

INTENT

Being the best we can be: committed to making a difference - Curious about our diverse world

History lessons stimulate children's curiosity about the past in Britain and the wider world. Children grasp the understanding of time, building from events in their own life to a chronological framework of significant events and people. They acquire a vast bank of historical knowledge and are able to make links between time periods. Children develop skills to become engaged historians.

Importantly, learners understand how the past has influenced the present; including our choices, opinions and values. Children appreciate how the past can shape our future and how change can be positive.

Implementation

The humanities are taught on a two week rolling programme by a Specialist Teacher to children across the Federation. A timeline of significant people, periods of history and events is a key image referred to constantly to support children's understanding of chronology.

Historical skills are developed through research and evidence interpretation using artefacts, texts, primary and secondary sources. The ability to use persuasive argument to offer their point of view is actively supported. Findings and opinions are recorded in History Books or confidently communicated in a variety of ways. Knowledge Organisers support children and parents to understand the key knowledge, skills and vocabulary within a subject

Topic teaching is used to progress children's knowledge and foster skills as a historian - children who can understand and empathise with past events.

Impact

Children obtain a secure knowledge and understanding of people and events from historical periods covered. The impact of this teaching is recorded in spider diagrams at the beginning and ending of a topic. They develop an enthusiasm for history and a curiosity about the past and how it can be interpreted in different ways. Children are able to think, discuss and debate about the past. They appreciate and celebrate the diversity of societies and the process of change.

Reception

(end point overview)

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.

PEOPLE, CULTURE AND COMMUNITIES

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

Year 1

CHRONOLOGY

Sequence events in their life
Sequence 3 or 4 artefacts from distinctly different periods of time
Match objects to people of different ages

HISTORICAL KNOWLEDGE

Recognise the difference between past and present in their own and others lives
They know and recount episodes from stories about the past

INTERPRETATION

Use stories to encourage children to distinguish between fact and fiction
Compare adults talking about the past – how reliable are their memories?

ENQUIRY

Find answers to simple questions about the past from sources of information e.g. artefacts

Year 2

CHRONOLOGY

Sequence artefacts closer together in time - check with reference book
Sequence photographs etc. from different periods of their life
Describe memories of key events in lives

HISTORICAL KNOWLEDGE

Recognise why people did things, why events happened and what happened as a result.
Identify differences between ways of life at different times.

INTERPRETATION

Compare 2 versions of a past event
Compare pictures or photographs of people or events in the past
Discuss reliability of photos/ accounts/stories

ENQUIRY

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Year 3

CHRONOLOGY

Place the time studied on a timeline
Use dates and terms related to the study unit and passing of time
Sequence several events or artefacts.

HISTORICAL KNOWLEDGE

Find out about every day lives of people in time studied
Compare with our life today
Identify reasons for and results of people's actions
Understand why people may have wanted to do something

INTERPRETATION

Identify and give reasons for different ways in which the past is represented
Distinguish between different sources – compare different versions of the same story
Look at representations of the period – museum, cartoons etc

ENQUIRY

Use a range of sources to find out about a period
Observe small details – artefacts, pictures
Select and record information relevant to the study
Begin to use the library and internet for research

Year 4

CHRONOLOGY

Place events from period studied on timeline
Use terms related to the period and begin to date events
Understand more complex terms eg BC/AD

HISTORICAL KNOWLEDGE

Use evidence to reconstruct life in time studied
Identify key features and events of time studied
Look for links and effects in time studied
Offer a reasonable explanation for some events

INTERPRETATION

Look at the evidence available
Begin to evaluate the usefulness of different sources
Use text books and historical knowledge

ENQUIRY

Use evidence to build up a picture of a past event
Choose relevant material to present a picture of one aspect of life in time past
Ask a variety of questions
Use the library and internet for research

Year 5

CHRONOLOGY

Know and sequence key events of time studied
Use relevant terms and period labels
Make comparisons between different times in the past

HISTORICAL KNOWLEDGE

Study different aspects of different people - differences between men and women
Examine causes and results of great events and the impact on people
Compare life in early and late 'times' studied
Compare an aspect of life with the same aspect in another period

INTERPRETATION

Compare accounts of events from different sources – fact or fiction
Offer some reasons for different versions of events

ENQUIRY

Begin to identify primary and secondary sources
Use evidence to build up a picture of a past event
Select relevant sections of information
Use the library and internet for research with increasing confidence

Year 6

CHRONOLOGY

Place current study on timeline in relation to other studies
Use relevant dates and terms
Sequence up to 10 events on a timeline

HISTORICAL KNOWLEDGE

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
Compare beliefs and behaviour with another time studied
Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
Know key dates, characters and events of time studied

INTERPRETATION

Link sources and work out how conclusions were arrived at
Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
Be aware that different evidence will lead to different conclusions
Confidently use the library and internet for research

ENQUIRY

Recognise primary and secondary sources
Use a range of sources to find out about an aspect of time past
Suggest omissions and the means of finding out
Bring knowledge gathered from several sources together in a fluent account