

Stoke Prior First School Curriculum Offer for History

At Stoke Prior First School, our aim is to ensure that all of our pupils receive high quality history teaching; providing a broad and balanced curriculum which ensures the progressive development of historical concepts, knowledge and skills. Our curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches.

Our history curriculum supports pupils in building their understanding of chronology and develops their understanding of how historians study the past. It aims to inspire pupils to think critically, ask questions and to explain and analyse historical evidence.

The pupils are introduced to key substantive concepts including: power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Curriculum — Knowledge, Skills and Understanding

Foundation Stage –

Early Learning Goal – Understanding the world- Past and Present

Pupils will talk about the lives of the people around them and their roles in society. They will develop their knowledge in recognising similarities and differences between things in the past and now, as well as drawing on their own experiences. They should understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 (Years 1 and 2)

Historical Enquiry

In Key Stage One, the children will be developing their historical enquiry skills by: posing historical questions, gathering organising and evaluating evidence, interpreting findings, analysing and making connections, evaluating and drawing conclusions and communicating findings. They will achieve this through studying the following topics:

Year 1 –

- How am I making history?
- How have toys changed?
- How have explorers changed the world?

Year 2 –

- How was school different in the past?
- How did we learn to fly?
- What is a monarch?

Chronological awareness

Pupils will:

- understand that a timeline shows the order events in the past happened and that we start by looking at 'now' on a timeline then look back

- understand that 'the past' is events that have already and 'the present' is time happening now
- understand that within living memory is 100 years and that beyond living memory is more than 100 years ago
- understand that events in history may last different amounts of time.

Disciplinary Concepts

Change and Continuity

Pupils will:

- understand that people change as they grow older and everyday objects have changed over time
- understand that throughout someone's lifetime, some things will change and some things will stay the same, and to know that daily life has changed over time but that there are some similarities to life today.

Cause and Consequence

- understand that everyday objects have changed as new materials have been invented and to know that changes may come about because of improvements in technology
- ask why things happen and beginning to explain why with support.

Similarities and Differences

- begin to look for similarities and differences over time in their own lives and to know that there are explanations for similarities and differences between children's lives now and in the past
- identify similarities and difference between ways of life at different times
- find out about people, events and beliefs in society.

Historical Significance

- recall special events in their own lives
- understand that some events are more significant than others and to understand the impact of a historical event on society
- know that 'historically significant' people are those who changed many people's lives and discussing who was important in a historical event.

Sources of evidence

- find answers to simple questions about the past using sources (e.g. artefacts)
- sort artefacts from then and now
- know that we can find out about how places have changed by looking at maps
- know that historians use evidence from sources to find out more about the past.

Historical Interpretations

- begin to identify different ways to represent the past (e.g. photos, stories) and compare pictures or photographs of people or events in the past

- develop their own interpretations from historical artefacts
- recognise different ways in which the past is represented (including eye-witness accounts).

Substantive Concepts

Achievements and follies of mankind

Pupils will:

- know some inventions that still influence their own lives today
- know some achievements and discoveries of significant individuals
- begin to identify achievements and inventions that still influence their own lives today
- know the legacy and contribution of the inventions
- be aware of the achievements of significant individuals.

Power (monarchy, government and empire)

- know that a monarch in the UK is a king or queen
- begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy
- know that Britain was organised into kingdoms and these were governed by monarchs

Key Stage Two (Years Three and Four)

Historical Enquiry

In Key Stage Two, the children will be expanding their historical enquiry by building on the skills practiced in Key Stage One : posing historical questions, gathering organising and evaluating evidence, interpreting findings, analysing and making connections, evaluating and drawing conclusions and communicating findings. They will achieve this through studying the following topics:

Year 3-

- What did the Ancient Egyptians believe?
- Would you prefer to live in the Stone Age, Iron Age or Bronze Age?
- Why did the Romans settle in Britain?

Year 4-

- How hard was it to invade and settle in Britain?
- Were the Vikings raiders, traders or settlers?
- How have children's lives changed?

Chronological awareness

Pupils will:

- know that history is divided into periods of history e.g. ancient times, middle ages and modern
- know that BC and AD means before and after Christ lived
- know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods
- know that we can use dates to work out the interval between periods of time and the duration of historical events or periods

Disciplinary Concepts

Change and continuity

Pupils will:

- know that change can be brought about by advancements in transport and travel, materials and trade
- identify reasons for change and reasons for continuities
- identify what the situation was like before the change occurred
- compare different periods of history and identify changes and continuity
- describe the changes and continuity between different periods of history and different societies.

Cause and Consequence

- know that the actions of people can be the cause of change (eg. Lord Shaftesbury)
- know that advancements in science and technology can be the cause of change
- identify the consequences of events and the actions of people
- identify reasons for historical events, situations and changes.

Similarities and Differences

- identify similarities and differences between periods of history.
- explain similarities and differences between daily lives of people in the past and today
- identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Historical Significance

- know that significant archaeological findings are those which change how we see the past
- know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.

Sources of Evidence

- use a range of sources to find out about a period and use evidence to build up a picture of a past event
- observe the small details when using artefacts and pictures.

Historical Interpretations

- explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books
- evaluate the usefulness of different sources.

Substantive Concepts

Power (monarchy, government and empire)

Pupils will:

- understand the development of groups, kingdom and monarchy in Britain
- understand the expansion of empires and how they were controlled across a large empire
- understand that societal hierarchies and structures existed including aristocracy and peasantry.

Invasion, settlement and migration

- know and understand that there were different reasons for invading Britain and migration
- know that settlement created tensions and impacted the existing population
- know that settlements changed over time.

Civilisation (social and cultural)

- understand how invaders and settlers influence the culture of the existing population.
- understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.

Trade

- understand that trade began as the exchange of goods and that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times
- understand that the Roman invasion led to a great increase in British trade with the outside world
- understand that trading ships and centres were a reason for the Vikings raiding Britain
- understand that trade develops in different times and ways in different civilisations.

Beliefs

- understand that there are different beliefs in different cultures, times and groups
- know about paganism and the introduction of Christianity in Britain
- know how Christianity spread
- compare the beliefs in different cultures, times and groups.

Achievements and follies of mankind

- know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain
- be aware of the achievements of the Ancient Egyptians.