



History

Aims

The National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands 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

Intent

What are we trying to achieve for our children in History?

- To be inquisitive and critical thinkers
- To be able to make informed responses based on evidence
- To be real life problem solvers in a variety of contexts
- To give them a sound understanding of why Britain and the wider world is the way it is today
- To develop their perspective of the past and allow them to make their own judgements
- To gain lifelong analytical skills and a knowledge and tolerance of others
- To allow them to learn lessons from the past



Christ Church CE & Lewis Street Primary Schools



History

Implementation

How is the curriculum delivered?

- Through steps of progression across year groups
- Usage of a TRG to observe teaching in other settings and CPD opportunities where appropriate
- Whole class differentiation through questioning and method of recording
- Through the use of appropriate trips and visits
- Through a 2 week time table
- 30 hours per year delivered

Impact

What difference is the curriculum making?

- Children will become more analytical and improved critical thinkers
- To develop children into understanding, broad minded, tolerant citizens
- Enable children to place themselves and their families in the world
- To open the children's eyes to a world before and after them



History

Chronology

Knowledge of
world history

Enquiry &
interpretation



Christ Church CE & Lewis Street Primary Schools



History

| Threshold Concept | Milestone 1 Years 1 and 2 | Milestone 2 Years 3 and 4 | Milestone 3 Years 5 and 6 |
|-------------------|--|--|--|
| Chronology | <ul style="list-style-type: none"> • To sequence events in their life • To describe memories of key events in lives in order • To sequence 3 or 4 artefacts from distinctly different time periods • To match objects to people from different ages • To sequence photos from different periods in their life | <ul style="list-style-type: none"> • To place the time studied on a timeline • To sequence several events or artefacts based on previous knowledge • To use dates and terms related to the study unit and passing of time • To understand and use the terms BCE (BC) and CE (AD) | <ul style="list-style-type: none"> • To refer to common features in different time periods • To relate current studies to previous studies • To make comparisons between different times in the past • To place current study on timeline in relation to others studies • To use the terms BCE (BC) and CE (AD) and refer confidently to time periods studied |



History

| Threshold Concept | Milestone 1 Years 1 and 2 | Milestone 2 Years 3 and 4 | Milestone 3 Years 5 and 6 |
|-----------------------|---|---|---|
| <p>Enquiry</p> | <ul style="list-style-type: none"> • To begin to show understanding that we know about the past from recounts, objects and photographs • To ask questions about objects or photographs using “history” vocabulary • To be able to distinguish between fact and fiction • To offer their own opinions • To begin to understand that their opinions may differ from those of the past • Compare pictures or photographs of people or events in the past | <ul style="list-style-type: none"> • To begin to make inferences about a society based on artefacts and findings • To analyse accounts of an event • To ask questions about events and sources • To begin to weight up the strength and reliability of sources • To begin to give own opinions on the back of enquiry • To use previous knowledge to make an educated guess on what an artefact might be and what it is used for • To begin to give opinions backed up by historical knowledge • To look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and begin to offer reasons as to why they might differ | <ul style="list-style-type: none"> • To infer knowledge of a society based on sources • To analyse and compare 2 different accounts of the same event • To critically analyse events and sources • To understand the difference between a primary and secondary source • To offer reasoning on why a source may be more reliable • To use reasoning to offer own opinions • To begin to understand the cause and effects of events and give explanations for it • To begin to understand that we do not know everything about history and that a lot of it is the perspective of historians • To begin to offer their own perspective and judgements on time periods • To compare a range of accounts of an event and evaluate critically • Offer reasons for different versions of events • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions |



Christ Church CE & Lewis Street Primary Schools



History

| Threshold Concept | Knolwedge | Coverage, revisits & making connections | | | | | |
|----------------------------|----------------------|---|--|-----------------------------------|---|---------------------------------|--|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge of world History | Location | All topics | | | | | |
| | Dates | All topics | | | | | |
| | Settlement | Guy Fawkes & The gunpowder Plot | The Great Fire of London Seaside then & now | Stone Age - Iron Age | Romans | Maya Anglo Saxons | The Victorians WW2 |
| | Beliefs | | | Egyptians | Greeks Romans | Maya Anglo Saxons Vikings | |
| | Culture / Pastimes | Childhood then & now | Seaside then & now | Stone Age - Iron Age | Greeks | Vikings | The Victorians |
| | Travel / Exploration | Travel & Transport | Explorers | Stone Age - Iron Age | The Bridgewater Canal | Anglo Saxons Vikings | The Victorians WW2 |
| | Food / Farming | Child hood then & now | Seaside then & now | Stone Age - Iron Age Egyptians | | Maya Anglo Saxons | WW2 |
| | Crimes & Punishments | Guy Fawkes & The gunpowder Plot | | | Romans | | The Victorians |
| | People | Guy Fawkes & The gunpowder Plot Travel & Transport | The Great Fire of London | Great British Heroes | Romans The Bridgewater Canal | | The Victorians Changing Role of Women |
| | Inventions | Travel & Transport Childhood then & now | Explorers | Stone Age - Iron Age Egyptians | Greeks Romans The Bridgewater Canal | Maya | The Victorians |
| Conflict | | | | Romans | Vikings | WW2 | |



Christ Church CE & Lewis Street Primary Schools



History