



History Subject Statement

*This document supports the school vision
Caring For Others And Courageously Striving
For Excellence*

Our history curriculum aims to promote pupils' understanding of, and commitment to, our school values; **compassion, resilience, trust** and support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong, of equal opportunities for all and of the school learner behaviours – to be **aspirational, community-minded, curious, determined and independent.**

We aim to provide history lessons which foster pupils' fascination and curiosity by offering opportunities to explore the past through first-hand experiences and by learning about alternative interpretations of historical events.

The school aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative
- know and understand significant aspects of the history of the wider world
- understand and use abstract terms such as 'empire', 'civilisation'
- understand and use historical concepts such as continuity and change, cause and consequence
- understand methods of historical enquiry and about contrasting interpretations of the past
- gain historical perspective by understanding connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS Year R

In the *Past and present* strand of *Understanding the World*, children start to learn about the differences between present and the past in their lives and the lives of family members; they extend their understanding of the past from books and storytelling.

Key Stage 1 and Key Stage 2

History learning is mapped across classes in single subject projects that build on prior knowledge and understanding and promote the development of subject-specific skills. Each history learning projects is planned over a series of lessons beginning with a hook (e.g. visit, artefact, text or video clip); children then have the opportunity to improve skills and develop knowledge and understanding with a clear purpose in mind (e.g. open classroom, performance or publication).

In **Key Stage 1** pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of **KS1** (Parrots Class), pupils will have been taught about:

- changes within living memory (the reign of Queen Elizabeth II)
- events beyond living memory that are significant nationally or globally (seaside holidays in Victorian times; George Stephenson and the development of the railways)
- the lives of significant individuals in the past who have contributed to national and international achievements (Mary Seacole; George Stephenson; Brunel and Mary Jackson)
- significant historical events, people and places in their own locality (Wittenham Clumps; our Victorian school; Didcot railway station)

Key Stage 2

During **KS2** pupils will build on the work begun at KS1, by the end of Year 6 they will have been taught about:

- changes in Britain from the Stone Age to the Iron Age (Eagles Class)
- the Roman Empire and its impact on Britain (Eagles Class)

- Britain's settlement by Anglo-Saxons and Scots (Eagles Class)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Eagles Class)
- local history (Eagles Class)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Crime and Punishment (Penguins Class) Victorian Britain (Penguins Class) Children in WWII (Eagles Class)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (Penguins Class)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (Penguins Class)
- a non-European society that provides contrasts with British history –Mayan civilization (Penguins Class) and Early Islamic Civilisation (Penguins Class).

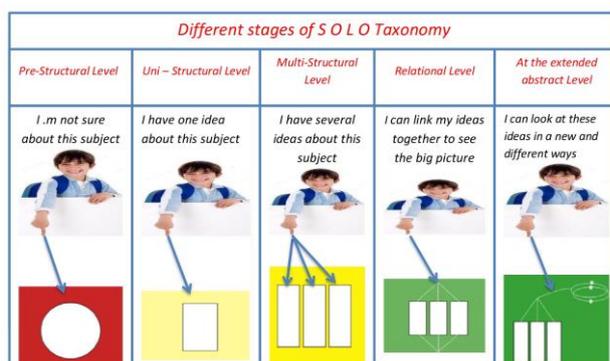
Teaching and learning:

- Long and medium term planning cycles are on a two-year cycle so that pupils have complete coverage of the NC Programme of Study.
- When planning Learning Projects, attention is paid to providing pupils with learning experiences that provide a balance of knowledge and understanding appropriate to the key stage and a balanced range of perspectives on the lives of people and societies (political, economic, technological, social, religious, cultural, aesthetic).
- Interactive activities undertaken by pupils include role play, interviews, interpreting images, workshops museum visits, handling artefacts. They have opportunities to ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Lessons provide opportunities for pupils to develop, apply and make progress within the wide range of historical skills and concepts e.g. chronology; change over time; social, cultural, religious and ethnic diversity; historical interpretation. Lesson plan formats link to SOLO¹ stages.
- History contributes to learning about societies in the past and now. Lessons are planned so that a range of multicultural opinion is represented and women and minority groups in past and present societies are accurately portrayed. Co-operative work will be included to enhance social skills.

Assessment and progression

- Information about prior attainment recorded on Target Tracker supports lesson planning including differentiation
- Quizzes, mind-maps and teacher questioning are used to assess children's prior knowledge
- Formative assessment (Assessment for Learning) by the teachers (and teaching assistants) is part of every lesson so that misconceptions can be addressed as they arise
- As part of each project, weekly quizzes include questions about current and prior learning in history

¹ SOLO stands for "structure of the observed learning outcome". It is an approach designed by educational psychologists John Biggs and Kevin Collis to scaffold higher-order thinking for pupils.



History Programme of Study

EYFS Understanding the World: Past and present

Year R	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.
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Chronological Understanding

Year 1	Create simple timelines to sequence processes, events, objects within their own experience.
Year 2	Realise that historians use dates to describe events Use phrases describing intervals of time e.g before, after, at the same time etc.
Year 3	Use and understand phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.
Year 4	Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.
Year 5	Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary.
Year 6	Accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them.

Characteristics of the period

Year 1	Show awareness of significant features not seen today and recognises how things could be different in the past.
Year 2	Recognise and describe in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.
Year 3	Describe main features associated with the period/civilisation studied, mostly using period specific language.
Year 4	Give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations.
Year 5	Understand that some past civilisations in different parts of the world have some important similarities. Identify and make links between significant characteristics of a period/civilisation studied and others studied previously.
Year 6	Contrast and make some significant links between civilisations/periods studied. Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.

Continuity and change

Year 1	Match old objects to people or situations from the past. Describe how some aspects of life today differ from the past using simple historical vocabulary
Year 2	Talk about similarities and differences between then and now.
Year 3	Describe some changes in history over a period of time and identify things which stayed the same.
Year 4	Describe and give some examples of a range of changes at particular points in history while some things remained the same. Explain why changes in different places might be connected in some way.
Year 5	Give simple explanations with simple examples of why change happened during particular events or periods. Understand that there is usually a combination of reasons for change. Understand that changes do not impact everyone in the same way or at the same time.
Year 6	Understand that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.

Cause and consequence	
Year 1	Give simple explanations why a person from the past acted as they did and talk about consequences of those actions.
Year 2	Describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.
Year 3	Describe the causes and/or consequences of an important historical event offering more than one example of its results.
Year 4	Describe with simple examples different types of causes seeing that events happen for different reasons, not just human action
Year 5	Explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Link causes or explain that one cause might be linked to another making an event much more likely to happen.
Year 6	Explain the causes and consequences of quite complex events, even though they might still link some in a simple way.
Historical Interpretation	
Year 1	Identify and talk about different accounts of real historical situations.
Year 2	Identify and talk about differences in accounts relating to people or events both from the past and from the present.
Year 3	Recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.
Year 4	Describe how different interpretations arise. Understand that historical understanding is continuously being revised; if we find new evidence we have to re-write the past.
Year 5	Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis. Understand that some interpretations are more reliable than others.
Year 6	Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.
Historical Enquiry	
Year 1	Talk about similarities and differences between two or more historical sources using simple historical terms.
Year 2	Gather information from simple sources to ask and answer questions about the past.
Year 3	Describe in simple terms how sources reveal important information about the past.
Year 4	Describe and question the origins and purposes of sources using knowledge of periods and civilisations. Ask perceptive questions.
Year 5	Explain with examples why a source might be unreliable. Construct simple reasoned arguments about aspects of events, periods and civilisations studied.
Year 6	Construct reasoned arguments about events, periods or civilisations studied
Organisation and Communication	
Year 1	Talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc.
Year 2	Explain events and actions rather than just retell the story.
Year 3	Recognise that absence of certain types of sources can make it more difficult to draw conclusions.
Year 4	Know how to find, select and use suitable information and sources to formulate and investigate hypothesis.
Year 5	Construct simple reasoned arguments about aspects of events, periods and civilisations studied.
Year 6	Question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.