

History

LEARNING HISTORY IS OPENING A DOOR ON THE PAST, SO YOU CAN UNDERSTAND THE PRESENT AND MAKE DECISIONS ABOUT THE FUTURE

Curriculum Drivers:

Personal – our world - context – society

Originality – oracy – adventure – risk – aspiration – creativity

Well-being – mental and physical – meta cognitive – learning powers

Environment and Nature – environment – sustainability

Real – Here and Now - current affairs – topical

Knowledge (SL)

Skills (SL)

Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 1

Chronological understanding

Pupils should develop an awareness of the past.

-Changes within living memory.

-Events beyond living memory that are significant nationally or globally: The Great Fire of London.

-The lives of significant individuals who have contributed to national and international achievements. Queen Elizabeth II

-Significant historical events, people and places in their own locality.

They should know where the people and events they study fit within a chronological framework.

Pupils should use common words and phrases relating to the passing of time.

Sequence artefacts and events that are close together in time.

Order dates from earliest to latest on simple timelines.

Sequence pictures from different periods.

Describe memories and changes that have happened in their own lives.

Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

Historical interpretations

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Start to compare two versions of a past event.

Observe and use pictures, photographs and artefacts to find out about the past.

Start to use stories or accounts to distinguish between fact and fiction.

Explain that there are different types of evidence and sources that can be used to help represent the past.

Historical investigations

Pupils should ask and answer questions and other sources to show that they know and understand key features of events.

Observe or handle evidence to ask simple questions about the past.

Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.

Choose and select evidence and say how it can be used to find out about the past.

Knowledge and understanding of events, people and changes in the past.

Pupils should identify similarities and differences between ways of life in different periods.

Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.

Recognise some similarities and differences between the past and the present.

Identify similarities and differences between ways of life in different periods.

Know and recount episodes from stories and significant events in history.

Understand that there are reasons why people in the past acted as they did.

Describe significant individuals from the past.

Presenting, organising and communicating.

Pupils should use a wide vocabulary of everyday historical terms.

Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.

Talk, write and draw about things from the past.

Use historical vocabulary to retell simple stories about the past.

Use drama/role play to communicate their knowledge about the past.

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Year 2	<p><u>Chronological understanding</u></p> <p>Pupils should develop an awareness of the past.</p> <p><u>Changes within living memory</u></p> <p>-Events beyond living memory that are significant nationally or globally. Gunpowder plot. Discover of Australia.</p> <p>-The lives of significant individuals who have contributed to national and international achievements. Guy Fawkes, Captain Cook</p> <p>-Significant historical events, people and places in their own locality. Kolossi Castle</p> <p>They should know where the people and events they study fit within a chronological framework.</p> <p>Pupils should use common words and phrases relating to the passing of time.</p>	<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	•
	<p>They should know where the people and events they study fit within a chronological framework.</p>	<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p>	
	<p><u>Historical interpretations</u></p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Start to compare two versions of a past event.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	
	<p><u>Historical investigations</u></p> <p>Pupils should ask and answer questions and other sources to show that they know and understand key features of events.</p>	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	
	<p><u>Knowledge and understanding of events, people and changes in the past.</u></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Recognise some similarities and differences between the past and the present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	
	<p><u>Presenting, organising and communicating.</u></p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p>	

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Year 3

Chronological understanding

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the following areas:

-Changes in Britain from the Stone Age to the Iron Age.

-The Roman Empire and its impact on Britain.

-The Maya civilization c. AD 900.

Local history study: The prehistoric, the Stone Age and the Roman eras in Cyprus.

Historical interpretations

Pupils should understand how our knowledge of the past is constructed from a range of sources.

Historical investigations

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Knowledge and understanding of events, people and changes in the past

Pupils should note connections, contrasts and trends over time.

Presenting, organising and communicating

Pupils should use a wide vocabulary of everyday historical terms.

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Look at more than two versions of the same event or story in history and identify differences.

For example, recounts of Pompeii-one fictional and one using a non-fiction source.

Use a range of sources to find out about the past.

For example, first hand (stone age site) and secondary sources such as a range on websites.

Gather more detail from sources such as maps to build up a clearer picture of the past.

Sometimes devise own questions to find answers about the past.

Begin to undertake their own research.

For example, research a particular Viking life for homework.

Note key changes over a period of time and be able to give reasons for those changes.

For example: how changes in technology affected the life of stone age people-early stone age V late stone age.

Find out about the everyday lives of people in time studied compared with our life today.

Identify key features, aspects and events of the time studied.

Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.

Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.

Link to genres of writing taught.

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Year 4

Chronological understanding
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the following areas:
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Local history study: Development of copper to the Ptolemies, King Evagoras of Salamis and the arrival of Arabs.

Historical interpretations
Pupils should understand how our knowledge of the past is constructed from a range of sources

Historical investigations
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Knowledge and understanding of events, people and changes in the past.
Pupils should note connections, contrasts and trends over time.

Presenting, organising and communicating.
Pupils should use a wide vocabulary of everyday historical terms.

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Look at more than two versions of the same event or story in history and identify differences.
Begin to investigate different accounts of historical events and be able to explain some of the reasons why the accounts might be different.

Use a range of sources to find out about the past.
Gather more detail from sources such as maps to build up a clearer picture of the past.
Address and sometimes devise own questions to find answers about the past.
Begin to undertake their own research.
For example, research a particular aspect of Roman life for homework.

Note key changes over a period of time and be able to give reasons for those changes.
For example, how did life change for monastic settlements over the course of the Viking period.
Find out about the everyday lives of people in time studied compared with our life today.
For example, compare transport use in Viking times with today.
Explain how people and events in the past have influenced life today.
For example, Viking place names in Britain.
Identify key features, aspects and events of the time studied.
Describe connections and contrasts between aspects of history, people, events and artefacts studied.

Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, settlement, conquer, kingdoms.
Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.
Link to genres of writing taught.
Start to present ideas based on their own research about a studied period.
See historical investigations section.

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Year 5

Chronological understanding

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the following areas:

-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Tudors.

-The achievements of the earliest civilizations: Ancient Egypt.

-A local history study: The arrival of Richard the Lionheart and subsequent French and Venetian periods as well as Ottoman rule.

Order an increasing number of significant events and dates on a timeline using dates accurately.

With increasing accuracy, use dates and terms to describe historical events.

Describe in some detail the main changes to an aspect in a period in history.

Understand how some historical events/periods occurred concurrently in different locations, e.g. Beginning of Cypriot trading and Egyptian influence and Ancient Egypt.

Historical interpretations

Pupils should understand how our knowledge of the past is constructed from a range of sources.

Find and analyse a wide range of evidence about the past.

Start to understand the difference between primary and secondary evidence and the impact of this on reliability.

Begin to evaluate the usefulness of different sources.

Historical investigations

Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Recognise when they are using primary and secondary sources of information to investigate the past.

Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.

Investigate their own line of enquiry by posing an historically valid question to answer.

Knowledge and understanding of events, people and changes in the past.

Pupils should note connections, contrasts and trends over time.

Identify and note connections, contrasts and trends over time in the everyday lives of people.

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, organising and communicating.

Pupils should use a wide vocabulary of everyday historical terms.

Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural or religious.

Present, communicate and organise ideas about from the past using detailed discussions and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. *Linked to genres of writing taught.*

Plan and present a self-directed project or research about the studied period.

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Context (Teacher)

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Year 6

<p><u>Chronological understanding</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the following areas:</p> <ul style="list-style-type: none"> -Ancient Greece -A study of an aspect or theme of British history that extends pupils' knowledge beyond 1066: World War II. -A local history study: British rule, independence, the Turkish invasion and subsequent UN involvement. 	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events. Understand and describe in some detail the main changes to an aspect in a period in history. Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
<p><u>Historical interpretations</u> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be to persuade others.</p>
<p><u>Historical investigations</u> Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the past. Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
<p><u>Knowledge and understanding of events, people and changes in the past.</u> Pupils should note connections, contrasts and trends over time.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<p><u>Presenting, organising and communicating.</u> Pupils should use a wide vocabulary of everyday historical terms.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. <u>Linked to genres of writing taught.</u> Plan and present a self-directed project or research about the studied period.</p>

Overarching Principles...Honesty Empathy Aspiration Respect Teamwork

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