

HISTORY

INTENT STATEMENT

Our history curriculum has been carefully mapped out across KS1 and KS2 to build up pupil's knowledge in detail. We endeavour to link our curriculum together into a coherent structure which will ensure children can make vital links between periods of history in Britain, across the world and how they overlap and interact over time. We have purposefully sequenced our curriculum in KS2 to give the best possible chance of retaining more and seeing history as a coherent narrative as opposed to a series of isolated facts. For example: The British History sequence below ensures that children can identify how these periods are directly linked together through invasion and conquest in which they are directly related.

For example: British History

Year A – Stone Age to Iron Age and Roman Britain

Year B – Anglo-Saxon Invasion and Settlement and Viking Conflict

For example: World History

Year A – Non-European Society

Year B – Egypt and Africa

This approach links together the certain periods chronologically to ensure it is easier to make links and comparisons between the learning of British and World History.

Throughout the curriculum, pupils are taught substantive content which defines each period. (One of the vehicles for this is our knowledge organisers). This knowledge is planned, revisited and elaborated upon. We include local significance in our knowledge organisers to consider the impact on our lives and/or locality.

Abstract concepts and historical terms too, are carefully developed across the key stages, so that pupils develop understanding of, for example, trade or invasion. We want children to delve deeply into the past and understand how life, culture and different civilisations existed in comparison to our modern twenty-first century world.

We also recognise that the study of history goes beyond substantive historical knowledge. Pupils need to become more familiar and confident with the key historical concepts, such as cause and consequence, change and continuity, similarity and difference, historical interpretations and representations, and significance. They also need to progress in their ability to 'do history', to investigate and select information to answer questions, especially by using reliable information.

Finally, we want to ensure that teaching and learning about diversity is related to all aspects of 'big-picture history' including local, regional and British, European and world history from the distant to recent past. We endeavour to go beyond tokenism in our response to diversity and ensure that we go beyond looking at significant people, specific groups or events to understand the diverse experiences of people during specific periods and events in the past.

This is exemplified in our sequencing across the primary phase where we seek to bring children to modern times and seek the impact of the events of the past and how they shape the world we live in today.

In delivering our curriculum we intend to ensure that young people to gain an increasingly mature and informed historical perspective on their world.

Progression in history involves developing **historical perspective** through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)
- greater independence in applying all these qualities



(NB All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance. Colour coding relates to aspects of the aims as shown on the next page.)

	By the end of EYFS	By the end of KS1	By the end of KS2
1. Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members 	Develop an awareness of the past <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time
2. Historical terms eg empire, peasant	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by ... • Selecting and organising relevant historical information
4. Interpretations of history		<ul style="list-style-type: none"> • Identify different ways in which the past is represented 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this

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* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			
5a. Continuity and change in and between periods	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies
5b. Cause and consequence	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d. Significance of events / people	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations

The National Curriculum for history (2014) 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.

The first three aims are primarily concerned with building knowledge.

The next two are concerned with understanding the big ideas and processes of history.

The last of the aims effectively sets out the overall goal of history education: we want young people to gain an increasingly mature and informed historical perspective on their world. All the other aspects feed this one. The approach we take in our history curriculum is simplified below to achieve this.

