

History Curriculum

Intent:

The intent for our history curriculum is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

Disciplinary knowledge

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|---|---|--|--------|--------|--------|--------|
| Historical concepts | Begin to make sense of their own life-story and family's history. Understand the ways I have changed. | To know where people, events and artefacts are placed on a chronological framework. | To know where people, events and artefacts are placed on a chronological framework. | | | | |
| Chronological understanding | Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society. | To develop an awareness of the past, for example: labelling a timeline with words or phrases such as: past, present, older and newer. | As in year 1-Use dates | | | | |
| Change/community | | | Change and development in people's lives and how you grow up. Past and present events in own life's and of family members. Recognise that there are reasons why people in the past acted as they did. Recount changes that have occurred in their own lives. | | | | |

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| Cultural diversity | | Understand that families of different cultures may have different events and celebrations that shape their lives. | | | | | |
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Substantive knowledge

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|--|--|---|--------|--------|--------|--------|
| Historical interpretation | Comment on images of familiar situations in the past. | Use artefacts, pictures, stories, online sources and databases to find out about the past. | Observe or handle evidence to ask questions and find answers to questions about the past- how did they get there? Why did they travel? Ask questions such as: What was it like for people? What happened? How long ago? | | | | |
| Cause and consequence | | Identify similarities and differences between ways of life in different periods. Study changes within living memory. | Identify some of the different ways the past has been represented Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | | | | |
| Significance | Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | To talk about who was important e.g. in a simple historical account | | | | | |