



# History Curriculum

*"Love one another. As I have loved you." (John 13.34)*

At St John's Primary Academy, we strive to follow Jesus' commandment by showing care, respect and friendship to all we meet. This is built on a foundation and commitment to educating the whole child through a broad and balanced curriculum, fostering children's aspirations and providing them with opportunities to flourish, in body, mind and spirit and to experience the joy and hope of *"...life in all its fullness"* (John 10.10).



## Vision for History

### Intent

Our History Curriculum at St John's gives children the opportunity to learn about past events and how history will shape our future. Through high quality historical experiences, children will gain an awareness of the political, economic, social and cultural elements of history. Learners will critically discover, enquire, investigate, discuss and compare whilst developing their perspective and judgements, so they become confident, creative and independent historians.

### Implementation

**Exciting and engaging topic launches** are used as a stimulus for lessons to encourage and inspire historical enquiry and thinking.

**Visits and visitors** are used to engage, enthuse and develop a thirst for Historical knowledge, skills and understanding.

**Outdoor Learning** – effective and exciting opportunities to provide a context for accumulating integrated and subject based knowledge and for developing key skills.

Planning is **differentiated** to ensure inclusivity, high expectations and challenge.

Lessons include a variety of **informative, useful and relevant resources** including artefacts, photographs, story books, information books, ICT etc to bring the past to life, fostering a love for the subject and provoke historical enquiry and questioning.

Children's historical knowledge, skills and understanding is **celebrated** through classroom displays, twitter, text message as well as Special Mentions assemblies.

**Living history** themed days, where appropriate

**Whole school display** linked to historical events (e.g. Remembrance Day)

Opportunities to **write in role** and show empathy for people in history.

**Investigative approach** encourages children to be independent historians and encourages an awe and wonder for our past, present and future.

## **Impact**

**Planning** – Is there coverage of the key skills? Is progression evident? Is there a clear sequence? Are activities clearly differentiated? Does the planning include an exciting stimulus for each topic? Is it differentiated? Are there opportunities for outdoor learning?

**Monitoring of planning and books** – Does the children's work in books reflect their understanding? Is planning well thought through? Are classes delivering lessons consistently so that every child has the same experience?

**Pupil voice** – Do children enjoy History? Are they excited by lessons? Do they have a passion for our past? Are they learning new skills/building on previous learning? Do they remember key dates? Facts? Events?

**Environment** – Is children's work celebrated? Are key historical words apparent in the classroom? Are events displayed in chronological order?

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	IA Cycle 1	IA Cycle 2	2A Cycle 1	2A Cycle 2	3A Cycle 1	3A Cycle 2
Year 1/2	<b>Pre-Historic Britain</b> Where have all the dinosaurs gone?	<b>The Great Fire of London</b> What happened in 1666 to change the city forever?	<b>Tutankhamun</b> Who was the boy king?	<b>The Victorians</b> Would you rather go to school in Victorian times or now?	<b>The skies above our eyes</b> Who was the first man on the moon?	<b>Battles</b> Why do people fight?
Year 3/4	<b>The Romans</b> What did the Romans leave for us?	<b>Britain in the 1960s</b> Why was the Swinging 60s a great time of change and contrasts?	<b>The Tudors</b> Where they terrible?	<b>A Mayan Civilisation</b> Who were the Mayan Civilisation and why are they still remembered today?	<b>The Vikings</b> Why was Britain so appealing to the invaders?	<b>British History Heroes</b> What impact did the Great British Scientists have on us today?
Year 5/6	<b>The Titanic</b> What caused the Titanic to sink?	<b>Crime and Punishment</b> Does History get even more horrible when you're on the wrong side of the law?	<b>The Victorians</b> What did the Victorians do for Britain?	<b>The Great Plague</b> Why was the Great Plague referred to as The Black Death?	<b>Ancient Egypt</b> What is it about this mysterious civilisation that captures the imagination?	<b>Ancient Greece</b> Why was Greece one of the most important places in the Ancient World?

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	Reception Progression of Skills	Year 1 Progression of Skills	Year 2 Progression of Skills	Year 3 Progression of Skills	Year 4 Progression of Skills	Year 5 Progression of Skills	Year 6 Progression of Skills
Chronological Understanding	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the order of events in a range of familiar stories.</p> <p>Recognise language in stories that shows the story happened in the past.</p>	<p>Order events in their lives.</p> <p>Sequence 3 or 4 artefacts from different periods in time.</p> <p>Match objects to people of different ages.</p> <p>Use words and phrases: old, new, young, days, months, long time ago.</p>	<p>Recount changes in their own life over a period of time.</p> <p>Place 5 people, events or objects in order using a given scale.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Use words and phrases: recently, before, after, now, later, before I was born, when I was younger.</p>	<p>Put the time studied on a timeline and begin to recognise the term BC and AD.</p> <p>Use dates and terms related to the study unit and the passing of time such as century, decade and ancient.</p> <p>Sequence several events or artefacts.</p> <p>Begin to use words and phrases BC and AD, chronology, period, past, present.</p>	<p>Position events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand terms BC and AD.</p>	<p>Know and sequence key events of a time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Describe the main changes in a period in History.</p> <p>Begin to use words and phrases such as: decade, century, chronology, period, past, present.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Use relevant dates and terms.</p>

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Range and depth of historical knowledge	<p>Share their memories of significant events in their own lives.</p> <p>Talk about things that have changed.</p> <p>Begin to put these events in order.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Be familiar with why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times – then and now.</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to find out about the everyday lives of people in time studied and compare with our life today.</p> <p>Recognise reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Study different aspects of different people - differences between men and women.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Learn/find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>

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Historical Interpretation	<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>Use words associated with the past including yesterday, last week, last year.</p> <p>Use past tense when speaking about things that happened in the past.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Look at two versions of a past event and make comparisons.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Identify different ways in which the past is represented and give reasons for this.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at a variety of representations of the period studied such as – museum, cartoons etc.</p>	<p>Find and look at the variety of evidence available.</p> <p>Start to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Have an awareness that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>

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<b>Historical Enquiry</b>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</p> <p>Begin to put events in order.</p>	<p>Find answers to simple questions about the past from sources of information e.g. such as artefacts or text books.</p> <p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show understanding.</p>	<p>Observe or handle sources to ask and answer questions about the past on the basis of simple observations.</p>	<p>Use documents, the internet, pictures, photographs, music, artefacts, historic buildings, museums, galleries as evidence about the past observing small details.</p> <p>Select and record information relevant to the study.</p>	<p>Use a broad variety of evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>



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<b>Organisation and Communication</b>	Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.	Communicate their knowledge through:  Discussion Drawing pictures Drama/role play Making models Writing Using ICT	Communicate their knowledge through:  Discussion Drawing pictures Drama/role play Making models Writing Using ICT	Communicate their knowledge through:  Discussion Drawing pictures Drama/role play Making models Writing Using ICT	Recall, select and organise historical information.  Communicate their knowledge and understanding.	Recall, select and organise historical information.  Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.