

## Neatishead, Salhouse and Fleggburgh Primary Schools

### Curriculum Intent

Pupils will gain knowledge and understanding of Britain's past and that of the wider world. Teaching will equip pupils to ask questions, think critically, weigh evidence, and make arguments. We aim to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups. We will help them to explore their own identity and the history of their local area, and aim to inspire pupils' curiosity to know more about the past as they go into their own future. We have a clear plan for progression.

Pupils will leave Key Stage One having developed an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will leave Key Stage Two having continued to develop a chronologically secure knowledge and understanding of British, local and world history. They will have noted connections, contrasts and trends over time and developed the appropriate use of historical terms. They will have addressed and sometimes devised historically valid questions about changes, cause, similarity, difference, and significance. They will have understanding of how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, and give some reasons for this.

Children will be supported to close any gaps in their learning. Where children show high ability, talent and interest, they will be challenged. Every effort will be made to identify and lift barriers to learning. The subject will be presented as one to enjoy.

### Curriculum Implementation

History is taught through cross curricular themes. Themes are taught on a rolling cycle so every child visits each theme at least once. This also allows teachers to work together across year groups to support planning, resources and trips. It also supports the teaching of mixed age classes. Teaching history within a cross curricular theme means learning is delivered within a relevant

context and builds on prior learning helping children make links and make progress. High quality text and use of IT supports learning. We are careful to present representative role models. The school ensures it is well resourced and uses the school environment and the wider community creatively to support learning, the subject is presented as one to enjoy.

### Curriculum Impact


Outcomes in books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers.

Emphasis is placed on analytical thinking and questioning which helps children get a coherent knowledge and understanding of Britain's past and that of the wider world and makes them curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Opportunities are taken to further develop relevant and contextual learning, engaging members of the community in children's learning and providing positive and representative role models for children to learn from. Children enjoy history and this results in motivated learners with sound understanding. Formative and summative assessments demonstrate the progress pupils make within History.

## Progression in History



| <b>Chronological Awareness</b>   |   |
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| <b>Foundation</b>  | <p>Discuss birthdays<br/>           Learn the days, months, seasons.<br/>           Understand changes in their own lifetime personal timeline.<br/>           Use everyday language related to time.</p>   |
| <b>Year 1</b><br> | <p>Understand the difference between things that happened in the past and the present.<br/>           Describe things that happened to themselves and other people in the past.<br/>           Order a set of events or objects<br/>           Use a timeline to place important events.<br/>           Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.<br/>           When my parents/carers were young.</p> |
| <b>Year 2</b>  | <p>Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>  |
| <b>Year 3</b>  | <p>Place the time studied on a time line.<br/>           Sequence events or artefacts<br/>           Use dates related to the passing of time</p>   |
| <b>Year 4</b>  | <p>Place events from a period studied on a time<br/>           Use terms related to the period and begin to date events<br/>           Understand more complex terms e.g. BCE/AD</p>  |
| <b>Year 5</b>  | <p>Place current study on time line in relation to other studies.<br/>           Know and sequence key events of time studied<br/>           Use relevant terms and periods labels<br/>           Relate current studies to previous studies and make comparisons between different times in history</p>  |
| <b>Year 6</b>  | <p>Place current study on time line in relation to other studies<br/>           Use relevant dates and terms<br/>           Sequence up to ten events on a time line</p>  |

| <b>Historical Enquiry</b>  |  |   |
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| <b>Foundation</b>  | Look closely at similarities, differences, patterns and change.<br>Talk about changes.<br>Explore historical mystery objects.<br>Answer 'how' and 'why' questions about their experiences and in response to stories and events.<br>Sort artefacts 'old' and 'new'<br>Know that information can be retrieved from books and computers. (L – ELG) |   |
| <b>Year 1</b>  | Identify different ways in which the past is represented<br>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"<br>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.   |   |
| <b>Year 2</b>  | Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events.<br><br>Explore mystery objects for a different time.<br><br>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.                  |   |
| <b>Year 3</b>  | Use a range of sources to find out about a period<br>Observe small details – artefacts, pictures<br>Select and record information relevant to the study<br>Begin to use the library and e-learning for research<br>Ask and answer questions  |   |
| <b>Year 4</b>  | Use evidence to build up a picture of a past event<br>Choose relevant material to present a picture of one aspect of life in time past<br>Ask a variety of questions<br>Use the library, e-learning for research   |   |
| <b>Year 5</b>  | Begin to identify primary and secondary sources<br>Use evidence to build up a picture of life in time studied<br>Select relevant sections of information<br>Confident use of library, e-learning, research   |   |
| <b>Year 6</b>  | Recognise primary and secondary sources<br>Use a range of sources to find out about an aspect of time past.<br>Suggest omissions and the means of finding out<br>Bring knowledge gathering from several sources together in a fluent account   |   |
| <b>Greater Depth</b>   |  |   |
| <b>EYFS</b>  | <b>KS1</b>   | <b>KS2</b>  |
| ask questions about past events or the lives of people in their family | ask relevant questions using a range of artefacts/ photographs provided  | research the past using multiple sources and summarise the key points |

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|  | find out more about a person or event from the past through their own research | use every day historical terms; past, present and future<br>Communicate their knowledge through discussions and writing |
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| <b>Knowledge and understanding of people and events</b> |  |
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| <b>Foundation</b>                                       | Understand key features of events.<br>Remembrance Day<br>Learn about the lives of significant individuals eg Royal Family leaders past and present around the world<br>Children talk about past and present events in their own lives and in the lives of family members.  |
| <b>Year 1</b>   | Recall some facts about people/events before living memory<br>Say why people may have acted the way they did.  |
| <b>Year 2</b>   | Understand key features of events. Remembrance Day. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. ( eg The Royal Family, Mary Seacole, Florence Nightingale ,Amelia Earhart,Amy Johnson,Samuel Pepys, Guy Fawkes)   |
| <b>Year 3</b>   | Find out about everyday lives of people in a time studied and compare with our life today<br>Identify reasons for and results of people's actions<br>Understand why people may have had to do something<br>Study change through the lives of significant individuals   |
| <b>Year 4</b>   | Use evidence to reconstruct life in a time studied<br>Identify key features and events and look for links and effects in a time studied<br>Offer a reasonable explanation for some events<br>Develop a broad understanding of ancient civilisations  |
| <b>Year 5</b>   | Study different aspects of life of different people – differences between men and women<br>Examine causes and results of great events and the impact on people<br>Compare life in early and late times<br>Compare an aspect of life with the same aspect in another period<br>Study an ancient civilization in detail  |
| <b>Year 6</b>   | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings<br>Compare beliefs and behaviour with another period studied<br>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation<br>Know key dates, characters and events of a time studied<br>Compare and contrast ancient civilisations |

| <b>Historical Interpretation</b> |   |
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| <b>Foundation</b>                | Recount an event, verbally and written.<br>Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories  |
| <b>Year 1</b>                    | Look at books, videos, photographs, pictures and artefacts to find out about the past.  |
| <b>Year 2</b>                    | Describe changes within living memory and aspects of change in national life.<br>Describe events beyond living memory that are significant nationally or globally eg The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.<br>Describe significant historical events, people and places own locality. |
| <b>Year 3</b>                    | Identify and give reasons for different ways in which the past is represented<br>Distinguish between different sources and evaluate their usefulness<br>Look at representations of the period – museum, cartoons etc  |
| <b>Year 4</b>                    | Look at the evidence available and begin to evaluate the usefulness of different sources  |
| <b>Year 5</b>                    | Compare accounts of events from different sources.<br>Explore how fact or fiction offer some reasons for different versions of events<br>Use library and e learning for research  |
| <b>Year 6</b>                    | Link sources and work out how conclusions were arrived at<br>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion<br>Be aware that different evidence will lead to different conclusions<br>Be confident in use of the library / e learning for research   |

| <b>Organisation and communication</b> |   |
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| <b>Foundation</b>                     | Talk about things they did at the weekend, yesterday, this morning...<br>Visual timetable<br>Orders and sequences familiar events   |
| <b>Year 1</b>                         | Sort events or objects into groups (i.e. then and now.)<br>Use timelines to order events or objects.<br>Tell stories about the past.<br>Talk, write and draw about things from the past |
| <b>Year 2</b>                         | Use a wide vocabulary of everyday historical terms<br><br>Speak about how he/she has found out about the past.<br><br>Record what he/she has learned by drawing and writing.            |
| <b>Year 3</b>                         | Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama,  |
| <b>Year 4</b>                         | Select data and organise it into a data file to answer historical questions<br>Know the period in which the study is set and display findings in a variety of ways                      |

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|               | Work independently and in groups   |
| <b>Year 5</b> | Fit events into a display sorted by theme and time<br>Use appropriate terms, matching dates to people and events<br>Record and communicate knowledge in different forms<br>Work independently and in groups showing initiative |
| <b>Year 6</b> | Select an aspect of study to make a display<br>Use a variety of ways to communicate knowledge and understanding including extended writing<br>Plan and carry out individual investigations                                     |

| Greater Depth   |   |  |  |
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| EYFS  | KS1   | LKS2   | UKS2   |
| Can they begin to use more than one source of information to bring together a conclusion about an historical event? | Can they research two versions of an event and say how they differ? | Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? | Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? |

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

The following vocabulary will be introduced and used at individual pupil's pace

| <u>Historical words</u>  | <u>Key words in History</u>  | <u>Command words</u>   |
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| <p><b>Significance</b> – It means importance. If the question asks how <i>significant</i> something is, it is asking you how <i>important</i> it is.</p> <p><b>Chronology</b> – in time order.</p> <p><b>Change and continuity</b> – Are things changing or are they staying the same? Can you see patterns in these changes? What causes the changes?</p> | <p><b>Inference</b> – what does the source/text tell you?</p> <p><b>Provenance</b> – It means where the source is from, who made it and when they made it.</p> <p><b>Purpose</b> – Why has this source been produced?</p> <p><b>Tone</b> – Is the source emotional? Is it biased? Is it factual?</p> | <p><b>Define</b> – give the precise meaning of a word/term.</p> <p><b>Explain</b> – to give reasons for why something is the way it is.</p> <p><b>Debate</b> – present different perspectives.</p> <p><b>Make a judgement</b> – make a decision based on evidence.</p> |

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| <p><b>Cause and consequence</b> – What are the causes of the event? Are they long term causes or short term causes?</p> <p><b>Empathy</b> – To understand the feelings of other people.</p> | <p><b>Contextual knowledge</b> – This means the knowledge you already have. What do you already know?</p> | <p><b>Compare</b> – identify similarities.</p> <p><b>Analyse</b> – examine something in detail to explain it and come to conclusions.</p> <p><b>Evaluate</b> – to judge the importance or quality of something.</p> |
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