



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

**INTENT**

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**

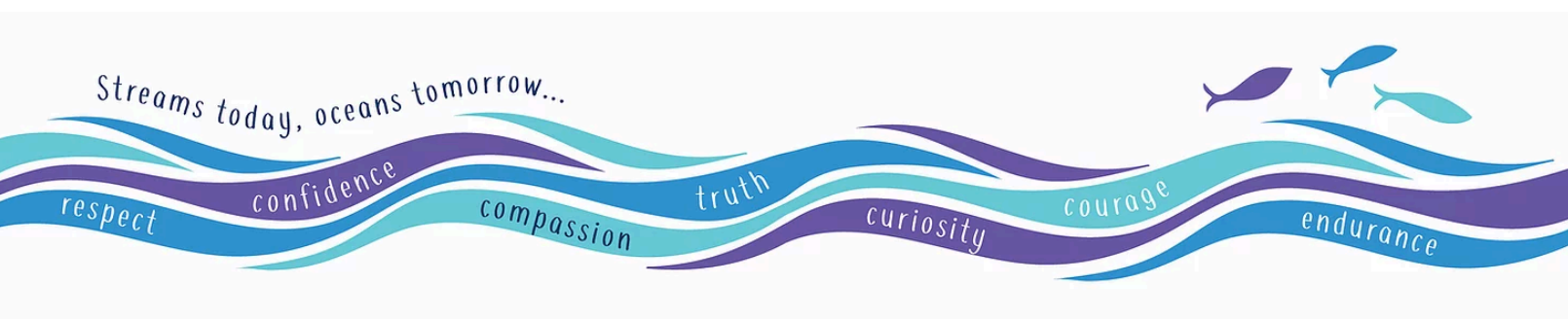
The humanities are taught weekly by Specialist Teachers in KS2, across the Federation. A timeline of significant people, periods of history and events is a key image referred to constantly to support children's understanding of chronology.

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 theme.

Themed 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 thought showers, mind maps or spidergrams at the beginning and end of a topic to capture how the children know more and remember more. 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.



<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b><u>PAST AND PRESENT</u></b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>PEOPLE, CULTURE AND COMMUNITIES</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p><b><u>INTERPRETATION CHRONOLOGY</u></b> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p> <p><b><u>HISTORICAL KNOWLEDGE</u></b> Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past</p> <p><b><u>INTERPRETATION</u></b> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p> <p><b><u>ENQUIRY</u></b> Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p><b><u>CHRONOLOGY</u></b> 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</p> <p><b><u>HISTORICAL KNOWLEDGE</u></b> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p><b><u>INTERPRETATION</u></b> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p> <p><b><u>ENQUIRY</u></b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p><b><u>CHRONOLOGY</u></b> 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.</p> <p><b><u>HISTORICAL KNOWLEDGE</u></b> 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</p> <p><b><u>INTERPRETATION</u></b> 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</p> <p><b><u>ENQUIRY</u></b> 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</p>	<p><b><u>CHRONOLOGY</u></b> 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</p> <p><b><u>HISTORICAL KNOWLEDGE</u></b> 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</p> <p><b><u>INTERPRETATION</u></b> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p> <p><b><u>ENQUIRY</u></b> 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</p>	<p><b><u>CHRONOLOGY</u></b> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past</p> <p><b><u>HISTORICAL KNOWLEDGE</u></b> 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 lie with the same aspect in another period</p> <p><b><u>INTERPRETATION</u></b> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p> <p><b><u>ENQUIRY</u></b> 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</p>	<p><b><u>CHRONOLOGY</u></b> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline</p> <p><b><u>HISTORICAL KNOWLEDGE</u></b> 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</p> <p><b><u>INTERPRETATION</u></b> 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</p> <p><b><u>ENQUIRY</u></b> 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</p>