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History at the Trumpington Federation.

At the Trumpington Federation, we aim to provide children with a solid foundation in Historical enquiry focusing on Early British and world history. History is taught as part of our cross-curricular Topics, frequently providing the main focus for these. Throughout our History curriculum, we follow our Golden Threads. These are the elements that should appear in year group in History and provide links to other units of study, and importantly, to children's own experiences. These include home life, transport, food, religion, war and the rule of law. In considering these the children will develop a greater understanding of:

- o What is the same, what is different to their own lives?
- o Why are these things the same/different?
- o Why do things change?
- o Why have some things persisted through time?

In EYFS, the children talk about their own lives and learn to sequence events through discussion about their experiences. KS1 focuses on significant events and individuals that have influenced Modern Britain, such as the Great Fire of London and Rosalind Franklin. In KS2, all year groups have two history foci; one focusing on British History and one focusing on World History. For example, in year 3 we look at Prehistoric Britain and the Earliest Civilisations, with a focus on Ancient Egypt.

The children in all year groups are taught to think like Historians by developing their understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance,. Through the Federation Golden Threads the children make connections, draw contrasts, analyse trends and frame historically-valid questions.

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The Federation endeavours to have a Hook day for each topic during which the children will take part in cross-curricular activities, such as Greek Day in year 4. Where possible we take the children on a trip to a Historically significant site or museum to further enhance their learning and allow them to place this into its context.

Bold = topic title, not bold = NC statement.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Knowledge and Understanding of the World - Educational Programme: Understanding of the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>						
<p>Nursery</p>	<p>Provision</p> <ul style="list-style-type: none"> -Gather photographs of family members, summer books etc. Sharing past experiences and memories. -Looking at baby pics and pictures now - What can I do now? What was I like then? -Historical artefacts and pictures - linked to children’s interests -Talking about now, today, yesterday, before -Talking about daily routines 					
<p>Reception</p> <p>ELG: Past and Present Children at the expected level of development will: - Know some</p>	<p>All About Me</p> <p>C&L- Talking about what the children can do now compared to what they could do as a baby.</p> <p>Discussing their immediate past experiences e.g. previous nursery,</p>	<p>On the Move</p> <p>Talking about past holidays and trips using transport.</p> <p>Exploring vehicles today with those in the past. Look carefully at similarities and differences e.g. bikes. Bring a real bike</p>		<p>Growing</p> <p>Talking about what the children can do now compared to when they started in Reception.</p> <p>Recount of an experience. For example a trip to the allotments/Forest School.</p>		

<p>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.</p>	<p>summer holidays etc.</p> <p>Emphasis use of past tense when talking</p> <p>Recalling the events in our day/P.E/Forest School.</p> <p>Celebrations</p> <p>Talking about family celebrations and traditions.</p>		<p>into school to compare to pictures of older designs. Focus on an inventor.</p> <p>Traditional Tales</p> <p>Notice the settings of traditional tales, the objects, characters and language.</p>	
<p>Year 1</p>	<p>Who is in the picture? Let's find out. Neil Armstrong, Amelia Earhart, Katherine Johnson</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements 	<p>Charles Darwin</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements <p>Strand 5 significance and interpretations - H.1.5.1</p>	<p>Toys</p> <p>Identify similarities and differences between modern toys and toys played with by parent and grandparents.</p> <p>Study changes within living memory.</p> <p>Strand 3 Change and Deveopment H.1.3.1.</p>	<p>People and Places from Cambridge</p> <ul style="list-style-type: none"> Significant women in history from Cambridge (Rosalind Franklin) significant historical events, people and places in their own locality Significant places in Cambridge - link to the colleges. <p>Strand 5 significance and interpretations - H.1.5.1</p>

	<p>Strand 5 significance and interpretations - H.1.5.1</p>	<p>The Gunpowder Plot events beyond living memory that are significant nationally or globally</p> <p>Strand 1 - constructing the past H.1.1.1</p> <p>Strand 2 - Sequencing the past - H.1.2.1.2</p> <p>Strand 4 - cause and effect H.1.4.1</p> <p>Communication focusing on telegrams, telephones, mobile phones, World Wide Web</p> <ul style="list-style-type: none"> • Changes within living memory <p>Strand 3 change and development - H.1.3.1</p> <p>Strand 7 using sources as evidence - H.1.7.1</p>		
<p>Skill Strands -</p>	<p>I can explain the difference between things that happened in the past and things in the present.</p>			

<p>taught across the units.</p>	<p>I can name and retell some achievements and significant historical events from the past. I can place a few pieces of information on a timeline I can identify a relevant cause, and effect, of events covered (ie the Gunpowder Plot) I can identify some similarities and differences over time (between modern and older communication) I can use pictures and written information to learn about the past. I can consider why a person or event might be significant (ie why we remember or learn about a particular person or event.) I can ask and answer some historical questions. I can use some words and phrases relating to the passing of time (ie now, then, yesterday, ago, old)</p>		
<p>Year 2</p>	<p>The Stories People Tell: The lives of significant individuals in the past who have contributed to national and international achievements - Roald Dahl Local history- looking at the poet Rupert Brooke. Understanding why he is important to Cambridge and comparing local houses from 100 years ago to now.</p>	<p>Great Fire of London: Events beyond living memory that are significant nationally or globally</p>	<p>Castles: significant historical events, people and places in their own locality (Queen Elizabeth I compared to Queen Elizabeth II)</p>
<p>Skill Strands (Assessment documents will support differentiation)</p>	<p>I can describe features of events and of people’s lives from local, national and global history. I can sequence events independently on an annotated timeline. I can securely explain and use a broad range of terminology related to time (eg nowadays, in the past, previously) I can identify a range of similarities, differences and changes within a specific time period (ie the monarchy, Cambridge houses) I can identify some different causes and effects for the events studied (ie the Great Fire of London) I can identify a range of aspects of a person’s life, or an event, and explain why these are important historically. I can plan questions and produce answers to historical questions (for example researching the life of an individual)</p>		

	I can use different source material - written, visual, oral and artefacts - to answer historical questions		
Year 3	<p>Awesome Ancient Britain: Changes in Britain from the Stone Age to the Iron Age</p>	<p>The Earliest Civilisations:</p> <p>Spring 1: 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 Sumer; The Indus Valley; The Shang Dynasty of Ancient China</p> <p>Spring 2 The achievements of the earliest civilizations - in depth study of Ancient Egypt</p>	
Skill Strands (Assessment documents will support differentiation)	<p>I can identify key details from societies, events and people studied both nationally and internationally.</p> <p>I can sequence events, themes and periods studied by providing some dates and/or period labels and terms.</p> <p>I am increasingly confident placing events on a timeline independently.</p> <p>I can identify and describe similarities, differences and changes occurring within the topics studied.</p> <p>I can describe relevant causes and effects on some of the key developments and events studied.</p> <p>I can select what is most significant in a historical account (ie the most significant achievements of the Ancient Egyptians)</p> <p>I can provide a reason why two accounts of the same event may differ.</p> <p>I can ask valid historical questions for enquiry and answer using a range of sources.</p> <p>I can explain how sources can be used to answer a range of historical questions.</p>		
Year 4	Autumn 2 Ancient Greece:	Spring 1 Anglo Saxons,	Summer 1

	<p>A study of Greek life and achievements and their influence on the western world</p>	<p>Britain's settlement by Anglo-Saxons</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	
<p>Skill Strands (Assessment documents will support differentiation)</p>	<p>I can identify details from history to demonstrate awareness of important themes and events in the periods I have studied. I can sequence a number of the most significant events, people and societies studied, using some dates, period labels and historical terms. (eg sequencing the events of the Anglo-Saxon/Viking period in Britain) I can make valid statements about the main similarities, differences and changes occurring within topics and begin to explain why they are important. I can comment on the importance of causes and effects for some of the key events studied. I can explain why some aspects of historical themes and periods are distinctive or significant (eg what was special about the achievements of Ancient Greece) I can comment on a range of possible reasons for differences in historical accounts and begin to consider different viewpoints. I can independently devise a range of historically valid questions and answer them with substantiated responses. I can recognise possible uses of a range of sources to answer historical enquiries.</p>			
<p>Year 5</p>		<p>Local History: The Victorians in Cambridge and Trumpington. a local history study</p>	<p>Spring 2 Space Race: short, focused study linked to Science learning</p>	<p>Roman Britain: the Roman Empire and its impact on Britain</p>

<p>Skill Strands (Assessment documents will support differentiation)</p>	<p>I can understand features of themes, societies, people and events (eg aspects of life in Roman Britain) I can sequence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (including periods previously studied) I can provide valid reasons why some changes and developments were important within particular periods of history (ie the legacy of the Romans in Britain or the Victorians in Cambridge) I can place valid causes and effects in order of importance relating to events and developments. I can describe the significant issues in the different topics studied. I can identify different interpretations for events, developments and people covered (eg different views on the development of the railway in Cambridge) I can accept and reject sources based on valid criteria when carrying out historical enquiries (ie the usefulness and reliability of sources related to Roman Britain)</p>		
<p>Year 6</p>	<p>WW2 (Blood, Sweat and Tears): A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Spring - Mayans (I'm a Pupil, get me out of here): A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	
<p>Skill Strands (Assessment documents will support differentiation)</p>	<p>I can provide overviews of the most significant features of the periods studied, explaining different characteristics (ie the political, social and cultural aspects of Ancient Maya) I can independently explain the sequencing of historical periods studied, and of events within historical periods studied. I can compare similarities, differences and changes within and across topics in terms of importance, progress or the type of changes (ie similarities and differences for different groups of people - such as women - during World War II) I can comment on different types of causes and effects, including longer-term and shorter-term aspects (ie different causes and effects of World War II, the fall of the Mayan Empire)</p>		

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I can explain reasons why particular aspects of a historical event or period were of particular significance (ie Dunkirk or D-Day)
I can understand and explain how and why it is possible to have different interpretations of the same event or person.
I can reach a valid and substantiated conclusion to a historical enquiry, using different sources.
I can comment with confidence on the value of different sources for different historical enquiries, taking account of purpose, audience, accuracy and reliability (eg viewpoints on the dropping of the atomic bomb in Hiroshima)