



St Blasius Shanklin CE Primary Academy - History Curriculum overview

Intent

At St Blasius Academy, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning. 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. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. 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 and ensuring an appropriate level of challenge. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. It is important that the children develop progressive skills of a historian throughout their time at St Blasius Academy and do not just learn a series of facts about the past. In History, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they 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.

Impact

We want to ensure that children at St Blasius have access to a broad and balanced history curriculum and are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3. Emphasis is placed on analytical thinking and questioning and children will be able to demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world. They will also develop the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want the children to have a passion for history and enthusiastically engage in their learning, therefore encouraging them to undertake new life experiences now and in the future.

History Long Term Plan St Blasius

	Autumn	Spring	Summer
EYFS	Life timeline	Different clothes	Favourite celebrations
Year 1	Journeys	The Great Fire of London	Jacques Cousteau
Year 2	Toys	History of Flight	Seaside holidays
Year 3	Stone Age to Iron Age	Roman Empire	Settlement by Anglo Saxons
Year 4	Vikings and Anglo Saxons	Tudor Britain	Ancient Egypt & Earliest civilizations
Year 5	Victorian Era - Society and Change	Crime and Punishment	Ancient Greece
Year 6	WW1	Black History	Maya Civilisation

Age-related Expectations and Coverage

Early Years Foundation Stage

ELG Statements linked to History

During the EYFS, the learning environment, adult-led activities and child initiated activities will be planned and supported to encourage progress in History. Children at the expected level of development will:

Understanding The World: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 Learning

- Changes within living memory – family and local life, changes nationally
- 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.
- Compare some aspects of life in different periods- e.g. explorers, kings and queens
- Significant historical events, people and places in their own locality.
- Simple introduction to some Key Stage Two features

Key Stage 2 Learning

Combine overview and in depth studies:

- 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
- Ancient Greece
- A non-European society that provides contrasts with British history

History Vocabulary map – general vocabulary

EYFS		KS1		KS2	
Past Present Lives Long ago Events Stories	Sequence Time Before	Old New A long time ago Present Before After	Future Decade Modern Date order Era/period	Empire Civilisation Parliament Peasantry Source Timeline Significant Chronological	Archaeology Legacy Conquest Effects Primary/secondary evidence Eyewitness Culture

Historical skills - Progression Map for EYFS and KS1

EYFS	Year 1 and Year 2	
Can they talk about past and present events in their own lives and in the lives of their family? Can they order and sequence familiar events? Can they use every day language related to time?	Can they put at least 3 pictures/artefacts or events in chronological order? Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? Can they recognise that story may have happened a long time ago? Do they know that some objects belong to the past? Can they retell a familiar story set in the past in chronological order?	Can they identify some ways that people have impacted upon our lives? Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can they recognise why significant individuals did things, why events happened and what happened as a result? Can they identify similarities and differences between ways of life at different times? Can they recount personal history and events or changes that have happened? Can they begin to identify objects from the past and the main differences between old and new objects?
Working at Greater Depth		
Can they ask questions about past events or the lives of people in their family?	Can they ask relevant questions using a range of artefacts/ photographs provided? • Can they find out more about a person or event from the past through their own research?	Can they research the past using multiple sources and summarise the key points? • Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?

HISTORICAL INTERPRETATIONS		
EYFS	Year 1 and Year 2	
Listen to stories from the past.	Identify old and new from pictures. Use stories as sources for answering questions about the past. Observe and handle artefacts, and use this to ask and answer questions.	Identify old and new from artefacts. Use pictures and artefacts for answering questions about the past. Use a range of simple sources to devise historical questions. Summarise their learning into short sentences. Ask questions about what they have heard or seen.
HISTORICAL INVESTIGATIONS		
EYFS	Year 1 and Year 2	
Understand that people use story to remember what has happened in the past.	Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Identify some differences between past and present. Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory.	Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they have enjoyed most about stories from the past Explain what they think is important about the past and explain reasons why Identify any important changes which happened at the time being studied
CHRONOLOGICAL UNDERSTANDING		
<ul style="list-style-type: none"> • Can they use simple words to describe the past. • Begin to use very simple timelines of their own life 	Use simple words and phrases to describe the past - after, before, between, future Sequence pictures from different periods Understand about time passing through birthdays Arrange objects in order of their age Begin to use very simple timelines to order some recent events	Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order Sequence artefacts and events that are close together in time
KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES IN THE PAST		
	Recognise some differences & similarities between the time being studied and now <ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present • identify similarities and differences between ways of life in different periods 	Understand that there are reasons why people in the past acted as they did Describe significant individuals from the past

	<ul style="list-style-type: none"> • know and recount episodes from stories and significant events in history 	
PRESENTING, ORGANISING AND COMMUNICATING		
	<ul style="list-style-type: none"> • use drama and role play to communicate knowledge about the past • talk, write and draw about things from the past 	<ul style="list-style-type: none"> • Children show an understanding of historical terms such as monarch, war, remembrance • use historical vocabulary to retell simple stories about the past

Historical skills - Progression Map for KS2

Year 3	Year 4	Year 5	Year 6
Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact /photograph provided? Can they find out more about a person or event from the past from a given source?	Can they research what it was like for a person in a given period from the past using primary and secondary sources? Can they give a plausible explanation about what an object was used for in the past? Can they give more than one reason to support an historical argument?	Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? Can they research about the lives of significant individuals?	Can they suggest why there may be different interpretations of events? Can they identify and explain their understanding of propaganda? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions?
Working at Greater Depth			
Can they begin to use more than one source of information to bring together a conclusion about an historical event?	Can they research two versions of an event and say how they differ?	Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?	Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
HISTORICAL INTERPRETATIONS			
Year 3	Year 4	Year 5	Year 6
Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view	Find and analyse a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations

<p>Interpret the past through role play – e.g. hot seating Can I recognise how my local area has changed over time?</p>		<p>Make conclusions with evidence as to the most likely version of events Offer some reasons for different versions of events. They should note connections, contrasts and trends over time.</p>	<p>of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Start to understand the difference between primary and secondary evidence and the impact of this on reliability Show an awareness of the concept of propaganda • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources.</p>
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HISTORICAL INVESTIGATIONS

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use a range of documents and printed sources • Use the internet for research 	<ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Choose and discriminate between a range of information, and use this to ask questions <ul style="list-style-type: none"> • Distinguish between reliable and unreliable sources • Identify the most useful sources for a particular task • Give reasons for change through analysing evidence <ul style="list-style-type: none"> • Support own point of view using evidence • Understand that some evidence is limited 	<ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past • 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; 	<ul style="list-style-type: none"> • select relevant sections of information to address historically valid questions and construct detailed, informed responses • investigate their own lines of enquiry by posing historically valid questions to answer.

CHRONOLOGICAL UNDERSTANDING

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Sort events or objects into groups • Use some dates on a timeline 	<ul style="list-style-type: none"> • Use a full range of dates and historical terms 	<ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links • Begin to identify factors in change 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time

<ul style="list-style-type: none"> • Use a timeline with dates, including both BC and AD • Use evidence to describe changes within a time period. 	<ul style="list-style-type: none"> • Use a timeline to place events, periods and cultural movements • Show changes on a timeline • Describe and make links between events and changes 	<ul style="list-style-type: none"> • Understand the concept of decades and centuries and use this to divide the past into periods of time 	<ul style="list-style-type: none"> • Speculate how present events and actions might be seen and judged in the future • understand how some historical events/periods occurred coherently in different locations • Speculate – what if? What if England lost the war? Etc
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KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES IN THE PAST

<ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers • Understand that some events of the past affect people's lives today • Summarise the main events from a period in history, using their characteristics <ul style="list-style-type: none"> • Give reasons for main events and changes 	<ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history • Know some similarities and differences within a period of time- e.g. the lives of rich and poor • Describe how some things from the past affect life today • Begin to understand why some people acted as they did and give reasons 	<ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions – e.g. political, cultural • Understand links between history and geography • Explain their own point of view, justifying this with a broad range of evidence • Adapt their ideas and viewpoints as new information arises 	<ul style="list-style-type: none"> • Suggest omissions from historical accounts • Bring knowledge gathered from several sources together in a fluent account. • Use historically valid questions about change, similarity, difference and significance. • Understand and use the concept of legacy, including Royal families and dynasties • Speculate and hypothesise about the past, formulating their own theories about reasons for change
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PRESENTING, ORGANISING AND COMMUNICATING

<ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms • 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 	<ul style="list-style-type: none"> • start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious • 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; 	<ul style="list-style-type: none"> • plan and present a self-directed project or research about the studied period.
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