timelines to demonstrate changes and development in one key area (crime and punishment). I can use words and phrases for movements of times of change (impact, progress, effect, innovation, invention, conflict). <u>Vocabulary</u> impact, progress, effect, innovation, invention, conflict, evidence, justify, battle, turning point

Historical Knowledge	I can distinguish between past and present events. I can recall past events in my own life. I can discuss the lives of people around me, and their roles in society. I can understand that in fairy-tales Kings/Queens are usually important, powerful people who rule over others. <u>Vocabulary</u> Past, Present, Future, Fairy-tale, Royal, King, Queen	I can use stories to help distinguish between facts and fiction (castles) I can find out information about a famous person from the past and carry out some research about them (Lady Baille/ Leeds Castle) I can identify significant historical events, people and places in my own locality (homes) I can talk about different ways that the past is represented (toys). <u>Vocabulary</u> Fact, Fiction, Research, Monarchy, Turrets, Moat, Drawbridge, Artefact, Portcullis	I can observe and handle sources to answer questions about the past using observation skills. (Samuel Pepys) I can research the life of a famous Britain from the past using different resources to help me. (British Monarchy) I can identify significant historical figures and their impact within the UK. (Explorers) I can talk about a 'nation', an aspect of its history and the impact it has had on the nation. <u>Vocabulary</u> Nation, Reign, Explorer, Expedition, source, observe, capital city.	I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. I can use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. I can explain the differences between rich and poor in different historical periods. I can explain how events from the past have shaped our lives today. <u>Vocabulary</u> Evidence, compare, archaeologists, culture, settlements, era, ages, neolithic, paeleohtic, mesolithic.	I can understand the impact of invasion and settlement on British life. I can suggest causes and consequences of some of the main events and changes in history. I can describe different accounts of events, and explain differences in those accounts. I can use a variety of sources and decide when each is appropriate. <u>Vocabulary</u> Invasion, hierarchy, migration, colonisation, population, seeking refuge.	Greek, Titanic, Vikings. I can understand that are changes in the nature to society. I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. I can make connections and contrast between areas around the world. I can explain that significant events in history have helped shape the country we have today. <u>Vocabulary</u> Society, compare, contrast, empire, diversity, decline, empire, expansion, democracy, oligarcy, dictatorship	Crimey P WW2 Benin I can use a variety of sources to produce testable hypotheses about the past. I can explain how aspects of history have had impact around the world. I can understand that there are increasingly complex reasons why migrants are coming to Britain. I can begin to appreciate how we make decisions as a country has been through parliament for some time. I can understand how changes have shaped history in the long-term. <u>Vocabulary</u> Rule of law, parliament, liberation, equality, sentencing, migration

Historical enquiry	I can talk about the lives of people around me, and their roles. I can question why things happen. I can understand how and why questions. I can discuss what has happened in the past and what is happening now. I can recognise some interests and achievements from my own life and the life of my family and friends. <u>Vocabulary</u> History, fireman, policeman, doctor, nurse, save, how, why, because	I can use artefacts to ask and answer questions about the past. I can find out about the past by asking someone who can remember an event. I can begin to identify and recount some details from the past from pictures and stories. I can use stories to help distinguish the difference between fact and fiction. <u>Vocabulary</u> Historical, Grandparent, timeline, event, artefact, object	I can ask questions about a main event from a significant time in history. I can use a range of sources (including eyewitness accounts and artefacts) to find out about the past. I can discuss the reliability of sources from the past. I can question how features of a period affect the outcome of an event. <u>Vocabulary</u> Sources, reliability, period, eyewitness, outcome, affect	I can use a range of sources to find out about a period. I can suggest reasons for why there were differences between periods. I can recognise the part that archaeologists have had in helping us understand more about what has happened in the past. I can ask and answer questions about how aspects of life have changed over time. I can ask historical questions about prehistory. <u>Vocabulary</u> Archaeologist, compare, prehistory, Artefacts, Cave paintings, prehistoric writings	I can lead my own historical enquiry into an important historical person or event. I can present my findings to my classmates. I can suggest suitable sources of evidence for historical enquiry. I can research what it was like for different demographics in a given period. <u>Vocabulary</u> Demographics, enquiry, civilization, evidence, contrast	I can use a range of primary and secondary evidence. I can use evidence to build up a picture of a past event. I can select relevant sections of information specific to my enquiry. I can understand the process of democracy and parliament in a civilization. I can independently conduct research. <u>Vocabulary</u> Research, democracy, justify, primary, secondary, lines of enquiry	I can give reasons why there may be different accounts of history looking at propaganda. I can give more than one reason to support an historical argument. I can present information in a organised and clearly structured way, in the most effective manner. I can appreciate how historical artefacts have helped us understand more about British lives in the past and present. <u>Vocabulary</u> Similarities, differences, impact, propaganda, cause and consequence, punishment

Organise, evaluate and communicate information	I can talk about the lives of people around me and their roles in society. I can talk about my understanding about the difference between some things in the past and now. I can understand the past through what my teacher has shared through stories, settings, characters and events. I can use role play & toys to retell some of the stories and their settings. <u>Vocabulary</u> Roles, jobs, help, rescue, protect, save, brave, hero, old, new, young	I can tell stories about the past/ events in a famous person's life (Monarchy- castles.) I can write about my historical understanding. I can use role play to share my historical understanding. I can use pictures/ build models & use timelines to present my work. <u>Vocabulary</u> Recognise, similar, different, now & then, character, role play	I can annotate photographs to show what I have learnt about the past. I can explain my historical understanding through a range of practical and written activities. I can write a recount and use pictures to explain what I know about a significant historical figure or event. I can identify differences in ways of life at different times. <u>Vocabulary</u> Recount, annotate, present, react, result of, consequence, monarchy, explorer	I can communicate knowledge and understanding in a variety of ways – discussions, recounts, diaries, pictures, annotations, and drama. I can talk & write about what it was like for children in a given period of history I can present my research to an audience. I can use historical vocabulary to describe periods. <u>Vocabulary</u> Civilisation, society, wealth, poverty, empire, emperor, before, after, presentation, research	I can display my findings in a variety of ways: speaking, writing, ICT, drama and drawing. I can use chronological ordered dates and historical vocabulary to describe a period studied. I can communicate my knowledge and understanding both orally and in writing. I can offer my point of view based on what I have found out. <u>Vocabulary</u> Artefact, object, remains, ruins, temple, monument, ruler, report, present, display, compare, as a result of	I can use dates in chronological order and appropriate vocabulary to talk about different times in history. I can organise historical information and present my information in a variety of ways – both orally and in a variety of written styles. I can choose the most appropriate way to present my information for an intended audience and purpose. <u>Vocabulary</u> Justify, support, challenge, demonstrate, show evidence of, report, summarise	I can select aspects of study to make a display. I can use a variety of ways to communicate knowledge and understanding including extended writing. I can select and organise information to produce structured work. I can compare beliefs and behaviour of people, recognising that not everyone feels the same way about significant events in history. <u>Vocabulary</u> Argue, bias, communicate, cause & effect, in contrast, in conclusion, reliability, major, minor
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