

History Toolkit

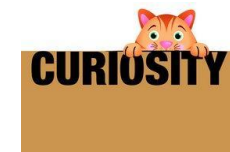
Our Vision & Rationale - Being a historian is like being a detective!

At St. Mark's CofE Primary school we want all our pupils to have a chronological understanding of past historical events which have influenced current Britain and how history will shape their future. We are passionate to strengthen our curriculum provision so that the implementation fully meets our intentions. We will focus on delivering a skills based, knowledge and vocabulary rich curriculum which equips our children to become accurate historians. Through providing highly productive opportunities, links are made between other subjects to contextualise and motivate pupils through engaging history lessons that encourage critical thinking and pupils own questions about the past and how these impact the world we live in today. Our teaching of history gives pupils an understanding of human achievements and experiences. We investigate using sources such as pictures, stories, writing and artefacts giving pupils the ability to weigh evidence and generate arguments.

An effective historian

Uses historical enquiry to ask/answer questions using sources to find answers and show understanding.	Sequences events & objects using chronological vocabulary	Understands the characteristic features of the period, person or event studied	Change and continuity – understands the similarities and differences between events, societies, periods in history	Understands the concepts of cause and consequence including short term and long term effects	Understands the significance of people and events in history	Interprets the past, including how and why contrasting views arise
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These learning behaviours are particularly helpful in becoming an effective historian:



Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Access for all - SEND

Children identified with additional needs in specific areas of History will receive support from adults to complete the tasks. As the focus on the History units, work is discussion and hands on resource based curriculum, all children, regardless of their literacy/maths ability will be able to access the learning. A variety of tasks are completed with only some of these having written elements. Teachers will consider support needed for children moving up from Year R into Year 1 with low Physical Development and this will continue to be a consideration throughout the School. Unit based assessments will indicate areas individual children across the cohort will need support on, to ensure they can access the learning in the next Year Group.

Inclusion for all - Diversity

In History, we ensure that all pupils have a sense of achievement and can celebrate the wide diverse history of our world. We encourage an ethos at St Marks where all pupils are included, valued and encouraged. In our history curriculum we explore a variety of historical times as well as the diversity of people in these areas and times.

History Early Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>It's good to be me Starting school My new class Our similarities and differences/ Our likes and dislikes My life so far How have I changed? My family including pets What am I good at? Little Red Hen - Harvest</p>	<p>Terrific Tales Traditional Tales Familiar tales Family favourites Nursery Rhymes The Nativity Christmas</p>	<p>People Who Help Us Careers Police Fire Service Ambulance service Vets Doctors Dentists Road Safety Emergency Vehicles Chinese New Year</p>	<p>Spring to Life! Down on the Farm Dinosaurs – who was Mary Anning? Minibeasts Life cycles (chicks, frogs, butterflies) Signs of Spring Easter – new life, eggs and chicks</p>	<p>What An Adventure! Up, Up and Away United Kingdom – castles – Who lived in a castle? The Amazon - Jungle Africa Compare and contrast – environments, animals, homes and people</p>	<p>What An Adventure! Jungle Ocean Space – Who was Neil Armstrong? Under the sea Where in the world have we been? Off on holiday Send me a postcard!</p>

3-4year olds:

Maths

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the world

- Begin to make sense of their own life-story and family's history.
- Understand the key features of the life cycle of a plant and an animal.

Reception:

Understanding the world

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Early Learning Goals:

Communication/ Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the world/ 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.
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Key Skills:

- Develop an awareness of the past.
- Talk about the passing of time using keywords and phrases like ‘last year’.
- Recognise where events and people fit within a chronological timeline.
- Ask and answer questions and start to be able to describe something that happened using a piece of evidence or knowledge of a topic to explain their answer.

Key Vocabulary:

today	the present	yesterday	tomorrow	the past	the future	day	week
month	long ago	old	new	parent	grandparent	great grandparent	clue
memory	lifetime	calendar	who?	what?	remember	history	ruin

History Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Year 1	<u>Toys through history</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			<u>The history of transport in Basingstoke Thornycroft</u> Significant historical events, people and places in their own locality
Year 2		<u>The Great Fire of London</u> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<u>Mary Seacole and Florence Nightingale</u> <u>Neil Armstrong</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	

History Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

	<u>Knowledge and understanding of British History</u>	<u>Knowledge and understanding of the wider world history</u>	<u>Local history</u>	<u>Themes</u>
Year 3	Dig & Discover (Changes in Britain from the Stone Age to Iron Age)			
	The Romans (The Roman Empire and its impact on Britain)			
Year 4	Britain's settlement by Anglo-Saxons & Scots	The Ancient Civilisations and Ancient Egyptians (The Achievements of the Earliest Civilizations – a overview of where & when the 1 st civilisations appeared & a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty)		
	The Vikings			
Year 5		Ancient Greece (A study of Greek life & achievements & their influence on the western world)		Tudors (A study or aspect in British history that extends pupil's chronological knowledge beyond 1066)
				Windrush - Black and British (A study or aspect in British history that extends pupil's chronological knowledge beyond 1066)
Year 6		The Mayans (A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300)	World War II (A study or aspect in British history that extends pupil's chronological knowledge beyond 1066)	