



Cambridge Park Academy

Character - Preparation - Achievement



History

KS3 History

Functional Curriculum

Stages 4-10

(Year 1)



History

Curriculum Intent:

“Our vision is to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Our teachers aim to inspire pupils’ curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We firmly believe that history helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We aim to give children the chance to experience history by gaining a deeper understanding of history over periods of time and receiving high quality curriculum enrichment experiences both in and outside of school. We want to inspire our children to become the Historians of the future!”

At Cambridge Park we ensure that we inspire pupil’s curiosity:

- To know more about the past
- To make sense of their own life story and family history
- To understand how people's lives have changed over time and compare/ contrast to their own lives
- To gain knowledge and understanding of Britain's past and that of the wider world

Developmental Stages and Ages				
Stage 4 5 years <small>(The bridge from the foundation curriculum to the formal curriculum)</small>	Stage 5 5-6 years	Stage 6 6-7years	Stage 7 & 8 7-9 years	Stage 9 &10 9-11 years

KS3 – Long Term Plan			
Year	Autumn 1	Spring	Summer



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1	How am I making history?	What is a Monarch?	How have children's lives changed?
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Substantive Knowledge					
Autumn					
Term					
Key Topic	<p>How am I making history? <i>Pupils will look at personal chronology and find out about the past within living memory. Pupils will be given the opportunity to draw on their historical enquiry skills by looking at photographs and asking a range of questions about the past. Pupils will begin to look at timelines, extending back to before they were born.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Identify family members in photographs. Begin to describe my memories using, <i>when I was little, a long time ago.</i> Notices old and new things from family photographs, <i>e.g. toys, clothes, homes.</i> Tell a story from a special time had with my family. 	<ul style="list-style-type: none"> Begin to know that history is about events and people from the past, including my own past. Know how to describe changes in my life using, <i>a long time ago and in the past.</i> Begin to know things that have happened in my past, <i>e.g. birth, first steps.</i> Begin to know the order of when things have happened in the past, <i>e.g. birth comes before first day of school.</i> Describe photographs of events in my past. Know something about my friend's past by asking questions, <i>e.g. how old were you in this picture?</i> Begin to recognise and describe how I have changed over time, <i>e.g. age, school, clothes, toys etc.</i> 	<ul style="list-style-type: none"> Know that history is about events and people from the past, including my own past. Know how to describe changes in my life using, <i>a long time ago and in the past, before, after.</i> Know things that have happened in my past, <i>e.g. birth, first steps, first tooth, first day at school.</i> Know the order of when things have happened in the past, <i>e.g. birth comes before first day of school</i> and place on a simple timeline. Describe photographs of events in my past and my parents' past and begin to compare the two. Know something about my friend's past by asking questions, <i>e.g. how old were you in this picture?</i> Answer questions about my past. Recognise and describe how I have changed over time, <i>e.g. age, school, clothes, toys etc.</i> 	<ul style="list-style-type: none"> Describe changes in my life using, <i>before, after, CE.</i> Identify and describe changes in my life using, <i>before, after, CE.</i> Put my life events on a timeline, using dates, <i>e.g. years.</i> Use photographs to support what happened in my history. Know that my grandparents' lives were different to mine, <i>e.g. where they lived, the toys they played with, clothing, technology.</i> Know my family history goes back further in the past. Begin to identify the eras of my family tree. 	<ul style="list-style-type: none"> Describe changes in my life using, <i>before, after, legacy, CE.</i> Identify and describe changes in my life using, <i>before, after, legacy, CE.</i> Put my life events on a timeline, using specific dates, <i>e.g. months and years.</i> From past family photographs, say what has changed and why. Describe the changes to my grandparents' lives compared to mine, <i>e.g. where they lived, the toys they played with, clothing, technology.</i> Know my family history goes back further in the past. Identify the eras of my family tree and say what has changed.
Key Vocab	<i>When I was little, a long time ago, old, new, family, photograph, special time</i>	<i>History, change, in the past, a long time ago, timeline, order, time</i>	<i>Past, a long time ago, in the past, before, after, timeline, parents, compare, change</i>	<i>Past, CE, before, after, timeline, year, source, in the past, era, family tree, compare, change</i>	<i>Past, CE, before, after, legacy, timeline, year, source, in the past, era, family tree, compare, change</i>



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Substantive Knowledge					
Spring					
Term					
Key Topic	<p>What is a Monarch? <i>Pupils will explore and identify what the role of a monarch is. They will begin to compare the monarchy of today to the monarchies of the past.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Know that a King or Queen lives in a castle/ palace. Know that a King or Queen wears a crown. Know King Charles III is the King of Great Britain. Identify King Charles III on a photograph. 	<ul style="list-style-type: none"> Know that a monarch is a ruler of a country, usually a king or a queen. Know that monarchs usually live in palaces or castles. Know that monarchs have crowns, thrones and royal symbols to show their status. Know that King Charles III is the King of Great Britain. Know that Queen Elizabeth II was King Charles' mother. Know that Prince William is the heir to the throne. Know that a coronation is a special, traditional ceremony to crown a new monarch. Know that Queen Victoria was a famous British monarch. 	<ul style="list-style-type: none"> Know that monarchs usually inherit their role from their family, <i>e.g. King Charles III inherited the throne from Queen Elizabeth II.</i> Know the immediate royal family tree, <i>e.g. King Charles III, Queen Consort Camilla, Prince William, Princess Kate.</i> Know the future heirs to the throne, <i>e.g. Prince William is the heir to the throne, after him Prince George of Cambridge.</i> Know that Queen Elizabeth II was Queen of England for 70 years. Know what a monarch does today, <i>e.g. attend national events, meeting world leaders.</i> Know what a monarch did in the past, <i>e.g. made laws, led armies into battle.</i> Know a reason why Queen Victoria was a famous monarch, <i>e.g. stopping slavery, children working.</i> Identify Queen Victoria's reign on a simple timeline. 	<ul style="list-style-type: none"> Give a description of a monarch. Know that there are 2 types of monarchy, <i>e.g. absolute power (King Henry VIII) and constitutional power (King Charles III).</i> Begin to make comparisons as to what monarchs do (now and in the past), <i>e.g. led armies (past), attend ceremonies and events (now).</i> Place Kings and Queens studied on a timeline, using <i>CE</i>. Know some ways in which famous Kings and Queens had an impact on life today, <i>e.g. Queen Victoria - children going to school.</i> Ask questions about monarchs studied. 	<ul style="list-style-type: none"> Give an accurate description of a monarch and monarchy. Know the difference between an absolute and constitutional monarch, <i>e.g. Absolute – all power, Constitutional – limited by laws and parliament.</i> Know that monarchs are part of a monarchy system, <i>e.g. power is held by one person that is usually inherited</i>, giving examples. Know the differences between the roles of monarchs of the past and now and make comparisons, <i>e.g. King Henry VIII, Queen Victoria and King Charles III.</i> Place Kings and Queens studied on a timeline using accurate years and words, <i>e.g. CE.</i> Know the legacy monarchs left behind <i>e.g. Queen Victoria had an impact on life today by reviewing British morals, children going to school, abolishing slavery and child labour. King Henry VIII created the Church of England.</i>
Key Vocab	King, Queen, castle, palace, Great Britain	King, Queen, castle, palace, Great Britain, crown, throne, royal, Prince	King, Queen, Great Britain, monarch, inherit, heir, throne, famous	King, Queen, Great Britain, monarch, inherit, heir, famous, timeline, absolute, constitutional	King, Queen, Great Britain, monarch, inherit, heir, famous, timeline, absolute, constitutional, legacy, monarchy

Substantive Knowledge



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Term	Summer				
Key Topic	<p>How have children's lives changed? <i>Pupils will investigate the changes in children's lives through time. Children will learn about how spare time and health care have changed and begin to make comparisons to their lives compared to children in the past.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Identify my parents when they were young, using photographs. Begin to describe my memories using, <i>when I was little, a long time ago.</i> Notices old and new things from photographs of old and new classrooms, e.g. <i>blackboard, tables, chairs.</i> Tell a story about my school life. 	<ul style="list-style-type: none"> Know that children's lives in the past were different to lives today. Know that toys from the past were made from wood, metal and cloth. Explore popular toys from the past, e.g. <i>skipping ropes, hoops, hopscotch, marbles.</i> Knows classrooms were different in the past, e.g. <i>desks, blackboards, desks in rows, chalk.</i> Know that children in the past wore different clothing, e.g. <i>boys wore shorts, shirt & caps. Girls wore dresses, pinafores & bonnets.</i> Explore a day in the life of a child at school in the past. Know that homes did not have electricity or running water. Know there were no supermarkets. Describe toys, clothes and school from the past as "old". 	<ul style="list-style-type: none"> Compare toys from the past (Victorian toys) and now. Know that rich Victorian children had more expensive, decorative toys. Know that poor Victorian children had few or home-made toys. Begin to say which toys from the past have stayed popular, e.g. <i>dolls, skipping ropes.</i> Begin to compare Victorian schools to schools today, e.g. <i>uniform, punishments, teaching methods.</i> Know that rich Victorian children went to school. Know that poor Victorian children went to work, e.g. <i>chimney sweeps, mines.</i> Know who Lord Shaftsbury is, e.g. <i>children's social reformer.</i> Begin to know why Lord Shaftsbury was famous, e.g. <i>reduced children's working hours.</i> 	<ul style="list-style-type: none"> Know the differences in family size in structure between the Victorian times and today, e.g. <i>5/6 children, father was the worker (breadwinner).</i> Compare the lives of poor Victorian families and rich Victorian families, e.g. <i>homes, living conditions, sanitation.</i> Begin to know the impact poor living conditions had on health, e.g. <i>disease, malnutrition.</i> Know that before 1870, not all children went to school. Compare Victorian schools to schools today, e.g. <i>lessons, discipline, classrooms, classes.</i> Know the conditions that poor Victorian children worked in pre-1870, e.g. <i>the danger of chimney sweeping and mining.</i> Know that Lord Shaftsbury was a significant person and why, e.g. he was a children's social reformer. Begin to say what impact Lord Shaftsbury had on children's lives, e.g. <i>he reduced children's working hours, improve children's working conditions.</i> 	<ul style="list-style-type: none"> Know that the living conditions for poor Victorian families were different to rich Victorian families, e.g. <i>Poor Victorians; lived in overcrowded slums, poor sanitation, risk of disease. Rich Victorians lived in large houses with servants and nurseries.</i> Know what impact living conditions for the poor had on health, e.g. <i>malnutrition, limited doctors and nurses, high infant mortality rate.</i> Know that in Early Victorian times (pre 1870), school was not free or compulsory. Poor children may have attended Sunday school or charity-run "ragged schools." Compare Victorian schools to schools today, describing how they have changed and exploring why, e.g. <i>lessons, discipline, classrooms, classes.</i> Know the conditions that poor Victorian children worked in pre-1870 and the impact this had, e.g. <i>mortality rate, illness, disease.</i> Know what impact Lord Shaftsbury had on children's lives, e.g. <i>he reduced children's working hours, improve children's working conditions.</i>
Key Vocab	<i>young, old, new, photograph, change, a long time ago</i>	<i>In the past, today, long time ago, different, clothes, toys, school</i>	<i>compare, old, new, poor, rich, Victorian, Lord Shaftsbury, work, school, children, toys, clothes</i>	<i>family, wealthy, poor, conditions, sanitation, compare, school, Lord Shaftsbury, reform, mortality rate, impact, Victorian, era</i>	<i>family, wealthy, poor, conditions, sanitation, compare, school, Lord Shaftsbury, reform, mortality rate, impact, Victorian, era, labour</i>



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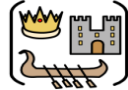
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Disciplinary Knowledge

Being a Historian

The History curriculum is broken down into the following key areas:

- Within Living Memory
- Beyond Living Memory
 - Chronology
- Historical Enquiry

Stage 4	Strands	Stage 5	Stage 6	Stage 7&8	Stage 9&10
 <p>History</p> <ul style="list-style-type: none"> • Talks about special times and events in their own life and their family. • Shows interest in photos or stories from the past. • Can use words like "when I was little" or "a long time ago" in conversation. • Notices differences between things from now and the past (e.g., old and new toys, homes, transport). • Listens to and remembers simple stories about people from the past. 	<p>Within Living Memory</p> <ul style="list-style-type: none"> • Recognise and begin to describe changes in their own lifetime, e.g. toys, homes, transport, technology. • Recognise and begin to describe changes in their parents' lifetime, e.g. toys, home, transport, technology. • Begin to know that some things are similar and different between now and when grandparents were young. • Begin to recall simple facts about a significant person, within living memory, e.g. Queen Elizabeth II. 	<ul style="list-style-type: none"> • Recognise and describe changes in their own lifetime, e.g. toys, homes, transport, technology. • Know about similarities and differences between their life and the lives of their parents/ grandparents. • Identify and describe changes between their life and the lives of their parents/ grandparents. • Recall facts about a significant person, within living memory, e.g. Queen Elizabeth II. 	<ul style="list-style-type: none"> • Recognise how the local area has changed over time, e.g. buildings, industries. • Begin to describe the impact of a local historical event, within living memory (100 years). • Begin to describe the impact of a significant person, within living memory, e.g. Queen Elizabeth II. 	<ul style="list-style-type: none"> • Describe how and why the local area has changed over time (100 years). • Know about a significant local historical event. • Describe the impact of a local historical event, within living memory (100 years). • Describe the impact of a significant person, within living memory, e.g. Queen Elizabeth II. 	
	<p>Beyond Living Memory</p> <ul style="list-style-type: none"> • Begin to retell the main events of a story about a significant event in history. • Begin to recall simple facts about a significant event in history. • Begin to recall simple facts about a significant person in history. 	<ul style="list-style-type: none"> • Retell and sequence events of a significant event in history. • Recall facts about a significant person in history. • Begin to say why a person is significant. • Begin to say why an event was significant. 	<ul style="list-style-type: none"> • Say why a person is significant. • Say why an event was significant. • Begin to describe the impact of a significant historical event on life today. • Begin to describe the impact of a significant person in history on life today. 	<ul style="list-style-type: none"> • Describe the impact of a significant historical event on life today. • Describe the impact of a significant person in history on life today. • Explain the causes and consequences of a significant event in history. 	
	<p>Chronology</p> <ul style="list-style-type: none"> • Begin to use words which describe the passing of time, e.g. a long time ago, in the past. • Begin to place significant events on a simple timeline. • Begin to place significant people studied on a simple timeline. 	<ul style="list-style-type: none"> • Use words which describe the passing of time, e.g. a long time ago, in the past, before, after. • Place significant events on a simple timeline. • Place significant people on a simple timeline. 	<ul style="list-style-type: none"> • Place historical periods on a timeline with increasing accuracy. • Use timelines to order events in historical periods, using more specific dates. • Describe the passing of time using; before, after, ancient, century, BC/ BCE, AD/ CE. 	<ul style="list-style-type: none"> • Place historical periods and events on a timeline, accurately. • Describe the passing of time using; legacy, change, era, period, turning point. • Recognise changes over time, giving reasons. • Recognises periods of continuity, giving reasons. 	



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	<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Begin to ask simple questions about significant people and events, e.g. <i>Who? What? Why? When?</i> • Begin to describe historical artefacts, e.g. <i>old, new.</i> • Explore simple sources, e.g. <i>stories, photographs.</i> 	<ul style="list-style-type: none"> • Ask questions about significant people and events. • Describe historical artefacts with increasing accuracy. • Describe a wider range of historical sources, beginning to make comparisons, e.g. <i>photographs, stories, diaries, newspaper articles.</i> • Answer questions about historical artefacts. 	<ul style="list-style-type: none"> • Analyse and describe a range of different historical sources. • Use evidence from sources to support simple explanations. • Recognise that sources may show different perspectives. • Begin to form historically valid questions from a range of sources. 	<ul style="list-style-type: none"> • Understand that historical accounts can differ due to viewpoint, bias or gaps in evidence. • Understand the difference between primary and secondary sources. • Form historically valid questions from a range of sources. • Develop structured arguments using evidence to support conclusions.
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