

History

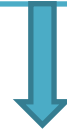


Moulton Chapel Primary School

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. Offer cultural experiences beyond their normal lives in the wider world.
 4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Intent

At Moulton Chapel Primary, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding. History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.



Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We deliver the curriculum through a thematic approach which allows the children to develop their skills in making links between different subjects and contextualising their learning. In History, pupils at Moulton Chapel will need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skills that will help them in their adult life. History will be based around developing their understanding of core concepts of Exploration, Invasion, Cultural Change, Revolution and Change, Empire, Law and Order and Technological advances. Attainment is assessed after a topic has been taught through assessment tasks and recording in children's assessment booklet. EYFS children are assessed through the use of Tapestry.



Impact

The impact of our History curriculum is measured ultimately against whether children are meeting the Age Related Expectations and they can demonstrate they have a secure knowledge and understanding of people, events and contexts from the historical periods covered. But we also want our children to be able to think critically about history and use evidence from history to support their ideas and answer their questions. We want our children to develop a passion for history by igniting their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

National Curriculum requirements:

EYFS requirements:

Understanding the World (People and Communities)

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

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key stage 1

Pupils should be taught to:

- *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 [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

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Progression through the school

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Chronology (Historical understanding)	<ul style="list-style-type: none"> • Talk about the past and present events in their own life. • Sequence 2 or more objects in chronological order • Sequence photos from different periods of their life in order. 	<ul style="list-style-type: none"> • Sequence 4 or more artefacts closer in time together • Sequence 4 or more events or people in chronological order • Sequence photos from different periods of their life in order with explanations. 	<ul style="list-style-type: none"> • Place a period of time, event, people or artefacts on a timeline with other key historical events. • Use the correct terminology to describe events in the past. • To be able to sequence at least 8 events on a timeline 	<ul style="list-style-type: none"> • Create a timeline, within a specific time in History to set out the order things happened. • Children to use their knowledge to key dates and events to reason about where these things should appear on a timeline. • Be able to sequence up to and beyond 10 events on a timeline
Historical Enquiry	<ul style="list-style-type: none"> • Begin to ask questions about events e.g. Why? What happened? 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from a range of sources. • Understand some ways we find out about the past e.g. using artefact, pictures, stories and websites • Choose and use parts of stories or other sources to show understanding about events. • Ask and answer questions such as: What was it like for a ...? What happened in the past? How long ago did ... happen? 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period of time. • Use evidence to build a picture about a past event • Ask a variety of questions that consider similarities and differences, change, causality and significance. • Can explain how periods of time in British history have influenced and been influenced by the wider world • Can recognise the part archaeologists have played in helping us understand the past 	<ul style="list-style-type: none"> • Can identify what is a primary or a secondary source of evidence • Can independently select their sources of information • Can bring together evidence from several sources together in a fluent account of a period of time/event • Can suggest why certain events/people happened/acted as they did in periods of time • Can summarise why certain periods of history had a major impact on world history • Can appreciate how artefacts have helped use to understand more about the lives of those in the past.
Historical Interpretation	<ul style="list-style-type: none"> • To use the term 'past' and begin to understand that 	<ul style="list-style-type: none"> • Begin to identify and recount some details from the past from past sources i.e. photos, 	<ul style="list-style-type: none"> • Be aware that different versions of the past exist and begin to suggest reasons for this 	<ul style="list-style-type: none"> • Begin to show an understanding of reliability of sources

	<p><i>means the passing of time.</i></p> <ul style="list-style-type: none"> View the past through both primary and secondary sources i.e. books, pictures, internet, eyewitness accounts etc. 	<p>pictures etc.</p> <ul style="list-style-type: none"> View the past through both primary and secondary sources i.e. books, pictures, internet, eyewitness accounts etc. Compare pictures or photographs of people or events in the past. Recognise why people did things in History Identify similarities and differences between ways life in different periods of time to their own/present day Recognise who was important in an historical event / account and why 	<ul style="list-style-type: none"> Distinguish between different sources and evaluate their usefulness Identify and <i>give reasons for historical events, changes</i> Identify some of the results of historical change, events <i>Describe some similarities and differences between different periods of time in terms of social, individual, local, beliefs</i> 	<ul style="list-style-type: none"> Compare different versions of events to identify what may be fact or fiction Use a range of sources to check accuracy of interpretations Be aware that different evidence will lead to different conclusions/answers to questions <i>Offer explanations about why people in the past acted as they did</i> <i>Give reason why some events, people are seen as more significant than others.</i>
<p>Topic specific knowledge</p>	<p><i>All about Me:</i></p> <ul style="list-style-type: none"> How they have changed Changes in my family Events that happened in grandparents and great-grandparents lives Children's lives long ago <p><i>Transport:</i></p> <ul style="list-style-type: none"> Stephenson Rocket Neil Armstrong / Buzz Aldrin Wright brothers The Titanic Canal boats – past and present <p><i>Food & Farming:</i></p> <ul style="list-style-type: none"> Christopher Columbus Farming equipment – how has this changed over the years <p><i>Pirates:</i></p> <ul style="list-style-type: none"> Famous Pirates Life on a pirate ship Roles and responsibilities <p><i>People Who Help Us:</i></p> <ul style="list-style-type: none"> Florence Nightingale Edith Cavell Nursing over time Uniforms 	<ul style="list-style-type: none"> The Romans: <ul style="list-style-type: none"> Empire Emperors / Rule Army Life in Roman society Food Gods / religion Money Invasions Invaders and Settlers: <ul style="list-style-type: none"> Settlements Kings / laws Religion Stories – Beowulf Invasions Weapons Ships / Transport Language 	<ul style="list-style-type: none"> A Child's War (WW2): <ul style="list-style-type: none"> Rationing Evacuation The Blitz Remembrance The Holocaust Kindertransport Stone Age to Iron Age: <ul style="list-style-type: none"> Hunter-gatherers Food & diet Tools & weapons Houses & homes Skara Brae Stonehenge Hill forts Roles / jobs Ancient Egypt: <ul style="list-style-type: none"> Pyramids King Tut / Howard Carter Mummification & Afterlife Importance of the River Nile Gods Egyptian life / roles in society Ancient Egypt vs. Egypt today Mayan civilisation: <ul style="list-style-type: none"> Religion & Gods Number system Writing system Food Exploration & discovery Ancient Greece: <ul style="list-style-type: none"> The Greek Empire Greek Gods Myths and Legends What the Greeks left behind Olympics Philosophy 	

Whole School Overview

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
R / Y1 / Y2 A	<i>All about Me</i>		<i>Transport</i>			
R / Y1 / Y2 B	<i>Food and farming</i>		<i>Pirates</i>			
R / Y1 / Y2 C			<i>People who help us</i>			
Year 3 / 4 A						
Year 3 / 4 B	<i>The Romans</i>				<i>Invaders and Settlers</i>	
Year 5 / 6 A	<i>A Child's War</i>		<i>Who do you think you are?</i>			
Year 5 / 6 B	<i>Ancient Mayans</i>		<i>Ancient Egypt</i>		<i>Ancient Greece</i>	

History vocabulary - subject specific vocabulary (language you want the children to use and know the definition of)

EYFS & Year 1 & 2

Today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grandparent great grandparent clue memory lifetime calendar Who? What? remember year decade century ancient modern long ago timeline date order similar different because important living memory inventions memories drawing photograph detective opinion artefact What...? When...? Where...? explorers Columbus Armstrong Aldrin Stephenson travel encounter impact significant brave pioneer America space rocket moon landing Florence Nightingale Edith Cavell Wright brothers investigate research evidence Why...? Historians chronological order era/period Titanic

Year 3 & 4

Chronological order era/period BCE (before the common era) CE (the common era) BC (before Christ) AD (anno Domini) millennium Boudicca invasion civilisation Romans Caesar republic empire emperor army/soldiers resistance conquest gods/goddesses invention archaeologist archaeology sources importance significance legacy impact effects reason change continuity first hand evidence second hand evidence myths and legends The Saxons The Vikings The Dark ages The Middle Ages kingdoms Roman withdrawal settlers migration Beowulf democracy

Year 5 & 6

Stone Age Iron Age Celts Neolithic Mesolithic Palaeolithic Bronze Age Skara Brae hunter-gatherer religion Stonehenge hill forts sacrifice nomad/nomadic settlers hillforts Sparta Athens culture achievements legacy democracy philosophy impact change effects consequences continuity cause/s infer historian archaeologist archaeology primary / secondary sources myths and legends chronological order era / period BCE (before the common era) CE (the common era) BC (before Christ) AD (anno Domini) World War 2 execution turning point Blitz rationing evacuation propaganda holocaust kindertransport alliance allies Home Front morale civilisations biased motive Nile flood fertile agriculture tomb Pharaoh pyramid Tutankhamun shaduf mummification eye witness reliable Native Americans culture stereotype diversity Ancient Maya Mexico Frederick Catherwood Chichen Itza