



## History Curriculum Intent Progression of Skills and Knowledge

### Curriculum Vision for History

When learning about history, we aim to encourage children to use their enquiry skills to ask and answer their own questions about the past. We want them to form opinions and gain knowledge by looking at the evidence and to develop an understanding and respect for people's actions in the past. We would like them to understand that we can learn from the past and that it is important to remember the lives of others. We want children to use their historical skills and enquiry to learn more and remember more.

### Spirituality Statement for History

Only take care and keep your soul diligently, lest you forget the things that your eyes have seen, and lest they depart from your heart all the days of your life. Make them known to your children and your children's children. Deuteronomy 4:9

#### Cultural Capital

*(Experiences that every child should have)*

Have workshops in school to experience the past, handle artefacts and to dress up  
Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them.  
Visit the Museum of London to learn more about the Great Fire of London  
Visit London and key places to understand more about the Great Fire of London

#### Cross-curricular links

Maths – Understanding how to read and sequence dates.  
Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work  
D&T - constructing models and replicas of buildings, vehicles or armour from the past.  
Science - the lives and impact of famous scientists.  
English - reading for research, particularly original documents & writing to present and share findings.

**The composite objective in History in the Early Years Foundation Stage are taken from the Early Learning Goals in the statutory framework for Early Education 2021:**

**Components which create the stepping stones towards the composite objectives**

**(Development Matters):**

ELG: Past and Present Children at the expected level of development will:

- 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.

**The composite objectives taken from the National Curriculum:**

These composite objectives are taught through our units of work. Components that together teach the composite objectives have been colour coded to show coverage.

**Chronology**

- Know about and understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Know about 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.
- Significant historical events, people and places in their own locality.
- Know where the people and events they study fit within a chronological framework.

**Characteristic features in a period**

- Develop an awareness of the past.
- Identify similarities and differences between ways of life in different periods.

**Cause and Consequence**

- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**Interpretations**

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

**Enquiry**

- Understand some of the ways in which we find out about the past.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**Organisation and Communication**

- Use common words and phrases relating to the passing of time.

- Use a wide vocabulary of everyday historical terms.

	Year 1	Year 2
Chronology	<u>Toys through Time</u> <ul style="list-style-type: none"> <li>• Develop an understanding of time within a familiar family setting.</li> <li>• Pupils are able to describe changes across two generations.</li> <li>•</li> </ul>	<u>Scott of the Antarctic</u> <ul style="list-style-type: none"> <li>• Grasp nature of journey and correctly sequence between 4 and 6 stages</li> <li>• Use evidence to establish events and can discuss the setbacks he faced.</li> </ul>
	<u>The Titanic</u> <ul style="list-style-type: none"> <li>• Make simple deductions about contrasting lifestyles of 1st and 3rd class in particular onboard the Titanic</li> <li>• Describe typical ways in which different passengers passed their time</li> </ul>	<u>The Great Fire of London</u> <ul style="list-style-type: none"> <li>• Sequence at least 5 main events in chronological order.</li> </ul>
	<u>Grace Darling</u> <ul style="list-style-type: none"> <li>• Retell main episodes in story using words describing sequence and passing of time.</li> <li>• Know the job her father to do and why her actions are considered heroic.</li> </ul>	<u>Local history</u> <ul style="list-style-type: none"> <li>• Create a timeline of pictures of the local area</li> <li>• Understand why Knight's Templar is named so</li> </ul>
Vocabulary	past, present, future, day, week, year, old, new, then, long ago, memory, similar, different, change, timeline	past, present, future, day, week, year, old, new, then, long ago, memory, similar, different, change, timeline, change over time, sequence
Characteristic features in a period	<u>Toys through Time</u> <ul style="list-style-type: none"> <li>• Start to distinguish between old and new.</li> <li>• Children are able to give reasons why an obviously old toy is old.</li> <li>• Identify past and present and match relevant toys to the right person.</li> <li>• Pupils can confidently identify old toys.</li> <li>• Describe typical ways in which different passengers passed their time on the Titanic.</li> </ul>	<u>Scott of the Antarctic</u> <ul style="list-style-type: none"> <li>• Grasp the key features of Antarctica and appreciate why exploration of that place would be dangerous.</li> <li>• Understand a little of Scott's background, early career, personality and times in which he lived.</li> <li>• Explain relevant advantages and disadvantages to exploring today.</li> </ul>
	<u>The Titanic</u> <ul style="list-style-type: none"> <li>• Describe typical ways in which different passengers passed their time</li> </ul>	<u>The Great Fire of London</u> <ul style="list-style-type: none"> <li>• Be able to empathise with the plight of 70-80,000 homeless and can appreciate the differences between aid available then compared with national disasters today.</li> </ul>

		<ul style="list-style-type: none"> <li>Consolidate their understanding of the causes of the Great Fire by attempting to re-design London to make sure a fire of that size never takes hold again</li> </ul>
	<u>Grace Darling</u> <ul style="list-style-type: none"> <li>Describe two ways in which sea rescue improved</li> <li>Match then and now statements about sea rescue</li> </ul>	<u>Local history</u> <ul style="list-style-type: none"> <li>Be able to describe the difference between Baldock then and now</li> <li>Describe how Baldock has changed throughout the years</li> <li>Compare the local area in several different time periods</li> </ul>
Vocabulary	old, new, past present, change, similar, different, memory, long ago	old, new, past present, change, similar, different, memory, long ago
Cause and Consequence	<u>Toys through Time</u>	<u>Scott of the Antarctic</u> <ul style="list-style-type: none"> <li>Be able to give 2 or 3 valid reasons for his actions.</li> <li>Begin to prioritise reasons.</li> <li>Empathise with Scott, suggest and then select appropriate adjectives from a given list.</li> <li>Use their existing knowledge to advance possible ideas, can offer at least 2 valid reasons.</li> <li>Explain in terms of what Scott did differently to Amundsen, categorising reasons cards.</li> </ul>
	<u>The Titanic</u> <ul style="list-style-type: none"> <li>Speculate as to possible reasons why more people weren't saved from the Titanic</li> <li>Be able to give four valid consequences of the disaster in terms of lessons learned</li> <li>Evaluate a range of possible options and give reasons for their choices</li> </ul>	<u>The Great Fire of London</u> <ul style="list-style-type: none"> <li>Identify at least 4 reasons that the Great Fire burned down so many buildings.</li> <li>Explain which were the exceptional factors that made it such a devastating fire.</li> <li>Understand the importance of using brick, wider streets, leaving space etc when redesigning London</li> </ul>
	<u>Grace Darling</u> <ul style="list-style-type: none"> <li>Know the job her father to do and why her actions are considered heroic.</li> <li>Give at least 2 valid reasons why Grace acted as she did.</li> <li>Provide adjectives to describe her character.</li> <li>Give valid reasons why Grace was feted at the time, 50 years later and still remembered today.</li> </ul>	<u>Local history</u> <ul style="list-style-type: none"> <li>Give reasons for why the local has changed to present day</li> <li>Give reasons for why there are particular street/building names</li> </ul>

Vocabulary	cause, consequence, reason, significant,	cause, consequence, reason, significant, exceptional, order, importance,
Interpretation		<p><u>Scott of the Antarctic</u></p> <ul style="list-style-type: none"> <li>• Show awareness of how Scott was viewed in 1912 and contrast that with his image 100 years later.</li> <li>• Offer appropriate ideas as to how he should be remembered and grasp what is really significant about Scott.</li> <li>• Pupils are able to identify difference ways in which Scott has been remembered</li> <li>• See that there are opposing views of Scott today.</li> </ul>
	<p><u>The Titanic</u></p> <ul style="list-style-type: none"> <li>• Compare and contrast a range of representations and spot similarities and differences.</li> <li>• Use prior knowledge to make judgments about which representations are most likely to be accurate.</li> <li>• Understand that when dealing with the past, when the evidence is fragmentary, people are bound to draw different conclusions.</li> <li>• Begin to understand the idea of artistic difference.</li> <li>• Learn to evaluate a range of reasons exercising judgement about the plausibility.</li> </ul>	
	<p><u>Grace Darling</u></p> <ul style="list-style-type: none"> <li>• Spot similarities and differences in pictorial versions of rescue</li> <li>• Offer simple reasons why not all pictures are the same</li> <li>• Understand that we have newspaper accounts and museum objects, but not film or oral testimony</li> <li>• Understand the idea of a museum having relevant objects</li> <li>• Understand the reasons why Grace should be remembered and can offer valid ways of recognising her achievement, with opportunity to be creative</li> </ul>	<p><u>Local history</u></p> <ul style="list-style-type: none"> <li>• Speak to local people and ask them about change within living memory.</li> <li>• Understand why people's recollections about change within living memory are different.</li> <li>•</li> </ul>
Vocabulary	source, evidence, artefact, photography, account, importance, differences, accurate	source, evidence, artefact, photography, account, importance, differences, accurate. plausibility, opposing views, significance relevance

Enquiry	<u>Toys through Time</u> <ul style="list-style-type: none"> <li>• Start to generate their own questions starting 'Is it...' using adjectives as well as nouns.</li> <li>• Children are able to think of 3 different types of evidence.</li> <li>• Children are able to carry out a simple survey.</li> </ul>	<u>Scott of the Antarctic</u> <ul style="list-style-type: none"> <li>• Make informed guesses and inferences using clues from a photograph.</li> <li>• Explore internal clues within a photograph and use knowledge of the context of the time in which the photo was taken to explain reasons for emotions shown.</li> <li>• Offer valid explanations for their choice of adjectives.</li> <li>• Select sources which provide evidence for historical statements.</li> </ul>
	<u>The Titanic</u> <ul style="list-style-type: none"> <li>• Deduce from clues what was so special about the Titanic</li> <li>• Make simple deductions about contrasting life styles of 1<sup>st</sup> and 3<sup>rd</sup> class in particular</li> <li>• Make simple deductions from visual clues</li> </ul>	<u>The Great Fire of London</u> <ul style="list-style-type: none"> <li>• Raise valid questions relevant to the enquiry.</li> <li>• Extract information from sources.</li> <li>• Combine information.</li> </ul>
	<u>Grace Darling</u> <ul style="list-style-type: none"> <li>• Use pictorial clues to make inferences as to what Grace might have done.</li> </ul>	<u>Local history</u> <ul style="list-style-type: none"> <li>• Carry out a survey to find out about the recent past.</li> <li>• Ask people questions about change within their living memory about the local area and school.</li> <li>• Use pictures to make informed inferences about how the local area and school has changed.</li> </ul>
Vocabulary	questions, why, what, when, where, how, evidence, source	questions, why, what, when, where, how, evidence, source, survey, relevance, informed, inference
Organisation and Communication	<u>Toys through Time</u> <ul style="list-style-type: none"> <li>• Develop an understanding of the terms same and different and begin to use them.</li> <li>• They can use language such as 'They use to be like', 'When my Nan was a girl'.</li> <li>• They can confidently communicate their understanding of old toys and who would have played with them.</li> </ul>	
		<u>The Great Fire of London</u> <ul style="list-style-type: none"> <li>• Learn how to make deductions from maps</li> </ul>

		<ul style="list-style-type: none"> <li>Describe change over time using temporal connectives such as next, the day after, a few days later etc.</li> </ul>
	<u>Grace Darling</u> <ul style="list-style-type: none"> <li>Build up vocabulary e.g rescue, wreck, storm, steady, survivor, lighthouse, row.</li> </ul>	
Vocabulary	timeline, date, decade, Titanic, captain, iceberg, source, photograph, account, Grace Darling, lighthouse, storm, wreck, survivor,	Great Fire of London, bakery, Samuel Pepys, Antarctic, Robert Falcon Scott. expedition. source, photograph, primary source, secondary source, account, artefact,

### History Curriculum Implementation

What resources do we use to support the implementation of the History curriculum and why? (Must refer to research evidence and context of our school)

- We use Keystage History which was designed by Neil Thompson because it provides a history curriculum that is well-sequenced and engaging in terms of topics. Each lesson has a clear focus, usually relating to the development of one or more key skills and concepts. Using curriculum models and long-term planning from Keystage History, we have chosen topics that are relevant engaging, and allow for history skills and enquiry to be integrated well into the curriculum. Keystage History provides medium-term planning which has been rated Outstanding by OSTED to teach History in an enquiry-led way with each lesson based on an enquiry question. We have used this to inform and adapt our own planning to ensure our progression of skills are well covered. This meets the needs of our pupils because are learning about topics that really interest and engage them. The enquiry led approach meets the needs of pupils to be able to encourage independence and curiosity. We have adapted the enquiry led element to address school wide gaps in this area.

How do we implement the History curriculum?

- Through clearly presented key concepts.
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding.
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.

- We use Robin Launder's, 'Making Learning Stick' strategies to help pupils embed key concepts in their long-term memory. We have a 10 minute History fluency session at the start of every History lesson to enable pupils to remember prior learning through interweaving and retrieval practise. Other strategies are used at different points within the lesson.
- New knowledge and skills are built on what has already been taught so that pupils can 'know more and remember more.'
- The History curriculum is taught remotely for pupils who are not able to attend school.
- Through effective questioning approaches and the use of 'Bloom's Taxonomy' to deliver higher order questioning to aid learners' understanding and progress
- A word aware approach to vocabulary acquisition.
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence and deepen understanding.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory, including kinaesthetic and active approaches to engage.

How do we assess the History curriculum?

- Assessment in History takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- History is assessed through teacher marking in line with the marking policy.
- Self – assessment, self-assessment with a peer, and group assessment take place to evaluate learning against the learning intention and/or against success criteria.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.

Summative assessment takes place at the end of every term.