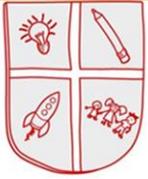


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# HISTORY

# INTENT



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## History - Intent

At Barrow Primary School, we believe 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.

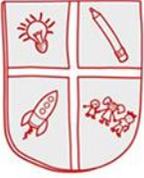
### **Aims of the History Curriculum**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain 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 rigorously 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.

### **Key Stage One**

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



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## Key Stage Two

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## Historical Knowledge and Skills

Across Key Stage 1 and 2, pupils will be taught to:

### Vocabulary

- Use an increasing range of common words and phrases relating to the passing of time.
- Describe memories of key events in his/her life using historical vocabulary.
- Communicate his/her learning in an organised and structured way, using appropriate terminology.
- Use historical terms related to the period of study.
- Present findings and communicate knowledge and understanding in different ways.

### Chronological Understanding

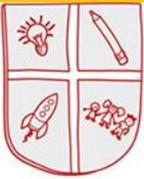
- Show awareness of the past, using common words and phrases related to the passing of time.
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Place some historical periods in a chronological framework.
- Use dates to order and place events on a timeline.

### Historical Enquiry

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Use a variety of resources to find out about aspects of life in the past.
- Compare sources of information available for the study of different times in the past.

### Historical interpretations

- Describe significant historical events, people and places in their own locality.
- Understand that sources can contradict each other.
- Make comparisons between aspects of periods of history and the present day.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Provide an account of a historical event based on more than one source.
- Give some reasons for some important historical events.



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## Spaced Retrieval Practice Approach

Our curriculum is delivered in modules, rotating through each subject area in History, Geography, Computing, Art& Design and Design & Technology. All History modules are identified using purple boxes on our curriculum maps. Below is how our curriculum delivers (introduces and revisits) the National Curriculum expectations within and across year groups.

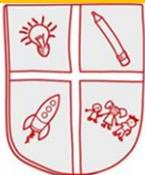
### Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community.
- Name and describing people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

We follow the new EYFS framework to ensure that children develop a good understanding of the past and present, by:

- Spending time with children talking about photos, memories and encouraging children to retell what their parents told them about their life story and family.
- Presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.
- Showing images of familiar situations in the past, such as homes, schools, and transport.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the past and present.
- Introducing characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.



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# History – Curriculum Overview



## History- Year Group Curriculum Coverage -2023-2024

Year Group	Autumn Term		Spring Term		Summer Term	
<b>EYFS</b>	Marvellous Me  -How have I changed overtime?	Fun, Food and Festivals  -Significant people and events – Guy Fawkes	We Love Stories  -Artefacts from the past - Old teddy bears -Hans Christian Anderson Stories that our grandparents enjoyed listening to.	Are we there yet?  -Transport – comparing and contrasting  -Amelia Earhart	Mini Beast Madness	Under the Sea  -See sides from the past – similarities and differences.
<b>Year 1</b>	Changes within Living Memory		The Lives of Significant People (Mary Anning and David Attenborough)		More Lives of Significant People (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake)	
<b>Year 2</b>	Event Beyond Living Memory (Great Fire of London)		Significant historical events, people, places in our locality		Significant historical events, people, places in our locality.  Revisit events beyond living memory	
<b>Year 3</b>	Stone Age- Iron Age		Stone Age – Iron Age	Rome and the Impact of Britain	Rome and the Impact of Britain	
<b>Year 4</b>	Britain's Settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Ancient Civilisation - Egypt	Ancient Civilisation - Egypt	
<b>Year 5</b>	Ancient Greece		Ancient Greece	Comparison Study – Maya and Anglo - Saxons	Comparison Study – Maya and Anglo - Saxons	
<b>Year 6</b>	5 Significant Monarchs		Windrush Generation		Battle of Britain	

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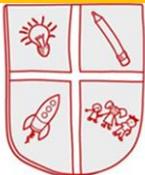
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# EYFS TO KEY STAGE ONE

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	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
Specific Area of Learning <b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Historian</li> <li>After</li> <li>Before</li> <li>New</li> <li>Old</li> <li>Now</li> <li>Past</li> <li>Present</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Know about personal history – birthdays, celebrations.</li> <li>Celebrating cultural diversity of children in the class.</li> <li>Traditional festivals and celebrations.</li> <li>Routines - Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Life cycles and growing plants to introduce change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</li> <li>Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>Remembrance Day.</li> <li>Black History week – Rosa Parks.</li> <li>Bonfire Night – Guy Fawkes.</li> <li>R.E themes taught through Discovery RE.</li> <li>Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</li> <li>London past and present – Link 'The Naughty Bus,' story.               <ul style="list-style-type: none"> <li>Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Child-led learning inspired from books – Tim Peake / Astronauts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>
	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			



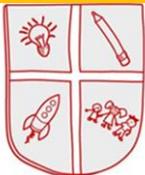
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History National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	introduce					
	Revisit					
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]				introduce		Revisit
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]		introduce	introduce			
significant historical events, people and places in their own locality.						introduce



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History National Curriculum Expectations KS2	Year 3			Year 4			Year 5			Year 6		
	AUT	SPR	SUM									
changes in Britain from the Stone Age to the Iron Age	Intro											
the Roman Empire and its impact on Britain			Intro									
Britain's settlement by Anglo-Saxons and Scots				Intro								
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				Intro								
a local history study										Intro		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066												Intro
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						Intro						
Ancient Greece – a study of Greek life and achievements and their influence on the western world							Intro					
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.									Intro			