

## Curriculum Drivers

	<b>In all subjects...</b>	<b>In history, this looks like...</b>
<b>Communication</b>	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.	Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary. Careful planning of the key words for every unit of learning is made so that children are able to speak accurately using subject specific language. Providing children opportunities to develop their understanding through discussion and talk techniques.  Giving opportunities to children to voice their own opinions or even challenge others during a debate in a safe environment.
<b>Resilience</b>	Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.	Children learn about a range of people who have left their mark on history and about challenges and issues that have been overcome in the past.  Metacognitive tasks or questions at the end of a lesson allow children to review, reflect and evaluate their independent study skills in history.
<b>Aspiration</b>	Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.	Historical figures such as, Mary Anning and Neil Armstrong show children what is possible if they passionately believe in a cause and their own ability.

	Autumn		Spring		Summer	
	Geography	History	Geography	History	Geography	History
<b>Nursery (EYFS)</b>	Places around the world- France	Old and new (toys World War I/II)	Places around the world- North Pole Maps	My family My own timeline	Places around the world- Australia Ecology	The Royal family
<b>Reception (EYFS)</b>	What is special about Wimborne St Giles? Where am I in the world?	Who is in my family? Why do we wear poppies?	How can I use maps help to me learn about the world?	Who is Queen Elizabeth II?	How can I look after the world?	Who is Lord Shaftesbury?
<b>KS1 a</b>	What is the Geography of where I live?	<b>How do our favourite toys and games compare with those of the children in the 1960s?</b> <i>(changes in living memory)</i>	Why does it matter where our food comes from?	<b>Why do we remember the Great Fire of London?</b> <i>(significant events)</i>	Why don't penguins need to fly?	<b>Who is the greatest history maker?</b> <i>(significant people)</i> <i>MS&amp;FN)</i>
<b>KS1 b</b>	How does the weather affect our lives?	<b>How has technology changed people's lives?</b> <i>(changes in living memory)</i>	How does Kampong Ayer compare with where I live?	<b>What does it take to be a great explorer?</b> <i>(significant people)</i>	Why do we love being beside the seaside?	Why is the history of my locality significant? <b>Mary Anning</b> <i>(significant people and local)</i>
<b>KS2 a</b>	How and why is my local environment changing?	<b>How did the lives of ancient Britons change during the Stone Age – Bronze Age?</b>	How can we live more sustainably?	<b>How do artefacts help us understand the lives of people in Iron Age Britain?</b>	<b>Ancient Egypt</b>	Why are jungles so wet and deserts so dry?
<b>KS2 b</b>	Why do some earthquakes cause more	<b>How did the arrival of the</b>	Why do so many people live in megacities?	<b>Who were the Anglo-Saxons and how do we</b>	Beyond the Magic Kingdom, what is the	<b>What is Lords Shaftesbury remembered</b>

	damage than others?	Romans change Britain?		know what was important to them?	Sunshine State really like?	for? (significant people and local history)
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### Substantive Concepts – these are the concepts that give a subject substance or content

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit. Coverage of these concepts is referenced in more detail on medium term planning.

	Power	Civilisation	Legacy	Conquest / Invasion	Leadership	Trade
EYFS					Monarchy: Queen, King	
KS1	Pupils look at how power is affected by poverty (Mary Anning) and race (Mary Seacole and Florence Nightingale)	Changes in living memory (toys/transport) give an understanding how changes in technology led to changes in the way people live their lives	Impact of technological change (CILM)  Events that impact (changes in way houses were build GFOL)	War (Crimean – Mary Seacole and Florence Nightingale)	King and leaders GFOL	Trade across the world as reasons to explore (Explorers unit)
KS2	Empire (Romans) Power linked to leadership Slavery (Egypt) Power linked to gender (Romans and Boudica)	-Settlement (Stone age-Iron age) -Settlement following invasion (Romans – Anglo Saxons)	Impact of settlements, legacy of beliefs and systems (Romans, Egyptians, AS-Vikings)	-Conquest, invasion and reasons for this linked to country resources (Romans – Anglo Saxons, Viking)	Concepts of Monarchy (Egypt) 'King' (Anglo-Saxons to Vikings) Leadership (Romans – Boudicca)	Trade within and across countries and how this developed civilisation (all units)

### Disciplinary Knowledge (Second Order Concepts) Shape the Enquiry

Continuity and Change	Cause and Consequence	Significance	Similarity and Difference
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<p>The process or actions by something or someone becomes different. Historical change may be gradual over an extended period or very sudden.</p> <p>Although many things about a society may change over time, historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain the same.</p>		<p>The relationship between events, where one thing occurs because of another. The reason for and impact of events in history on civilisations and the wider world at the time and in the future.</p>	<p>The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.</p>	<p>Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.</p>
<p><b>Interpretation</b></p> <p>When attempting to interpret and make meaning of the past, historians recognise that judgements are influenced by the standpoint or worldview of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences.</p>	<p><b>Sources</b></p> <p>Written, visual or artefactual evidence from the past, which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.</p>	<p><b>Chronology</b></p> <p>Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of chronological thinking – the deliberation undertaken to arrive at a decision.</p>	<p><b>Empathy</b></p> <p>The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they're not shared values) from their perspective.</p>	<p><b>Diversity</b></p> <p>How history has shaped the modern world in terms of faith, culture and gender equality.</p>

## Disciplinary Knowledge

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

### The approach to mixed age learning

The development of this knowledge builds through teaching this knowledge in context. This knowledge is woven through each unit of work and therefore the approach is not different for the ages of pupils in a mixed age class.

There are three exceptions to this: Knowing that pupils have experienced a greater breadth of knowledge if they are the older child in the class, we would expect them to be able to

- a) Use this knowledge to developing their own sense on chronology
- b) Be able to evaluate which events are more significant or where they have been influenced by multiple factors (cause and Consequence)
- c) Have a greater understanding of how historians interpret history using evidence.

Therefore in all units of work pupils who are the older child in the class (e.g. Y4) may have an additional/more challenging task asked of them that accounts for this.

### Progression of Disciplinary Knowledge

**Please note – the explicit knowledge that is taught in each unit of work with on the top of each unit plan. This breaks down each of these more generalised statements into ones that are linked to that unit. This knowledge is tracked through each of the following strands and is colour coded as such on unit plans**

EYFS	KS1	LKS2
<b>Chronology</b>		
<p>Understand the difference between now, Develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year</p> <p>Order how people grow using first, next, last e.g. first you are a baby then you are a child and then you grow into an adult</p>	<p>Develop an understanding of chronology working from them selves backwards. All units Sequence in chronological order at least 3-4 events (GFOL MA/MS&amp;FN)</p> <p><b>Year 2 children should also:</b> <b>-Sequence additional units of study in order on a timeline</b></p>	<p><b>Introduce BC</b> -Introduce the term BC and use this to help plot a timeline. -Understand that when plotting BC dates, the smaller the number, the more recent the event. <b>-Be able to order events using the dates (BC-AD)</b></p> <p><b>Y4 children should also:</b> <b>-Sequence additional units of study in order on a timeline</b></p>
<b>Continuity and Change</b>		
<p>Can talk about: -Changes that have happened to themselves -That things change over time (e.g. seasons, growth, life cycles, memories, birthdays).</p>	<p>Can identify -old and new things in a picture (CHILM /GFOL/explorers) -what was different and what was the same when their parents and grandparents were children / long ago (MA) (CHILM)</p>	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> <li>• Things that stayed the same (BA-IA) (Egypt)</li> <li>• Things that changed begin to understand why certain changes were important (SA-IA)</li> <li>• Make links between events over time. (SA-IA)</li> <li>• Begin to note the similarities and differences:               <ul style="list-style-type: none"> <li>- within current period of history being studied</li> <li>- when current period of history being studied is compared to previous periods that have been studied (SA-IA)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Make links between periods of study occurring in the same time but in different places around the world (Egypt-SA-IA)</li> </ul>
<ul style="list-style-type: none"> <li>• What has stayed the same?</li> <li>• What is different?</li> </ul>	<ul style="list-style-type: none"> <li>• What has stayed the same?</li> <li>• Why?</li> <li>• What has changed?</li> <li>• Give an example (tell me how)?</li> <li>• Is it still like that today?</li> </ul>	<ul style="list-style-type: none"> <li>• What has stayed the same (comparing past periods)?</li> <li>• Why? What has changed?</li> <li>• Why and how?</li> <li>• What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?</li> </ul>
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>
<b>Cause and Consequence</b>		
<ul style="list-style-type: none"> <li>• Question why things happen and give explanations</li> <li>• Begin to identify what made something happen</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that significant events happened because of a cause (GFOL / explorers MA)</li> <li>• Understand that aspects of life changed following an event (GFOL / Mary Seacole and Florence/MA CHILM)</li> </ul> <p><b>Year 2 children should also:</b> Identify which events were more the most significant in the sequence</p>	<ul style="list-style-type: none"> <li>• Understand some of the reasons for and results of people's actions understand why people may have had to do something (Romans Boudicca)</li> <li>• Look for links and effects in time studied offer a reasonable explanation for some events (SA-IA)</li> <li>• Address and devise historical questions about cause (Romans/AS)</li> <li>• Comment on the importance of cause and effects for some key events /daily life (Romans)</li> </ul> <p><b>Year 4 children should also:</b> Identify how multiple factors linked together, led to key events (Romans/AS/Local History) (e.g. reasons for invasion, AS due to flooding/invitation by England /resources)</p>
<ul style="list-style-type: none"> <li>• What happened? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did people do things? Why did an event happen? What happened as a result?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did it happen? What was the result? Who was affected? What was the impact of the event on others?</li> </ul>
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>
<b>Historical Significance</b>		

<ul style="list-style-type: none"> <li>Recognise and describe a special object.</li> <li>Recognise and describe a special time or event in their life (self, family or friends).</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who or what was important (e.g. in simple historical account). (GFOL / explorers?)</li> <li>Talk about why they (who or what) were important and what changed/happened. (MS&amp;FN /MA)</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events from a period of history and what they did/happened. (Local / Boudicca Romans)</li> <li>Begin to identify why what they did (or what happened) was important and how it changed things for people (Local / Romans)</li> </ul>
<ul style="list-style-type: none"> <li>Can you tell me why that is special? Can you tell me what happened?</li> </ul>	<ul style="list-style-type: none"> <li>Who was an important person? What did this person do?</li> <li>What important thing happened? What changed after this?</li> </ul>	<ul style="list-style-type: none"> <li>Why was this person important?</li> <li>What did this person do that was important? What important thing happened and what changed as a result?</li> </ul>
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>
<b>Similarities and Differences</b>		
Know about similarities and differences between: <ul style="list-style-type: none"> <li>themselves and others</li> <li>families</li> <li>communities</li> <li>traditions</li> </ul>	Start to understand life was different for different people in the past: <ul style="list-style-type: none"> <li>rich and poor (Mary Anning)</li> <li>male and female (Mary Anning)</li> <li>Start to understand that this may have been different in different places at the same time. (FN&amp;MS)</li> </ul>	Identify (by including some examples) how life was different for different people in the past: <ul style="list-style-type: none"> <li>rich and poor (Romans/ Egypt) Local (Shaftesbury)</li> <li>male and female (Romans)</li> <li>different cultures and races (SA-IA-Egypt)</li> <li>different religions (As-Vikings/Egypt)</li> <li>Identify that this may have been different in different places at the same time. (SA-IA-Egypt)</li> </ul>
<ul style="list-style-type: none"> <li>What is the same?</li> <li>What is different?</li> </ul>	<ul style="list-style-type: none"> <li>Was this the same for everyone? How would life of a poor person have been different? Who would this have been different for?</li> </ul>	<ul style="list-style-type: none"> <li>Can you give an example of how life was different for someone who was there?</li> <li>Was this the same everywhere?</li> <li>Where was it different?</li> <li>How was it different?</li> </ul>
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>
<b>Historical Evidence and Interpretations</b>		
<ul style="list-style-type: none"> <li>Understand people have had different experiences</li> <li>Understand people have &amp; might like different things.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)</li> </ul>	<ul style="list-style-type: none"> <li><b>-Know that there are different types of sources (primary and secondary).</b> -a primary source is something that existed at the time</li> </ul>

<ul style="list-style-type: none"> <li>Sort some objects into new and old</li> </ul>	<ul style="list-style-type: none"> <li>Sort some objects/artefacts between then and now and note key similarities and differences</li> <li>Identify that two people can have different views of the same event (GFOL)</li> </ul> <p><b>Year 2 children should also:</b></p> <ul style="list-style-type: none"> <li>Find similarities between sources of the same event (recognising that the more something is corroborated, the more likely it is that it occurred).</li> </ul> <p>FN letters and pictures of the wards / SamPeyps diary and painting of GFOL</p>	<p>-a secondary source is something created by someone who has not lived through the time / event that is being discussed.</p> <ul style="list-style-type: none"> <li>Identify different sources that have given them information about the period they are studying.</li> <li>Identify details in pictures and artefacts.</li> <li>Use evidence from a source to answer a question or support and answer</li> <li>Begin to consider why there are different versions of events. That these may vary depending upon a person's place/role/side in history(Romans)</li> </ul> <p><b>Year 4 children should also:</b></p> <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist.</li> <li>evaluate which sources are the most useful and explain why</li> </ul>
	<ul style="list-style-type: none"> <li>Why is it different?</li> <li>What did the person think?</li> <li>Why did they think that?</li> </ul>	<ul style="list-style-type: none"> <li>What is the evidence?</li> <li>How do people know this?</li> <li>What can the source tell me? Can I trust this source?</li> <li>What did this person think?</li> <li>Why did this person think like that?</li> <li>Why does that person see it differently?</li> </ul>

I have included a snip of a unit plan here for you so that you can see an example of how a unit of work contains the broken down detailed knowledge linked to what is written below:

<p>Knowledge to be taught in this unit</p> <p><u>Disciplinary Knowledge (second order concepts) developed through:</u></p> <p><b>Chronology, Change and continuity, Cause and consequence</b>  <b>Similarities and Difference Significance Historical Enquiry and interpreting History</b></p>	<p>Mixed age variations (linked to disciplinary/ second order concepts)</p>	<p>Substantive Concepts</p>
<p>-To know the period of Ancient Egypt ran from c. 3150BC-30BC (when Egypt became ruled by Romans)</p> <p><b>-That the past is divided up into different time periods (modern history, middle ages, ancient and prehistoric</b></p> <p><b>-To know that BC means before Christ; the birth of Christ marks year 0. Place periods / events in order, count in 1000/100s of years.</b></p> <p><b>-Sequence events that have been previously studied</b></p> <p>-To know early Egyptian history is divided into dynasties linked to the monarch.</p> <p><b>-To know that Ancient Egyptians were ruled by Pharaohs.</b></p> <p><b>-To know Ancient Egyptians lived in North Africa</b></p> <p><b>-To know people settled by the Nile for water, food, transport of goods.</b></p> <p><b>-The Nile helped to make soil rich so lots of foods could grow in the dark fertile mud. This helped the people to thrive</b></p> <p>-As a result there were three seasons: inundation (Ahket), planting (Peret) and harvest (Shemu).</p> <p>-The Nile (when full) was an effective way to transport the heavy stone taken from the desert quarries to be used for massive building projects. It provided mud for building bricks for palaces and villages.</p> <p>-Different pharaohs brought change:</p> <p>The pharaoh Amenhotep III changed his name to Akhenaten, changed his capital from Thebes to Akhetaten and changed the gods</p>	<p><b>Year 3 children should</b></p> <ul style="list-style-type: none"> <li>Know that there are different types of sources (primary and secondary).</li> </ul> <p>-a primary source is something that existed at the time  -a secondary source is something created by someone who has not lived through the time / event that is being discussed.</p> <ul style="list-style-type: none"> <li>Identify different sources that have given them information about the period they are studying.</li> <li>Identify details in pictures and artefacts.</li> <li>Use evidence from a source to answer a question or support and answer</li> <li>Begin to consider why there are different versions of events. That these may vary depending upon a person's place/role/side in history(Romans)</li> </ul> <p><b>Y4 children should also:</b></p> <ul style="list-style-type: none"> <li>Sequence additional units of study in order on a timeline</li> <li>Understand that different versions of the past may exist.</li> </ul>	<p>Power</p> <p><b>Women as leaders</b></p> <p><b>Rich and Poor</b></p> <p>Conquest / Invasion</p> <p>Leadership</p> <p><b>Pharaohs</b></p> <p>Civilisation</p> <p>Legacy</p> <p>Trade</p> <p><b>Linked to Nile/Settlement</b></p> <p><b>Vocabulary</b></p> <p>pharaohs  hierarchy  society  trade</p>

of Egypt from a pantheon of many to a single sun god.

- Tutankhamun returned Egypt to the beliefs of the old gods.
- Jobs determined the class that each person was in
- To know the Ancient Egyptians believed in the afterlife and that goods that people were buried with could be used there.
- To know that tombs were built for important people.**

That the pyramids in Giza were built as royal tombs. That these still stand

Understand the significance of the Egyptian civilisation; e.g. architecture; beliefs that led to the discovery of artefacts

- To know that Rosetta stone is a primary source which allows us understand hieroglyphics.
- Know life was different for Egyptians depending on their place in society
- Know that within the same period of time, there were different parts of the world that were both similar and different to Britain (compare and contrast) Describe some of the similarities and differences between the same time period in different places e.g. The Stone Age and the Iron Age in Britain compared to Ancient Egypt
- Understand differences and similarities in ways of life in the different Ancient civilisations (similar periods of history in different places)
- To know that the Ancient Egyptians are known for their early writing, and religious architecture (pyramids)

- Evaluate which sources are the most useful and explain why

farming  
crops  
irrigation  
gods  
goddesses  
civilisation  
settle/settlement  
River Nile hieroglyphics  
tomb  
papyrus  
crops