

KS1	LKS2	UKS2
<p>Intent:</p> <ul style="list-style-type: none"> • Ensure we are covering skills and content from the national curriculum. • Aim to develop historical skills and concepts which are transferable to whatever period of history is being studied. 	<p>Intent:</p> <ul style="list-style-type: none"> • We have chosen these topics for the chronological benefits. They are also linked to local history and places of significance which we can still visit today. 	<p>Intent:</p> <ul style="list-style-type: none"> • Allows children to embed chronological sequencing and start to develop their historical questioning and use of historical terms.
<p>Intent:</p> <p>The history curriculum at Whittingham C of E Primary School makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality.</p> <p>Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Whittingham C of E Primary School is carefully planned and structured to ensure that current learning is linked to previous learning and that it is in line with the national curriculum 2014, the curriculum at Whittingham C of E Primary aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <ul style="list-style-type: none"> • We have chosen these topics as they are local and relevant to the children which enables children to acquire an understanding of time, events and people in their parents and grandparents memory. • We have chosen events which are beyond living memory which are significant nationally and globally, so the children can build on their knowledge of the wider world. 		
<p>Implementation:</p> <ul style="list-style-type: none"> • Structuring lessons so prior learning is always built upon and revision of facts and historical understanding are built upon. • Ensure that revision and introduction of key vocabulary is built into each lesson and ensure that children have the opportunity to use these within lessons. 		

Impact:

- We want to develop a love of history and researching historical facts.
- As the children develop their vocabulary this will be displayed throughout the school/classroom.
- We will measure the impact of lessons through key questioning, child led assessment and summative assessment.

History Progression and Assessment Grids

Learning	Year 1	Year 2
	<ul style="list-style-type: none"> • place known events and objects in chronological order (chronological understanding) • sequence events and recount changes within living memory (chronological understanding) • use common words and phrases relating to the passing of time (chronological understanding) • understand key features of events (understanding of events, people and changes) • identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • relate his/her own account of an event and understand that others may give a different version (historical interpretations) • find answers to some simple questions about the past from simple sources of information (historical enquiry) • describe some simple similarities and differences between artefacts (historical enquiry) • sort artefacts from 'then' and 'now' (historical enquiry) • ask and answer relevant basic questions about the past (historical enquiry) • talk, draw or write about aspects of the past (organisation and communication) 	<ul style="list-style-type: none"> • speak about how he/she has found out about the past (organisation and communication) • record what they have learned by drawing and writing (organisation and communication) • show an awareness of the past, using common words and phrases relating to the passing of time • describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events] • show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented • describe changes within living memory and aspects of change in national life • describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries • discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell • describe significant historical events, people and places in his/her own locality
	Year 3	Year 4
	<ul style="list-style-type: none"> • use an increasing range of common words and phrases relating to the passing of time (chronological understanding) 	<ul style="list-style-type: none"> • place some historical periods in a chronological framework (chronological understanding)

	<ul style="list-style-type: none"> • describe memories of key events in his/her life using historical vocabulary (chronological understanding) Refer to End of Key Stage 2 objectives below for context 	<ul style="list-style-type: none"> • use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) • communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) • use historic terms related to the period of study (chronological understanding) • understand that sources can contradict each other (historical interpretations) • use a variety of resources to find out about aspects of life in the past (historical enquiry) Refer to End of Key Stage 2 objectives below for context
	Year 5	Year 6
	<ul style="list-style-type: none"> • use dates to order and place events on a timeline (chronological understanding) • give some reasons for some important historical events (understanding of events, people and changes) • make comparisons between aspects of periods of history and the present day (historical interpretations) • understand that the type of information available depends on the period of time studied • evaluate the usefulness of a variety of sources (historical interpretations) • compare sources of information available for the study of different times in the past (historical enquiry) • present findings and communicate knowledge and understanding in different ways (organisation and communication) • provide an account of a historical event based on more than one source (organisation and communication) Refer to End of Key Stage 2 objectives below for context 	<p>describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time and show developing appropriate use of historical terms • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • make confident use of a variety of sources for independent research (historical enquiry) • use evidence to support arguments (understanding of events, people and changes) Refer to End of Key Stage 2 objectives below for context
End of Key Stage 2 objectives and contexts		
<ul style="list-style-type: none"> • describe changes in Britain from the Stone Age to the Iron Age • describe the Roman Empire and its impact on Britain • describe Britain's settlement by Anglo-Saxons and Scots • describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • describe a local history study • describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • describe a study of Ancient Greek life and achievements and their influence on the western world • describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 		

Key Vocabulary

Woolly Hunters Survive Temperature Ancestors	Pompeii Mount Vesuvius volcano 79CE burial preserved ruins Italy community roman	Hieroglyphics mummification irrigation Shaduf sphinx oasis Egyptologist ankh Pyramid barter Rosetta Stone
<u>B – Inventors</u> Invent Invention Technology Development Patient William Armstrong Hydraulics Hydroelectric Cragside Electricity Engineer	<u>B – Romans</u> Chronology B.C A.D emperor empire Celts rebellion invasion general legion Tribute tribe conquer census aqueduct Solar calendar govern fort	<u>B - Local History Study (Alnwick)</u> Alnwick Castle Parks The Percy Family Hulne Park Abbey Brizzle Tower freemen Work houses Alnwick Castle