

Stoke Row Church of England Primary

Curriculum Statement for History



'Shine Like Stars'

School

Early Learning Goals – Understanding the World

The main Early Years Outcomes covered are:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Key Stage 1 National Curriculum Expectations

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Intent

Stoke Row CE School History Curriculum intends to offer a coherently planned sequence of lessons to ensure progression of skills and concepts required in the National Curriculum. We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning and their **Bright Futures**. These key historical skills and concepts are revisited throughout different units over their time in Primary School.

The coverage of recent history in KS1 such as 'Toys' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. For KS1, the curriculum can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.

The intent in lower KS2 is that children can work in chronological order from ancient history and then progress onto more modern history.

Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history through to more modern history. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected.

Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, the lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. Twinkl suggests a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson with the PlanIt Twinkl lesson plans. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. Depth of understanding and 'sticky' knowledge is assessed through KWL grids before and after history units.

Impact

The impact of using the full range of Twinkl lesson plans and resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners.

Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in their **Bright Future**. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

Historical Enquiry			
	Key stage 1	Lower Key stage 2	Upper Key stage 2
Historical Interpretations	KS1 History National Curriculum Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: - start to compare two versions of past events. - start to understand that there can be different versions of the same event from the past. - 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, such as photographic and written, that can be used to help represent the past.	KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources. Children can: - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. - know that people in the past represent events or ideas in a way that may be to persuade others.	KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources. Children can: - find and analyse a wide range of evidence about the past. - 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. - start to understand the difference between primary and secondary evidence and start to question its reliability. - show an awareness of the concept of propaganda. - continue to develop their understanding of how historians and others investigate the past. - look at two versions of the same event or story in history and identify differences;

Historical Investigations	KS1 History National Curriculum Pupils should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: - 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. - use evidence to explain the key features of events - sort some objects/artefacts into new and old and then and now.	KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research.	KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - 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, photographs, artefacts, historic statues, figures, sculptures, historic sites. - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - gather more detail from sources such as maps to build up a clearer picture of the past; - investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	KS1 History National Curriculum Pupils should develop 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. Children can: - sequence artefacts and events that are close together in time. - order dates from earliest to latest on simple timelines. See Class Display Timeline – Added to as we go. Display travels up through school with each class - sequence pictures from different periods. - describe memories and changes that have	KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: - 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). Common theme throughout history work.	KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: - 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 how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

	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 and after) to show the passing of time.		
Knowledge and understanding of Events and People in the Past	KS1 History National Curriculum Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: - 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.	KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can: - 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; - describe connections and contrasts between aspects of history, people, events and artefacts studied.	KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can: - 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 connections, contrasts and trends over time; - explain how people and events in the past have influenced life today; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	KS1 History National Curriculum Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Children can: - talk, write and draw about things from the past. - use historical vocabulary to retell simple stories about the past.	KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period.	KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: - present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period.
Substantive Concepts and Historical Vocabulary	KS1 History National Curriculum	KS2 History National Curriculum	KS2 History National Curriculum

	Pupils should use a wide vocabulary of everyday historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Children can: - start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society. - talk and write about things from the past using some historical vocabulary.	Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Children can: - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. Common theme across all topics	Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Children can: - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
Substantive Concepts			
	Key stage 1	Lower Key stage 2	Upper Key Stage 2
Vocabulary	building the church city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king society	civilisation colonisation conquest culture decolonisation economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge	civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration

	technology trade transport travel war: battle, conflict	leisure migration occupation (of territory) power settlement tribe	occupation (of territory) power settlement trade tribe democracy golden age propaganda treaty
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Disciplinary Concepts

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Continuity and Change	KS1 History National Curriculum Pupils should understand historical concepts, such as continuity and change. Children can: - begin to identify old and new things across periods of time through pictures, photographs and objects. - begin to understand that some things change and some things stay nearly the same.	KS2 History National Curriculum Pupils should understand historical concepts, such as continuity and change. Children can: - identify key things that stayed the same between periods; - identify key things that changed between periods; - start to explain the impact of some changes that have happened throughout different periods of time; - identify that there are reasons for continuities and changes across periods of time and explain some of these; - start to understand that there are times in history when change happens suddenly.	KS2 History National Curriculum Understand historical concepts, such as continuity and change. Children can: - identify why some changes between different periods of time have had more significant consequences than others; - explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; - identify key things that changed between periods; - start to categorise some types of changes into political, economic social and technological; - understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history; - understand and describe in some detail the main changes to an aspect of a period in history.

Cause and Consequence	KS1 History National Curriculum Pupils should understand historical concepts, such as cause and consequence. Children can: - understand that a cause makes something happen and that historical events have causes. - explain that historical events are caused by things that occurred before them. - understand that a consequence is something that happens as a result of something else.	KS2 History National Curriculum Pupils should understand historical concepts, such as cause and consequence. Children can: - understand that a cause is something directly linked to an event and not just something that happened before it; - start to understand that there are short and long-term causes of events; - comment on the importance of the different causes for some key events; - explain a series of directly related events that happened in the lead up to a historical event; - begin to understand that historical events create changes that have consequences; - understand that a consequence is something that happens as a direct result of something else; - understand that historical events have consequences that sometimes last long after the event is over.	KS2 History National Curriculum Understand historical concepts, such as cause and consequence. Children can: - examine in more detail the short and long-term causes of an event being studied; - understand that some causes may be more significant than others and that some causes are less significant; - begin to understand that historians may not agree on the main causes of an event; - understand that one event can have multiple consequences that impact on many countries and civilisations; - understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; - address and devise historical questions about cause and consequence.
Similarities and Differences	KS1 History National Curriculum Pupils should understand historical concepts, such as similarity and difference. Pupils should identify similarities and differences between ways of life in different periods. Children can: - start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - identify that some things within living memory are similar and some things are different;	KS2 History National Curriculum Pupils should understand historical concepts, such as similarity and difference. Children can: - identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; - identify and give some examples of how life was similar in the past.	KS2 History National Curriculum Understand historical concepts, such as similarity and difference. Children can: - explain and give varied examples of how life was similar and different in the past; - explain and give examples to show that things may have been different from place to place at the same time; - start to give reasons for these similarities and differences.

	- recognise some similarities and differences between the past and the present.		
Historical Significance	KS1 History National Curriculum Pupils should understand historical concepts, such as historical significance. Children can: - explain reasons why someone might be significant. - talk about why a person was important - talk about why the event was important and what happened.	KS2 History National Curriculum Pupils should understand historical concepts such as historical significance. Children can: - begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; - understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; - identify historically significant people and events from a period of history and give some detail about what they did or what happened.	KS2 History National Curriculum Pupils should understand historical concepts, such as historical significance. Children can: - explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant; - understand that what we consider to be significant can change throughout different periods; - start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; - identify a range of historically significant people and events from different periods of history and explain why they were significant. - identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

