

History Curriculum Holy Trinity CE Primary Academy – 2013-14

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The curriculum for history aims to ensure that all pupils, following a skills based approach, will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
 - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills: In planning to ensure the progression

	Stonehenge Year 1	Whitehorse Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding (Know and place events within a chronological framework)	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Describe memories of key events in lives (Y2) Sequence photographs etc. from different periods of their life (Y2) 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods Place event studied within chronological framework 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD, century, decade. 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Develop awareness of world history
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives (grandparents) They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences and similarities between ways of life at different times 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> Identify different ways past is represented. Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Use different versions of events and offer reasons Note connections and contrasts between different sources 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry (Understand how to find out)	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, pictures 	<ul style="list-style-type: none"> Identify different ways to find out about the past. Use sources – observe or handle sources to answer questions about the past on the basis of simple observations. Ask and answer questions. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Ask a question and find the answer. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through:Discussion....Drawing pictures...Drama/role play..Making models.....Writing..Using ICT...			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		Select and organise information to produce structured work, making appropriate use of dates and terms. (level 5)

Content:

Key stage 1

Stonehenge: Children should be taught about:

- changes within living memory. (Own personal timeline) Where appropriate, these should be used to reveal aspects of change in national/family life.(old and new)
- significant historical events, people and places in their own locality.

Whitehorse: Children will be introduced to a timeline of British history, before focusing upon:

- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight, Gunpowder Plot 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 (e.g. 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 Edith Cavell)

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key stage 2

To ensure children have a thorough sweep of history, Key Stage 2 will contain a rolling programme that covers broad periods of history from which children and teachers can select topics that interest them and will enable them to incorporate historical anniversaries, trips and visitors.

Each topic will be introduced with an historical timeline from Neolithic to present day before focusing on the period of study.

History in KS2 follows a 4-year rolling programme with topics chosen from within a given period of history.

Neolithic– 1000AD This could include: Avebury, Silbury, Hill forts, Romans, Boudicca, Vikings, Celts

1000AD – 1485AD This could include: Normans, Battle of Hastings, Middle Ages, Black Death, Hundred years war, Magna Carta, Medieval cities, Agincourt, Peasants Revolt, Wars of the Roses.

1485AD – 1901AD This could include: Tudors, Stuarts, Civil War, Georgians, Victorians, Trafalgar, Slavery, Triangular Trade.

1901AD – Present This could include: World War I, World War II, Britain since 1948, Windrush

Links with other subjects (especially the core subjects and Computing):

Literacy links: Recounts, stories, journalistic writing.

ICT : Word processing, internet research, databases, spreadsheets.

Art: Artists of the period, paintings to interpret.

Numeracy: Data handling

Opportunities for real life projects, experiences, field trips, final products, links to local area/community/relevant topics or issues/

Create history museums.

Trips to local historical venues to inspire.(e.g. HMS Victory, Farleigh Hungerford Castle, Chepstow Castle, Bath, Salisbury, Bristol, Southampton, Titanic Tour, Victorian school, Avebury Manor, Local Neolithic sights, village walks)

Link to topics and anniversaries which appear in national media or television series. E.g 100 years after Titanic, Scott, Robin Hood etc