



# Eastwood Community School's History Curriculum



	A Pre-School Historian: (People and Communities)	A Nursery Historian: (People and Communities)	A Reception Historian: (People and Communities)
Historical periods studied	<u>Recent living memory</u>	<u>Recent living memory (last 5 years)</u>	<u>Recent living memory (last 5 years)</u>
National Curriculum & Focus Curriculum learning objectives  Eastwood specific objectives in response to audit of our learner's needs	<ul style="list-style-type: none"> <li>I react emotionally to other people's emotions, eg. smiles when smiled at.</li> <li>I separate from the main carer with support and encouragement from a familiar adult.</li> <li>I use a familiar adult to share feelings with</li> <li>I can express my own preferences and interests.</li> <li>I know which adults and children are important to me.</li> <li>Enjoys pictures and stories about themselves and their families.</li> <li>Has a sense of own immediate family and relations.</li> <li>Begins to have their own friends</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys pictures of themselves, their families and other people.</li> <li>Is curious about people and shows interest in stories about themselves and their family.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, eg. Making roti for tea.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from others.</li> <li>Shows an interest in the lives of people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events or family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> </ul>
Subject specific vocabulary relative to ARE			
Cultural Capital & Learning Beyond the Classroom opportunities	<a href="#">Visit to Keighley Library Cliffe Castle</a>	<a href="#">Devonshire Park Cliffe Castle</a> <a href="#">Skipton Castle</a>	

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	A Year 1 Historian:	A Year 2 Historian:	A Year 3 Historian:
Historical periods studied	<u>Recent living memory (last 80 years)</u>	<u>First Aeroplane flight</u> <u>Stone Age</u> <u>Great Fire of London</u>	<u>Stone Age</u> <u>Jurassic Period</u> <u>World War 1</u>
National Curriculum & Focus Curriculum learning objectives  Eastwood specific objectives in response to audit of our learner's needs	<ul style="list-style-type: none"> <li>Use words and phrases like: old, new, a long time ago, <b>past and present</b>.</li> <li>Recognise that some objects belonged to the past.</li> <li>Explain how I have changed since I was born <b>including things I can do now that I couldn't do when I was born</b>.</li> <li>Explain how some people have helped us to have better lives.</li> <li>Ask and answer questions about old and new objects.</li> <li>Spot old and new things in a picture.</li> <li>Explain what an object from the past might have been used for.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases like: before, after, past, present, then and now.</li> <li>Recount the life of someone famous from Britain who lived in the past.</li> <li>Give examples of things that were different when my grandparents were children and compare them to modern day life (<b>toys and household objects</b>).</li> <li>Find out things about the past by talking to an older person.</li> <li>Answer questions using books and the internet.</li> <li>Research the life of a famous (<b>local</b>) person from the past using different sources of evidence.</li> <li><b>Visit local historical sites</b></li> <li>Understand some of the ways in which we find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Describe events from the past using dates when things happened.</li> <li><b>Make a timeline of key events in my lifetime.</b></li> <li>Use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>Use my mathematical knowledge to work out how long ago events happened.</li> <li>Explain some of the times when Britain has been invaded.</li> <li>Use research skills to find answers to specific historical questions.</li> <li>Research in order to find similarities and differences between two or more periods of history.</li> </ul>
Subject specific vocabulary relative to ARE	As previous year groups plus: <b>old, new, a long time ago, past, present historical object</b>	As previous year groups plus: <b>Before, after, past, present, then, now Historical artefact, recount, famous, local Artefacts, primary source</b>	As previous year groups plus: <b>Timeline, chronology Invaded, historical period, research, similarities, differences, secondary source</b>
Cultural Capital & Learning Beyond the Classroom opportunities	<ul style="list-style-type: none"> <li>Talk to a grown up at home about personal history and family history, look at photographs, family tree.</li> <li>Visit to local museum (Cliffe castle) to look at historical artefacts</li> <li><u>East Riddlesden Hall</u></li> </ul>	<ul style="list-style-type: none"> <li>Visit to a residential / nursing home or elderly visitor to school to discuss what life was like in the recent past.</li> <li><b>Visit to local historical sites: Keighley &amp; Worth Valley Railway, Salts Mill</b></li> </ul>	<ul style="list-style-type: none"> <li><u>Keighley Cenotaph</u></li> <li><u>WW1 visitors</u></li> <li><u>A street Near Me website</u></li> </ul>

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	A Year 4 Historian:	A Year 5 Historian:	A Year Historian:
Historical periods studied	<u>Romans</u> <u>Vikings</u>	<u>Victorians</u> <u>Egyptians</u>	<u>World War Two</u> <u>Recent Global Conflicts (last 20 years)</u>
National curriculum & Focus curriculum learning objectives  Eastwood specific objectives in response to audit of our learner's needs	<ul style="list-style-type: none"> <li>Plot events on a timeline using centuries.</li> <li>Use my mathematical skills to round up time differences into centuries and decades.</li> <li>Explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>Explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>Explain how an event from the past has shaped our life today.</li> <li>Research two versions of an event and explain how they differ.</li> <li>Research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>Compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>Explain how the lives of wealthy people were different from the lives of poorer people <b>and cite evidence to explain why.</b></li> <li>Explain how Parliament affects decision making in England.</li> <li>Explain how our locality has changed over time <b>and carry out research in local historical sites.</b></li> <li>Test out a hypothesis in order to answer questions.</li> <li>Describe how crime and punishment has changed over a period of time.</li> <li><b>Describe a historical event using a range of evidence from different sources.</b></li> </ul>	<ul style="list-style-type: none"> <li>Place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>Summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>Summarise how Britain has had a major influence on the world (<b>Commonwealth</b>)</li> <li>Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>Identify and explain differences, similarities and changes between different periods of history.</li> <li>Identify and explain propaganda.</li> <li>Describe a key event from Britain's past using a range of evidence from different sources <b>and evaluate the reliability of different historical sources.</b></li> <li>Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> </ul>
Subject specific vocabulary relative to ARE	<u>As previous year groups plus:</u> <u>Chronology, rich, poor</u>	<u>As previous year group plus</u> <u>hypothesis</u>	<u>I can infer that...</u> <u>the source omits to mention...</u> <u>the purpose .... reliability propaganda</u> <u>one sided /biased</u> <u>motive</u> <u>primary evidence/ eye witness</u> <u>Secondary evidence,</u> <u>this source suggests that... this source doesn't show</u> <u>that...</u> <u>reliable</u> <u>could have been... might have been... may be</u> <u>impact effects consequences</u> <u>legacy /significance cause/s</u>

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			<a href="#">change continuity</a> <a href="#">My conclusion is that...</a>
Cultural Capital & Learning Beyond the Classroom opportunities	<a href="#">Jorvik Centre</a>	<u>Visit to local historical sites:</u> <ul style="list-style-type: none"> <li>• <a href="#">Bradford Industrial Museum</a></li> </ul> <u>Visit by local MP / to Keighley council chambers in Town Hall</u>	<a href="#">Eden Camp</a>

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