



# Harbertonford C of E Primary

## History Curriculum Plan Years EYFS-6



### Rationale/Intent

Our history teaching enables pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. The curriculum we teach makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. We believe that high-quality history lessons inspire children to want to know more about the past. We endeavour to allow the children to think and act as historians by: asking perceptive questions; thinking critically; developing perspective and judgement; weighing up evidence. Children are given the opportunity to link topics and make cross-curricular links within their history learning which in turn, enables them to embed and develop their learning further. Our history lessons help children to understand the complexity of people's lives, diversity of relationships and cultures and understanding why people and societies make certain choices. These all being things that help children to be accepting of change and other people – something that is becoming ever-essential in modern day society.

### Implementation

**A rich vocabulary: thinking and talking like an expert...**

#### KEY KS1 and KS2 historical terms

AD	Change	Democracy	Hunter-gatherer	Metal-working	Parliament	Sacrifice
Agriculture	Church	Discovery	Immigrant	Migration	Past	Secondary evidence
Ancient civilisations	Christianity	Diversity	International	Missionary	Peasant	Settler
Archaeology	Chronology	Emigrant	Interpretation	Monarchy	Pope	Significance
Aristocracy	Colony	Emperor	Invasion	Monastery	Prehistory	Slave
Artefact	Conquest	Empire	Invention	Museum	Present	Stone Age
BC	Continuity	Execution	Iron Age	Myths and legends	Primary evidence	Torture
Bronze Age	Court	Explorer	Islam	Nation	Rebellion	Traitor
Calendar	Crusades	Global	King/Queen	Nomad	Republic	Treason
Causation	Dark Ages	Gods / Goddesses	Local	Oral history	Revolt	Yesterday
Century	Decade	Heresy	Long ago			

The study of History is planned and differentiated to provide pupils with a range of activities and support appropriate to their abilities and needs. The challenge of the task is matched to the ability of the child in a variety of ways by:

- Open-ended tasks which allow for a variety of responses
- Grouping children with mixed ability
- Providing resources of differing complexity
- Classroom assistants to support individuals or small groups
- Independent enquiry to broaden Geography skills and knowledge will be used to challenge and extend more able pupils
- Encouraging all children to participate in extra-curricular activities

Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the History curriculum. Gender, disability and cultural differences are reflected positively in the school.

### **THE HISTORY CURRICULUM**

Due to the mixed age class organisation of our school, pupils are taught the History curriculum on a planned two year rolling programme. This is strictly followed to ensure continuity and progression across the key stages (See rolling programmes on website)

Geography and History are blocked and taught usually in alternate terms, depending on the overriding emphasis of the class topic.

## **The National Curriculum**

### **Early Years Foundation Stage**

Children talk about the past and present events in their own lives and in the lives of others. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### **Key Stage 1**

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.

### **Key Stage 2**

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.

### EYFS – Progressive Curriculum Plan

30-50 Months	Understanding the World	People and Communities	<p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To show interest in different occupations and ways of life.</p> <p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p>
		The World	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p>
40-60 Months	Understanding the World	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
		The World	<p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p>

## Progressive Curriculum Plan – Key NC End Points (Y1-Y6)

	KS1	LKS2	UKS2
<b>Historical Interpretations</b>	<p><b><u>KS1 History National Curriculum</u></b></p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ start to compare two versions of a past event;</li> <li>○ observe and use pictures, photographs and artefacts to find out about the past;</li> <li>○ start to use stories or accounts to distinguish between fact and fiction;</li> <li>○ explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ look at more than two versions of the same event or story in history and identify differences;</li> <li>○ investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ find and analyse a wide range of evidence about the past;</li> <li>○ use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>○ consider different ways of checking the accuracy of interpretations of the past;</li> <li>○ start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>○ show an awareness of the concept of propaganda;</li> <li>○ know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>○ begin to evaluate the usefulness of different sources.</li> <li>○</li> </ul>
<b>Historical Investigations</b>	<p><b><u>KS1 History National Curriculum</u></b></p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ observe or handle evidence to ask simple questions about the past;</li> <li>○ observe or handle evidence to find</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p>

	<p>answers to simple questions about the past on the basis of simple observations;</p> <ul style="list-style-type: none"> <li>○ choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>○ use a range of sources to find out about the past;</li> <li>○ construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>○ gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>○ regularly address and sometimes devise own questions to find answers about the past;</li> <li>○ begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>○ recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>○ use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>○ select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>○ investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
	<p><b><u>KS1 History National Curriculum</u></b></p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ sequence artefacts and events that are close together in time;</li> <li>○ order dates from earliest to latest on simple timelines;</li> <li>○ sequence pictures from different periods;</li> <li>○ describe memories and changes that have happened in their own lives;</li> <li>○ use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>○ accurately use dates and terms to describe historical events;</li> <li>○ understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>○ understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ recognise some similarities and differences between the past and the present;</li> <li>○ identify similarities and differences between ways of life in different periods;</li> <li>○ know and recount episodes from stories and significant events in history;</li> <li>○ understand that there are reasons why people in the past acted as they did;</li> <li>○ describe significant individuals from the past.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>d identify key features, aspects and events of the time studied;</li> </ul> <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c examine causes and results of great events and the impact these had on people;</li> </ul> <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Presenting, Organising and Communicating</b></p>	<p><b><u>KS1 History National Curriculum</u></b></p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>○ talk, write and draw about things from the past;</li> <li>○ use historical vocabulary to retell simple stories about the past;</li> <li>○ use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>○ present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>○ start to present ideas based on their own research about a studied period.</li> </ul>	<p><b><u>KS2 History National Curriculum</u></b></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>○ know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>○ present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>○ plan and present a self-directed project or research about the studied period.</li> </ul>

**Key skills progression document (see website)**

**Rolling Programme (see curriculum page for history planned across each academic year)**

### **Impact**

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and skills. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to: ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.