



# Be a Historian!

## History Curriculum– Intent, Implementation and Impact

Our intention in History is to encourage and assist all children to develop a critical understanding of time and an awareness of change. Children begin to understand that what happens and has happened in the world has an impact on their own lives. Pupils are encouraged to ask perceptive questions about the past, to think critically and to consider evidence from a range of sources. Through this our pupils gain a sense of their own identity within a social, political, cultural and economic background.

Our History Curriculum is skills based, and is carefully planned to ensure progression of both skills and knowledge across the school. Where possible History skills are linked to an overarching topic, but any topic links are purposeful and engaging. Some skills are taught more discretely, to ensure a full coverage of the National Curriculum objectives. The long term plan is reviewed annually to ensure we are reflecting the needs and cultural capital of the pupils. The sequence of learning across the school moves from History within the child's living memory to recent historical events, and then gradually beyond living memory. Local links are made to build on children's prior knowledge and to establish foundations for future learning.

Our Golden Thread is "How people lived", to give pupils an anchor point for all of their learning and to gain an understanding of important figures from the past, and also the impact of historical change on society.

A range of sources are used to develop pupils understanding and knowledge. The use of photographs, artefacts, written materials, ICT based materials, data and TV/film extracts supports and enhance the learning for our pupils. Fieldwork and visits are a purposeful and integral part of the curriculum, and enable the children to embed their History and Geography learning within the context of their own lives and their own localities. Through this children can contextualise their historical learning, and can anchor their knowledge to real life experiences. An example is the Year 2 trip to Warwick Castle which enables them to place their abstract historical learning into a concrete context.

Pupils work in a variety of contexts - individually, in groups and as a class. They present their knowledge and understanding in a variety of ways (for example, through drama, debate and various writing styles).

### **Oracy**

Oracy is a key focus within the History curriculum, to develop Literacy skills across the curriculum and to establish pupils as eloquent and reflective historians. Key words are highlighted for all of the key areas and each year group, to ensure progressive and aspirational subject specific vocabulary.

## Chronological Understanding - skills and knowledge

EYFS	Year 1	Year 2
<p><b>3 &amp; 4 year olds</b> Begin to make sense of their own life-story and family's history.</p> <p><b>Reception</b> Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past</p> <p><b>ELG</b> Talk about the lives of the people around them and their roles in society</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></p> <p>I know that the grown-ups in my family are older than me I know whether my siblings are older or younger than me I understand that people are born and people die I know that things were different a long time ago (eg black and white photos)</p>	<p><b>I recognise the difference between past and present</b></p> <p><b>I can place events in order on a time line</b></p> <p><b>I can sort objects into 'then' and 'now'</b></p> <p><b>I can sequence events and recount changes within living memory</b></p> <p><b>I can listen to and retell stories about events/ people in the past</b></p> <p>I know how to say a year (eg 1452 is said as 14-52, not 1452)</p> <p>I know that the past means something that has already happened</p> <p>I know that the present means something that is happening now</p>	<p><b>I recognise that my life is different from the lives of people in the past, and can give examples</b></p> <p><b>I can talk about some differences between people/places in the past and in the present</b></p> <p><b>I can put events or artefacts in chronological order, and give reasons for my answers.</b></p> <p>I know that smaller numbers in a year mean it was longer ago</p> <p>I know that people in the past lived in a different way (clothes, houses, food, transport, technology)</p> <p>I know that an artefact is an object from the past</p>
<p><b>Older, younger, a long time ago, born, died, different</b></p>	<p><b>past, present, then, now, events, years, timeline, artefacts</b></p>	<p><b>chronological, compare</b></p>

## Historical knowledge and interpretations - skills and knowledge

EYFS	Year 1	Year 2
<p><b>Reception</b> Compare and contrast characters from stories, including figures from the past</p> <p><b>ELG</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I know that the person I am reading about is from the past <i>(can be a fictional character or a real person)</i></p> <p>I know that some stories are from a long time ago <i>(eg traditional tales)</i></p> <p>I know that some people <i>(fictional or real)</i> are well known by other people</p>	<p>I can recall some facts about one or more key events in history</p> <p>I can describe the actions of people in the past and can consider how they have affected life in the present</p> <p><i>NB This should include <u>local</u> history/ historical figures</i></p> <p>I can relate my own account of an event and understand that others may give a different account</p> <p>I know that local means near where I live</p> <p>I know why a particular local person affected local history (eg. King Richard III)</p> <p>I know why a particular event affected history (eg the moon landing)</p>	<p>I recognise that there are reasons why people in the past acted as they did, and what happened as a result (impact)</p> <p>I can describe events beyond living memory that are significant globally or nationally</p> <p>I can describe significant historical events, people and places locally</p> <p>I know that national means in this country</p> <p>I know that international/global means in different countries</p> <p>I know why a particular person/ event affected global history (eg Amelia Earhart)</p>
<b>stories, real, fiction, non fiction, well known (famous)</b>	<b>local, events</b>	<b>global, national, significant</b>

## Historical Enquiry - skills and knowledge

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>3 &amp; 4 year olds</b> Talk about what they see, using a wide vocabulary.</p> <p>Reception Comment on images of familiar situations in the past <i>(see below for suggested vocabulary).</i></p> <p>ELG <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p> <p>I can use what/why/when/who/why to help me ask questions about what I see</p>	<p>I use artefacts, pictures, stories, the Internet and databases to investigate the past.</p> <p>I can use sources to answer simple questions</p> <p>I can talk about and sort objects from ‘then’ and ‘now’, and describe similarities and differences</p> <p>I know that a source is a way of finding out information</p> <p>I can suggest a way of finding out information</p>	<p>I can identify some of the different ways in which the past has been represented.</p> <p>I can begin to think about how reliable the sources are.</p> <p>I can observe or handle a range of evidence to ask questions and find answers to questions about the past.</p> <p>I know that the internet is not always a reliable source of information</p> <p>I know different ways that I can find information about the past</p> <p>I know how to pick out important information that I find from sources and artefacts</p> <p>I can suggest sensible questions to ask to get the information that I want</p>
<p><b>photo, who, what, when, where, why, same, different, old, a long time ago, before, after</b></p>	<p><b>artefacts, sources, similar</b></p>	<p><b>reliable, unreliable</b></p>

## Organisation and Communication - skills and knowledge

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Reception</b> Use new vocabulary throughout the day</p> <p><b>Ask questions to find out more and to check they understand what has been said to them</b></p> <p><b>ELG</b> <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b> <b>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.</b></p> <p>I know how to use what/why/when/who/why to help me ask questions about what I see</p> <p>I know that there are reasons why things happen</p>	<p><b>I can talk, draw and write about the past</b></p> <p>I know that I can use a timeline to show when things happen</p> <p>I know how to use 'time' vocabulary appropriately (see below for examples)</p>	<p><b>I can record what we have learned by drawing or writing.</b></p> <p><b>I can speak about how I have found out about the past</b></p> <p>I know what sources can help me write/ draw the information that I have found out (eg a factfile about a significant historical figure)</p> <p>I know that it is important to record important information so that we can go back to it</p> <p>I know that there are different ways to present my findings about the past</p>
<p><b>what/when/why/where/who</b></p>	<p><b>timeline, first, after, before, earlier, later</b></p>	<p><b>record, factfile</b></p>