

# History at St Lawrence C of E Primary School

<u>Aims of the National Curriculum:</u>	<u>School Intent:</u>
<p>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 groups, as well as the challenges of their time.</p> <ul style="list-style-type: none"> <li>□ know and understand the history of these islands as a coherent, chronological narrative</li> <li>□ know and understand significant aspects of the history of the wider world</li> <li>□ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> <li>□ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</li> </ul>	<p>We want our children to have a rounded understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. We believe a comprehensive understanding of the past will help our children to soar in the future. It is important for our children to experiences visiting significant places, viewing and handling objects and artefacts and meeting experts so that history can come to life for them.</p> <p>In order to do all of that, our children need access to a rich, carefully structured history curriculum. In St Lawrence this is created by over arching themes which run through our whole school on a termly basis. This brings all our pupils together in the development of their understanding of history in a sequence that enable them to chronological awareness and encourages progression of skills from year1 through to year 6.</p> <p>Throughout this journey, we are constantly developing a sense of historical order and the important of events and figures, as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation needed to be a good historian.</p>

<u>Links to Learning in EYFS</u>	<u>Links to other subjects/curriculum areas</u>	<u>Experiences every child should have</u>
<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>□ Express themselves effectively, showing awareness of listeners' needs.</li> <li>□ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul> <p>Understanding the World</p> <p><b>Understanding the World - The World</b></p> <ul style="list-style-type: none"> <li>□ Remember and talk about significant events in their own experience.</li> <li>□ Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p><u>Geography</u> - London, Egypt, UK, Maya, Greece, Rome, land use, settlements</p> <p><u>RE</u> - spread of Christianity, different cultures and religions.</p> <p><u>DT</u> - exploring food from different cultures, creating models of physical features (e.g. volcanoes), pyramids</p> <p><u>Computing</u> - use of internet for research, use databases/spread sheets to analyse and explore data.</p> <p><u>Art</u> - study of art from different cultures</p>	

# Skills Progression: History

Year group	Construct & sequence the past	Change & development	Cause and effect	Significance & interpretation	Plan & carry out an enquiry	Use sources as evidence
<b>Year 1</b>	<p>Recognise the difference between 'old' and 'new'.</p> <p>Know where some basic events fit on a timeline, relating to their topic</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>	<p>Say how something is the same or different in the past.</p> <p>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents' lifetimes).</p>	<p>Show an understanding of some key events.</p> <p>Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).</p>	<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</i></p>	<p>Ask and answer some historical questions.</p> <p>Sort pictures / objects/ events into 'old' and 'new'.</p>	<p>Use pictures and photographs to extract some information about the past.</p> <p>Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).</p>
<b>Year 2</b>	<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and dates.</p>	<p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p> <p>Awareness of the speed of change - how this impacted development of</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life.</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to justify opinions with evidence / facts (eg. <i>Who was the greatest explorer?</i>)</p> <p>Use common words and phrases related to the</p>	<p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (eg. <i>past, present, recently, years, decades, centuries</i>).</p> <p>Compare events from different periods in history (eg. different</p>	<p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p> <p>Begin to piece together clues from a variety of different sources.</p>

		events, inventions etc.		passing of time (now, then, before).	discoveries/voyages).	
<b>Year 3</b>	<p>Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day).</p> <p>Place events of British history on a timeline, using dates showing understanding of length of time.</p> <p>Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)</p>	<p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</p> <p>Explore change at a local level, investigating the impact of national and global events.</p>	<p>Question, investigate and give reasons for events in the past.</p> <p>Describe the impact of events in the more distant past on modern life.</p>	<p>Ask and answer questions about how and why events and people being studied are significant.</p> <p>Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p>	<p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <p>Carry out a local history study (how did history shape our area? What evidence can we still find?)</p> <p>Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Age</i></p>	<p>Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</p> <p>Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Ancient Egyptians than the Iron Age?)</p>
<b>Year 4</b>	<p>Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Vikings, Iron Age).</p> <p>Awareness of global events and history alongside British history.</p>	<p>Ask and answer questions about changes, similarities and differences.</p> <p>Begin to have an understanding of broader trends / themes over time.</p>	<p>Independently question the reasons behind historical events and changes.</p> <p>Give increasingly historically accurate answers to these questions.</p>	<p>Can ask and answer questions about how and why events/people are significant.</p> <p>Show empathy for people living in the past, recognising what their lives would have been</p>	<p>Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources.</p>	<p>Understanding that historical knowledge comes from a range of sources.</p> <p>Look at two versions of the same events identifying how</p>

		Explore differences between different people living at the same time.	Describe how events/ people being studied have had an impact on the modern world.	like and how they would have felt.	Use historical terms correctly.	they are similar/different.  Question the accuracy of modern depictions of historical events.
<b>Year 5</b>	Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).  Place world history events on a timeline using the correct dates and labels.	Discuss changes, similarities and differences.  Deepen understanding of trends/themes over time.  Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)	Ask and answer clear and accurate questions about what happened.  Ask 'why' questions to further historical understanding.  Debate and discuss different opinions about historical cause and effects.	Deepen their understanding that historical knowledge comes from a range of sources.  Understand that there can be many versions of the same events in history, giving reasons why these may exist.	Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.  Draw conclusions on what happened based on study a range of sources.	Accept, reject and comment on how useful sources are when carrying out research.  Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
<b>Year 6</b>	Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2).  Comment on the sequence trends that happen over time.	Ask and answer questions about changes, similarities and differences and challenge responses.  Discuss and debate trends and themes over time.	Independently ask and answer clear and accurate questions about the past.  Discuss and compare a range of plausible causes and effects.	Recognise that some events and people are more significant than others, and use evidence to back-up responses.  Understand that historical knowledge comes	Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.  Reach conclusions on what happened based on the study	Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.  Challenge the accuracy, validity and usefulness of

	<p>Annotate a timeline with historical facts, showing a sense of historical scale.</p>	<p>Describe changes across an historical period (considering social, political, cultural and technological changes).</p>	<p>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</p>	<p>from a range of sources.</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>	<p>of a range of sources.</p> <p>Reflect on enquiries and identify ways in which they could be improved or extended.</p>	<p>artefacts, texts, photographs, online resources etc. when investigating historical sources.</p>
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# Knowledge Progression: History

<u>Year group</u>	<u>Fire and Ice</u>	<u>Discovery and Design</u>	<u>Journeys and Conflicts</u>
<u>Year 1</u>		<u>Toys and Transport</u> <ul style="list-style-type: none"> <li>- Identify toys and technology which exist now that didn't exist when they were born.</li> <li>- Sorting objects (or images) into 'new' and 'old'. Identify which are modern and which were made before they were born.</li> <li>- Compare timescales - explore how life changed since their parents / grandparents were young. Invite adults into school to share this first-hand.</li> <li>- Create a timeline of their own lives (or those of their parents).</li> <li>- Looking for evidence / signs / examples of things that have changed since the children were born.</li> <li>- Identify clues which can tell us how old something is.</li> <li>- Explore changes in technology and transport over the last 100 years.</li> <li>- <b>People studies: Ole Kirk Christiansen, George Stevenson, Wright Brothers</b></li> </ul>	
<u>Year 2</u>	<u>London: Old and New</u> <ul style="list-style-type: none"> <li>- Looking at historical artefacts</li> <li>- Study of The Great Fire of London - timeline of events, reasons why it spread,</li> </ul>	<u>Industrious Victorians</u> <ul style="list-style-type: none"> <li>- Knowing the timeline of the Victorian Age.</li> <li>- Know who Queen Victoria was and important facts about her.</li> <li>- Study of Victorian life - primary source work.</li> </ul>	<u>Explorers</u> <ul style="list-style-type: none"> <li>- Gather prior knowledge of famous explorers and their journeys.</li> <li>- Discuss the concept of 'explorers', asking questions about their role, the kind of people they might</li> </ul>

	<p>impact it had on those living there</p> <ul style="list-style-type: none"> <li>- Know who Samuel Pepys was and why he is important</li> <li>- Impact fire had on London</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of school life: comparison with modern school.</li> <li>- Comparison of life; rich and poor.</li> <li>- Victorian invention - electricity, medicines, use of vehicles</li> <li>- <b>Local area study - Queen Victoria in Leamington Spa.</b></li> <li>- <b>People study: Florence Nightingale</b></li> </ul>	<p>have been and the way exploration might have changed over time.</p> <ul style="list-style-type: none"> <li>- Details of explorations and comparisons of voyages, including technology, discoveries, time.</li> <li>- Impact of exploration on understanding the world.</li> <li>- <b>Person study: Eugene Clarke, Captain Cook.</b></li> </ul>
<p><u>Year 3</u></p>	<p><u>Active Earth</u></p>	<p><u>Egyptians</u></p> <ul style="list-style-type: none"> <li>- Awareness of scale Ancient Egyptian history.</li> <li>- Understanding the role of Britain in exploring the history of ancient culture.</li> <li>- Focus on Ancient Egypt - what do artefacts tell us?</li> <li>- Identify the impact of the landscape on everyday life, and in particular the role of the River Nile.</li> <li>- Explore Egyptian Gods and beliefs around life after death - tombs, pyramids &amp; burial sites. Why were these built on such massive scale?</li> <li>- Investigate the lives of Tutankhamun.</li> <li>- Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.</li> <li>- <b>People study: Howard Carter</b></li> </ul>	<p><u>Early Settlers</u></p> <ul style="list-style-type: none"> <li>- Understand what was earliest life in Britain like (pre-history)</li> <li>- Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities (eg. Stone age axe)</li> <li>- Understanding changes to life during Stone Age periods - Palaeolithic, Mesolithic and Neolithic.</li> <li>- Location study of Star Carr.</li> <li>- Location study of Stonehenge.</li> <li>- <b>Local Area Study - Rollright Stones</b></li> <li>- Identify developments that took place in the Bronze Age: comparison to Stone Age which will include technology, farming, religion etc.</li> <li>- Knowledge of the Beaker people.</li> <li>- Consider changes during the Iron Age - particularly the shift to tribal kingdoms &amp; life based around local hill forts.</li> </ul>

<p><b><u>Year 4</u></b></p>	<p><b><u>Glaciers</u></b></p> <ul style="list-style-type: none"> <li>- Explore how glaciers have shaped the land in the past</li> </ul>	<p><b><u>Ancient Greeks</u></b></p> <ul style="list-style-type: none"> <li>- Explore the way in which Ancient Greece was governed.</li> <li>- Investigate Greek Gods and myths - including the roles of different Gods - Olympians. Trojan War.</li> <li>- Research life in Ancient Greece, using artefacts where possible (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?)</li> <li>- Explore the impact of Ancient Greece on modern world (e.g. the legacy of democracy, Wonders of the Ancient World, Modern Olympics scientists, mathematicians)</li> <li>- Knowledge of Green architecture.</li> </ul>	<p><b><u>Anglo Saxons and Vikings</u></b></p> <ul style="list-style-type: none"> <li>- Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark. Including timeline.</li> <li>- Investigate life in Anglo-Saxon settlements (e.g. return to tribal communities, decline of Roman cities, pagan religions).</li> <li>- Anglo Saxon - society, law and justice, art and culture, religion.</li> <li>- Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)</li> <li>- Explore the Viking raids of Lindisfarne.</li> <li>- Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw/Danegeld)</li> <li>- Comparison life as Anglo Saxon and Viking.</li> </ul>
<p><b><u>Year 5</u></b></p>	<p><b><u>Polar Exploration</u></b></p> <ul style="list-style-type: none"> <li>- Explore the race for the pole between Scott and Amundsen</li> <li>- Explore difference between each expedition - why was one more successful?</li> </ul>	<p><b><u>Romans in Britain</u></b></p> <ul style="list-style-type: none"> <li>- Explore life in Britain before the Roman invasion (recapping learning on Iron Age life).</li> <li>- Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take?</li> </ul>	<p><b><u>WWII</u></b></p> <ul style="list-style-type: none"> <li>- Understand and describe the key facts of World War 2 (eg. who fought in the War, why it is called a "world" war, the reasons why it was fought.)</li> </ul>

		<p>Investigate British resistance to the Romans (eg. Boudica) and the building on Hadrian's Wall.</p> <ul style="list-style-type: none"> <li>- Discuss the impact of the Roman Empire on Britain - road building, new towns &amp; villas, changes in lifestyle, introduction of new technology, changes in religion</li> <li>- Investigate key features of Roman life in Britain, how Britain was ruled, Roman gods, what made the Roman army so powerful?</li> <li>- Identify changes during Roman times - introduction of new foods, how local people were treated by the Romans, the spread of early Christianity, trade etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate the lives and role of key leaders, such as Churchill and Hitler.</li> <li>- Identify the impact of the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee.</li> <li>- Focus on The Battle of Britain, looking at key events, a comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side.</li> <li>- Consider The Battle of Britain as a 'turning point' in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings &amp; Victory in Europe.</li> <li>- Role of intelligence in WWII.</li> <li>- <b>Local study - Bletchley Park and Coventry Cathedral</b></li> <li>- Understanding the lasting impact of WWII on the world, focus on Britain.</li> </ul>
<b><u>Year 6</u></b>	<b><u>Extremes</u></b>	<b><u>Maya</u></b> <ul style="list-style-type: none"> <li>- Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 &amp; KS2.</li> <li>- Understand what it was like to live in Mayan society, comparing ancient buildings, commodities, maths and literature, culture (including clothing</li> </ul>	<b><u>Migration</u></b> <ul style="list-style-type: none"> <li>- Knowledge of challenges in post-war Britain - farming, health care, work force, reduced population.</li> <li>- Knowledge of Windrush journey - eye witness accounts.</li> <li>- Impact of Windrush generation on UK industry, culture, demographic.</li> </ul>

and art) - with other historical civilisations studied across KS2 and modern times.

- Explore *Mayan Gods* and religion, comparing their beliefs and customs with those of other cultures (eg. comparing *Mayan* and *Egyptian* pyramids).
- Investigate sources of information on life in *Mayan* society, and consider the reasons why many questions about them are hard to answer (glyphs and codex).
- Consideration of possible causes for the end of the *Mayan* civilisation (invasion, climate change, other cultures).

- Modern historical events leading to modern migration - *Iraq*, *Afghanistan* etc.
- Analysis of historical positives and negatives of migration.