History

St Vigor and St John Primary School

Intent:

Our curriculum intent for History reflects the purpose and aims of the National Curriculum by helping our pupils to acquire knowledge and understanding of the past whilst developing their innate sense of curiosity. It connects them with the past. Pupils are inspired to explore History and make judgements for themselves. The curriculum breadth is adapted to the context of our school to celebrate its unique locality and develop pupils understanding of fundamental British values. It engages in the spiritual, moral and social development of real people and real places.

Lessons are sequenced in long- and medium-term plans to help pupils build cumulative knowledge and understanding of British, local and world history. The subject offers children a sense of chronology and through this children develop a sense of identity and cultural understanding based on their historical heritage. The curriculum enhances pupils' curiosity to know more about the past through an adventurous, investigatory approach. Children will ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement - enabling them to learn facts and acquire skills whilst at the same time deepening their own ethical thinking.

The curriculum design helps pupils to read widely. They will use a range of research sources and develop a broad subject-specific vocabulary which is embedded at each year.

Implementation:

Teachers are committed to providing exciting lessons. Creative ideas are used to develop individual learning styles. There are clear plans to ensure coverage and progression of knowledge and skills through a sequence of lessons. These plans show stimulating opportunities to engage all pupils. Historical enquiry with thought - provoking questioning is at the heart of each lesson. Historical interpretation is explored in depth.
Children are connected to this curriculum by finding out about real people who lived and real events which happened. The school's curriculum is localised and relevant to the pupils.
Units are built on prior learning, revisiting to ensure transfer to long-term memory and clear sequencing of ideas. There are opportunities for revision of facts and historical understanding. There is a strong balance between knowledge and skills.
All pupils are encouraged in their learning with resources adapted and greater support given where necessary.
In EYFS History is taught as an integral part of the learning through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their family members. They build on previous learning and talk about significant events in their own experiences. They are encouraged to take their curiosity into child - led exploration. History makes a significant contribution to developing a child's understanding of the world, discovering the meaning of new and

old in relation to their own lives.

To allow children to continue to develop as enquiring historians, teaching and learning (including subject-specific vocabulary) is sequential and progressive across KS1 and KS2 to ensure consistency from year to year.

Alongside regular History lessons in KS1 and KS2, additional historical opportunities are provided to create a unique culture of history throughout the whole school. Visits are an integral part of the school's adventurous approach to learning. Visitors and History focus days give crucial experiences to develop a love of History through practical exploration.

Impact:

As a school we continue to raise the profile of History. All learners use the correct historical technical vocabulary in their discussions and in their recording. There is an ethos of wider learning through links across subjects and through home learning. We nurture a school of passionate historians who are connected to their learning and able to express their opinions ethically.

Our Curriculum:

History

St Vigor and St John Primary School

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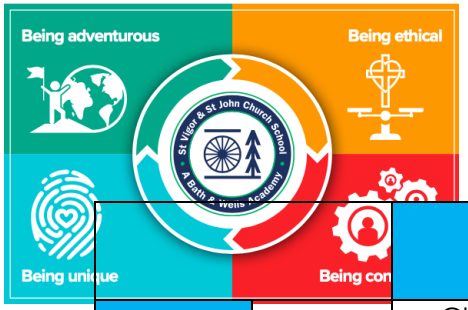
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History

		History			
KS1	Year 1	Changes within living memory	The lives of significant individuals	Events beyond living memory	Significant historical events, people and places in own locality *(Castles)*
	Year 2	Changes within living memory	The lives of significant individuals	Events beyond living memory	Significant historical events, people and places in own locality *(Chilcompton Railway)*
LKS2	Year 3	Changes in Britain Stone age-Iron age	Achievements of the earliest civilisations *(Ancient Egypt)*		Local history *(Stonehenge/ Avesbury)*
	Year 4	The Roman Empire and its impact on Britain	Ancient Greece		Local history *(Roman baths)*
UKS2	Year 5	Viking and Anglo Saxons	An aspect of British history beyond 1066	A non-European society in contrast with Britain.	Local history *(Local mining)*
	Year 6	An aspect of British history beyond 1066.	An aspect of British history beyond 1066.	A non-European society in contrast with Britain.	Local history *(Bristol post war immigration)*

History

		Before after next then a long time ago		
EYFS		• To talk about past and present events in their own lives and in the lives of family members. •	• To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.	• Children talk about past and present events in their own lives and in the lives of family members. • Children know about similarities and differences between themselves and others, and among families, communities and traditions.
Past present future Century, chronological, living memory, remember, memories, opinion, fact, source, interpret, enquire, research, evidence, recent, evidence, experts, life time				
		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.	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.	Significant historical events, people and places in their own locality
KS1	Year 1	• Children explore their own personal history. • Children compare old and new toys looking at their differences and similarities.	• Explore a significant historic events of national importance (E.g. Queen Elizabeth's coronation / Harry and Megan's wedding.)	• Explore the significant impact of individuals by exploring the life of Queen Elizabeth through non-fiction, photographs and stories.	• Explore castles and their history. Discuss castles seen in fiction and gain knowledge of the significance of castles and the monarchy in Britain's past.
	Year 2	• Children explore the personal history of their family. • Children use family trees and time lines to order the history of their own families.	• Explore a significant historic event of international importance. (E.g. The first plane flight, the moon landing, the titanic.)	• Explore the significant impact of engineers and inventors on the achievements and progress of transport (E.g. The Wright brothers, George Stephenson , Brunel)	• Explore the local history of the Chilcompton and South west railway through non-fiction, photographs and maps.



History

Era/ period BCE ACE BC CE AD archeology pre-history biased impact consequence continuity						
		Chronological understanding of British history	Achievements of the earliest civilisations	Non- European history	Local history	British history beyond 1066
LKS2	Year 3	• Changes in Britain form the Stone Age to the Iron Age	• Exploration of the early civilisation of Ancient Egypt.		• Explore local history from the Stone age to the Iron age. • (E.g. Avesbury/ Stonehenge)	
	Year 4	• The Roman empire and its impact on Britain. • Britain's settlement's by Anglo-Saxons and Scots	• Ancient Greece – A study of Greek life and achievements and their influence on the western world.		• The impact of the Roman empire on the local area (E.g. The roman baths)	
		Primary source secondary source reliable extent of change eye-witness monarchy legacy ambiguous omits decade				
	Year 5	• The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor		• Explore a Non-European society that provides contrast to British history. (E.g, Benin, Mayan, Early Islamic.)	• Mining during the Victorian period and local mines.	• The Victorians and the impact of the Industrial revolution on both migration and immigration.
	Year 6			• Explore a Non-European society that provides contrast to British history. (E.g, Benin, Mayan, Early Islamic.)	• Bristol Migration	• World war 2 • Post war immigration and migration into Britain.

History

			Understanding the world	People cultures and communities
Understanding the World	EYFS	22 - 36 months	• To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relations to friends or family.	• Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural backgrounds. (e.g. making and drinking tea.) • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to and distinguish them from others.
		30 - 50 months	• To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relations to friends or family.	• Show interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family and friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.
		40 – 60	• To look closely at similarities	• Enjoys joining in with family customs and routines.
		Early Learning	• To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.	• Children talk about past and present events in their own lives and in the lives of family members. • Children know about similarities and differences between themselves and others, and among families, communities and traditions.

History

Chronological understanding of British History	KS1	Year 1	Chronological understanding of British History
			To look at old and new toys to explore objects in chronological order. To sequence events and recount changes within living memory.
		Year 2	Sequence events/ artefacts or pictures in order to chronologically order the invention of the Victorian railway To be able to place significant individuals (Queen Victoria/ George Stephenson) into a timeline. To be able to identify similarities and differences between the present day and the Victorian period.
			.
	KS2	Year 3	To be able to chronologically place British history from the Stone age to the Iron age on a timeline. To be able to sequence key years and events on a timeline. To be able to sequence events and artefacts
		Year 4	To be able to chronologically place the Roman empire on a timeline. To be able to use terms related to the Roman Empire and to date events. To be able to use more complex terms to order and sequence Britain's history on a timeline. (AD/BC)
		Year 5	To be able to make comparisons between different times in history. To be able to use relevant terms and period labels. To be able to relate current study to previous study To be able to place current study on a timeline in relation to previous study. Make comparisons between different times in history
		Year 6	Place current study on a timeline in relation to other studies. Use relevant dates and terms Sequence up to ten events on a timeline.

History

Range and depth of historical knowledge	KS1	Year 1	Historic knowledge of the wider world
			Describe similarities and differences of different objects (Toys) Use drama to act out key events
		Year 2	Find out about people and events Use collections of artefacts and describe their similarities and differences. Use drama to develop empathy and understanding of historic events
	KS2	Year 3	Explore the everyday lives of people in a specific time studied and make comparisons with our lives today. Identify cause and consequence when exploring specific actions and their results. Understand the actions and reasonings of individuals within historical contexts.
		Year 4	Use evidence to reconstruct life in a time studied. Offer a reasonable explanation for some events within the context of a time studied.
		Year 5	Study the experiences of different groups of people during a time studied in the context of a non-European society. Compare and contrast periods studied with another ancient civilisation.
		Year 6	Explore the beliefs, behaviours and characteristics of people recognising that not everyone has the same views or feelings. Understand key ideas, dates and events of time studied. Compare and contrast periods studied with another ancient civilisation already studied.
			Stiffen, strengthen, reinforce, stability, shape, permanent, temporary, stability.

History

Historically grounded vocabulary and interpretations	KS1	Year 1	Historically grounded vocabulary
			Begin to identify different ways to represent the past. (Photo's and stories)
		Year 2	Compare pictures an photographs of people or events in the past with present day. To be able to identify different ways to represent the past (fact and fiction) Compare different versions of the past.
	KS2	Year 3	Identify and give reasons to explain the different ways the past is represented. Consider different sources and evaluate their usefulness.
		Year 4	Evaluate the uses of different sources considering the concept of validity. Understand how sources can contradict each other and begin to consider the reasons for this.
		Year 5	Compare accounts of events from different sources considering the concept of validity. (Considering fact and fiction) Offer some reasons for different versions of events considering the opinions and viewpoints of different individuals.
		Year 6	Evaluate sources in order to consider how conclusions were arrived at and begin to make your own conclusions about an event. Be aware of the impact evidence has on a conclusion. Evaluate different interpretations.
			Seam, seam allowance, wadding, reinforce, hem, template, fastenings, pins, needles,.

History

Develop understanding of historical concepts	KS1	Year 1	Develop understanding of historical concepts
			Find and answer simple questions about the past using a simple source of information. Sort objects using the terminology of 'then' and 'now' Ask and answer questions related to different sources or objects.
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		Year 2	Use different sources and objects to answer questions (why/what/where/when/how) Begin to use different resources in order to answer questions. (Fiction and non-fiction)
	KS2	Year 3	Use a range of sources to explore a specific time period and develop knowledge and understanding. Select and record information using a range of source materials. Begin to use the library and IT to research a specific time period.
		Year 4	Use sources and information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources in order to find out about aspects of the past within a specific time period. Choose relevant materials to present an image of a specific time period. Use the library and IT to research a specific time period.
		Year 5	Examine the cause ad results of great events and the impact on people's lives. Compare aspects of daily life within a specific time period and compare with another period. (Greek and Roman) Begin to identify primary and secondary sources. Confident use of IT and the library in order to research a specific time line.
		Year 6	Address and devise historical questions considering change, cause, similarity, difference and significance. Construct informed responces to questions using relevant historical information. Confidently identify primary and secondary sources. Bring knowledge gathered from a range of sources to create a fluid account of an event.

History

Methods of historical enquiry	KS1	Year 1	Methods of historical enquiry
			Use drama to communicate knowledge of a past event. Use simple ways to record your learning about the past.
		Year 2	Use drama to communicate your knowledge of a past event Use fiction or non fiction to convey understanding of a specific time period. Use historical terms to describe and identify positions and objects within a historical context.
	KS2	Year 3	Use and understand appropriate historical vocabulary. Present, communicate and organise ideas about the past using a variety of ways.
		Year 4	Use and understand appropriate historical vocabulary. Present, communicate and organise ideas about the past using a variety of ways including using different genres of writing. (fiction and non fictional recounts, letters, diaries and posters.)
		Year 5	Begin to use abstract terms to explore and explain a time period. Present, organise and communicate ideas about the past using detailed discussion, debates and different genres of writing (fiction and non fictional recounts, letters, travel guides, diaries and posters.) Provide an account of a historical event using the evidence provided in more than one source.
		Year 6	Know and use appropriate vocabulary to explain and discuss abstract terms within a historical context. Present, organise and communicate ideas of the past in order to have detailed discussions and debates. Use different genres of writing (fiction and non fictional recounts, letters, diaries, travel guides and posters.) Plan and present a self-directed project about a period studied.

Resources

Primary Historical Association www.history.org.uk schemes of work, resources
www.keystagehistory.co.uk bbc.co.uk>bitesize

local focus:

www.radstockmuseum.co.uk

swheritage.org.uk>somerset-rural-life-museum
swheritage.org.uk>museumofsomerset www.natgeokids.com - history facts

www.twinkl.co.uk