



**Marton Primary  
Academy and Nursery**

BRIGHT FUTURES EDUCATIONAL TRUST

## **Our History Curriculum**



**Working Together to be the Best we can be.**



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## **Key Characteristics of a Historian**

- I can show an excellent knowledge and understanding of people, events and contexts from different periods in history and understand big ideas in history
- I can think critically about history and communicate ideas very confidently to a range of audiences.
- I can support, evaluate and challenge my own and others' views using detailed, appropriate and accurate historical evidence taken from a range of sources.
- I can think, reflect, debate, discuss and evaluate the past, coming up with and refining questions and lines of enquiry.
- I can display a passion for history and an enthusiastic engagement in learning, which shows a sense of curiosity about the past and an understanding of how and why people think about the past in different ways.
- I can examine historical evidence and analyse it to support my explanations and judgments.
- I have a desire for challenging activities, including opportunities to undertake high-quality research across a range of history topics.



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## Big Ideas

The four Big Ideas in history are:

- **Investigate and interpret the past** – This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history** – This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Understand chronology** – This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.
- **Communicate historically** – This concept involves using historical vocabulary and techniques to convey information about the past.



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## Breadth of Study : Early Years

### Early Years

- Investigating and interpreting the past: things that happen in the past are represented in a number of ways.
- Building an overview of the past (world history): in Early Years, children make sense of their own and their family's history.
- Understanding chronology: children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines and stories.
- Communicating historically: certain words and phrases can be used to express historical understanding.

## Breadth of Study : KS1 and KS2

### Key Stage 1

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists, reformers, medical pioneers or creative geniuses
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

### Key Stage 2

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Early Civilizations achievements and an in-depth study of Ancient Egypt
- The Tudor Age
- A study of society and its achievements during the Victorian period.
- The impact of the Second World War.



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## Milestones : Early Years

### End of Nursery

- Puts photographs of themselves as a baby and onwards in the correct order.
- Acts out familiar routines from their family and culture.
- Can distinguish between old and new toys

### Mid-point Reception

- Organises images from a story into a plausible chronological order.
- Knows that children grow and change with the passage of time.
- Joins in and talks about family customs and routines.
- Talks about significant events from their own experience

### End of Reception

- Sequences and retells stories.
- Talks about past and present events in their own life and that of family members.
- Identifies some similarities and differences between things now and in the past.
- Explores artefacts and uses them in play.
- Uses vocabulary to express the passing of time.
- Knows that they and the world around them changes with the passage of time.



## Milestones : Y1 and 2

<b>Investigate and interpret the past</b>	<b>Build an overview of world history</b>	<b>Understand chronology</b>	<b>Communicate historically</b>
<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> <li>• Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago recently when my parents/carers were children years, decades and centuries to describe the passing of time.</li> </ul> <p>Show an understanding of concepts such as: • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace.</p>



**Milestones : Y3 and 4**

<b>Investigate and interpret the past</b>	<b>Build an overview of world history</b>	<b>Understand chronology</b>	<b>Communicate historically</b>
<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain: from ancient to medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>



## Milestones : Y5 and 6

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>





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<ul style="list-style-type: none"><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li><li>• Refine lines of enquiry as appropriate.</li></ul>	men, women and children.		<ul style="list-style-type: none"><li>• Use original ways to present information and ideas.</li></ul>
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## History Progression across Year Groups and Milestones

	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• To begin to use artefacts to ask and answer question about the past.</li> <li>• To start to ask questions about what it was like for people in the past and how long ago it was.</li> <li>• To start to use artefacts, stories and online sources to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify some of the ways the past has been represented.</li> <li>• To use artefacts to ask and answer question about the past.</li> <li>• To ask questions about what it was like for people in the past and how long ago it was.</li> <li>• To use artefacts, stories, databases and online sources to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use a range of evidence to ask and answer questions about the past.</li> <li>• To begin to use more than one source to gain an accurate insight into historical events.</li> <li>• To begin to present different accounts of events and discuss why they differ.</li> <li>• To begin to explore the reasons for some of the events and changes in history.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• To describe significant people from the past</li> <li>• To recognise some of the reasons why people</li> </ul>	<ul style="list-style-type: none"> <li>• To describe historical events</li> <li>• To recognise the reasons why people in the</li> </ul>	<ul style="list-style-type: none"> <li>• To give a broad overview of history from ancient times.</li> <li>• To describe some of the features of the past</li> </ul>



	in the past acted the way they did.	past acted the way they did.	including ideas, beliefs, attitudes and experiences of men, women and children. <ul style="list-style-type: none"> <li>To understand some of the social, ethnic, cultural and religious diversity of past societies.</li> </ul>
<b>Understand chronology</b>	<ul style="list-style-type: none"> <li>To label a timeline with words or phrases such as past, present, older and newer.</li> <li>To use dates where appropriate.</li> <li>To recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>To place events and artefacts in order on a timeline.</li> <li>To recount significant events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to place events, artefacts and historical figures on a timeline using dates.</li> <li>To begin to understand the concept of change over time using evidence.</li> <li>To begin to use dates and time periods to describe events.</li> </ul>
<b>Communicate historically</b>	<ul style="list-style-type: none"> <li>To use words and phrases such as: a long time ago recently when my parents/carers were children</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of concepts such as: nation and a nation's history civilisation monarchy parliament democracy</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate historical vocabulary to communicate, including : Dates Time period Era Change</li> </ul>



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	years, decades and centuries to describe the passing of time.	war and peace	Chronology
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	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>I can use a range of evidence to ask and answer questions about the past.</li> <li>I can use and suggest suitable sources of evidence for historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>To use sources of evidence to deduce some information about the past.</li> <li>To select some suitable sources of evidence, giving reasons for choices.</li> <li>To seek out and analyse a range of</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>To select suitable sources of evidence, giving reasons for choices.</li> <li>To use sources of information to form</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can present different accounts of events and discuss why they differ.</li> <li>• I can explore the reasons for some of the events and changes in history.</li> </ul>	<p>evidence in order to justify claims about the past.</p> <ul style="list-style-type: none"> <li>• To show some awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• To understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<p>testable hypotheses about the past.</p> <ul style="list-style-type: none"> <li>• To seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• To understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• To refine lines of enquiry as appropriate</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• To give a broad overview of history from ancient to medieval times.</li> <li>• To describe the features of the past including ideas, beliefs,</li> </ul>	<ul style="list-style-type: none"> <li>• To identify some continuity and changes in the history of the locality of the school.</li> <li>• To give a broad overview of life in Britain and some major</li> </ul>	<ul style="list-style-type: none"> <li>• To identify continuity and change in the history of the locality of the school.</li> <li>• To compare some of the times studied with those of other areas of</li> </ul>



	<p>attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> <li>To understand the social, ethnic, cultural and religious diversity of past societies.</li> </ul>	<p>events from the rest of the world.</p> <ul style="list-style-type: none"> <li>To describe some of the social, ethnic, cultural or religious diversity of past society.</li> <li>To describe some of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>interest around the world.</p> <ul style="list-style-type: none"> <li>To describe the social, ethnic, cultural or religious diversity of past society.</li> <li>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>Understand chronology</b>	<ul style="list-style-type: none"> <li>To place events, artefacts and historical figures on a timeline using dates.</li> <li>To understand the concept of change over time using evidence.</li> <li>To use dates and time periods to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural.</li> <li>To begin to compare and contrast concepts and periods of change within history, representing them on a timeline.</li> <li>To begin to use dates and time periods accurately.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>To identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>To understand the concepts of continuity and change over time, representing them,</li> </ul>



			<p>along with evidence, on a timeline.</p> <ul style="list-style-type: none"> <li>To use dates and terms accurately in describing events.</li> </ul>
<b>Communicate historically</b>	<ul style="list-style-type: none"> <li>To use literacy, numeracy and computing skills to a satisfactory standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>To use some appropriate historical vocabulary to communicate, including:           <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> </ul> </li> <li>To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>To use some original ways to present information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate historical vocabulary to communicate, including:           <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>



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			<ul style="list-style-type: none"><li>• To use original ways to present information and ideas.</li></ul>
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