

Scarcliffe Primary School - Subject Specific Curriculum Intent – HISTORY

What is History? – History is a study of the past. History helps us to understand the complexity of people’s lives, reasons for change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges facing us right now.

Links to core abilities

- Questioning and curiosity
- Critical thinking and open-mindedness
- Communication
- Independence
- Team work

Key concepts to be taught over a two-yearly cycle:

- Hierarchy and power
- Empire
- Invasion
- Civilisation & culture
- Exploration
- Disaster

What is the curriculum INTENT for this area of the curriculum?

Rationale – Why is this what you want our children to know?

1. Children have a working (and growing) chronological understanding of key events throughout history.
2. Children have a deep knowledge and understanding of key people and time periods they have studied throughout history. They understand how history (both in Britain and further afield) have influenced our lives today.
3. Children will be able to think as young historians – weighing up the accuracy of a wide range of sources.

1. A good chronological understanding will help children to make sense of the past and will help them to develop a scheme in the subject, which in turn will support their memory.
2. A deep knowledge of people and periods from the past will help children understand how actions have consequences. Children will also be likely to gain an interest which will promote independent study.
3. This skill promotes critical thinking. It helps children to understand not to take things at face value so they can form their own views. This is a critical life skill.

	Class 1	Class 2	Class 3	Class 4
A. Chronological Understanding	<ol style="list-style-type: none"> 1. Can they use words and phrases like: old, new and a long time ago? 2. Can they tell me about things that happened when they were little? 3. Can they recognise that a story that is read to them may have happened a long time ago? 4. Do they know that some objects belonged to the past? 5. Can they explain how they have changed since they were born? 6. Can they put up to three objects in chronological order (recent history)? 	<ol style="list-style-type: none"> 7. Can they use words and phrases like: before I was born, when I was younger? 8. Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? 9. Can they use the words past and present correctly? 10. Can they use a range of appropriate words and phrases to describe the past? 11. Can they sequence a set of events in chronological order and give reasons for their order? 	<ol style="list-style-type: none"> 12. Can they describe events and periods using the words: BC, AD and decade? 13. Can they describe events from the past using dates when things happened? 14. Can they describe events and periods using the words: ancient and century? 15. Can they use a timeline within a specific time in history to set out the order things may have happened? 16. Can they use their mathematical knowledge to work out how long ago events would have happened? 17. Can they set out on a timeline, within a given period, what special events took place? 18. Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? 19. Can they use the words ‘time period’ and ‘chronological’ correctly. 	<ol style="list-style-type: none"> 20. Can they say where a period of history fits on a timeline? 21. Can they place a specific event on a timeline by decade? 22. Can they place features of historical events and people from past societies and periods in a chronological framework? 23. Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 24. Can they use their mathematical skills to work exact time scales and differences as need be?

<p>B. Knowledge and interpretation</p>	<ol style="list-style-type: none"> 1. Do they appreciate that some famous people have helped our lives be better today? 2. Do they recognise that we celebrate certain events, such as the first moon landing, because of what happened many years ago? 3. Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? 4. Can they begin to identify the main differences between old and new objects? 5. Can they identify objects from the past, such as vinyl record? 	<ol style="list-style-type: none"> 6. Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? 7. Can they explain how their local area was different in the past? 8. Can they recount some interesting facts from a historical event, such as where the fire of London started? 9. Can they give examples of things that are different in their life from that of their grandparents when they were young? 10. Can they explain why Britain has a special history by naming some famous events and some famous people? 11. Can they explain what is meant by a parliament? 	<ol style="list-style-type: none"> 12. Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? 13. Can they begin to picture what life would have been like for the early settlers? 14. Can they recognise that Britain has been invaded by several different groups over time? 15. Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? 16. Can they suggest why certain events happened as they did in history? 17. Can they suggest why certain people acted as they did in history? 18. Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? 19. Can they explain the terms 'empire' and 'civilisation'? 	<ol style="list-style-type: none"> 20. Can they summarise the main events from a specific period in history, explaining the order in which key events happened? 21. Can they summarise how Britain has had a major influence on world history? 22. Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently? 23. Can they describe features of historical events and people from past societies and periods they have studied? 24. Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 25. Can they devise questions to deepen understanding of the similarities and differences between different periods in history? 26. Do they have a good understanding as to how crime and punishment has changed over the years? 27. Can they use and explain the term 'peasantry' and other historical terms linking to their topics? 28. Can they use pre learned historical terms in their writing and speaking? E.g. parliament, civilisation and empire? 29. Can they appreciate that war/s would inevitably have brought much distress and bloodshed? 30. Do they have an appreciation that wars start for specific reasons and can last for a very long time?
<p>C. Historic Enquiry (Disciplinary Knowledge)</p>	<ol style="list-style-type: none"> 1. Can they ask and answer questions about old and new objects? 2. Can they spot old and new things in a picture? 3. Can they answer questions using an artefact/ photograph provided? 4. Can they give a plausible explanation about what an object was used for in the past? 	<ol style="list-style-type: none"> 5. Can they find out something about the past by talking to an older person? 6. Can they answer questions by using a specific source, such as an information book? 7. Can they research the life of QE1 and Queen Victoria from the past using different resources to help them? 8. Can they research about a famous event that happens in Britain and why it has been happening for some time? 9. Can they research the life of someone significant in history 	<ol style="list-style-type: none"> 10. Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? 11. Can they use various sources of evidence to answer questions? 12. Can they use various sources to piece together information about a period in history? 13. Can they research a specific event from the past? 14. Can they use their 'information finding' skills in writing to help them write about historical information? 15. Can they, through research, identify similarities and differences between given periods in history? 	<ol style="list-style-type: none"> 19. Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 20. Can they identify and explain their understanding of propaganda? 21. Can they describe a key event from Britain's past using a range of evidence from different sources? 22. Can they suggest why there may be different interpretations of events? 23. Can they suggest why certain events, people and changes might be seen as more significant than others? 24. Can they devise questions to deepen their understanding of the cause of an event?

		using different resources to help them?	16. Can they research two versions of an event and say how they differ? 17. Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? 18. Can they ask questions to enquire about the significance of an event and the changes that it made to people's lives?		
D. EYFS	Statements from Development Matters		Statements from the Early Learning Goals (EYFS Statutory Framework)		
	Understanding the World	1. Comment on images of familiar situations in the past. 2. Compare and contrast characters from stories, including figures from the past.	Understanding the World	Past and Present	3. Talk about the lives of people around them and their roles in society. 4. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 5. Understand the past through settings, characters and events encountered in books read in class and storytelling. (Daily reading for pleasure sessions with an adult enable children to explore stories linked to history/topic. In the classroom reading area, children can also choose to explore a book which links to their current topic.)
Programme of study	<ul style="list-style-type: none"> • Dinosaurs • Space – Neil Armstrong • My history and toys and holidays • Superheroes and famous people. 	<ul style="list-style-type: none"> • Chesterfield – including the life of George Stevenson (Polar Express) • Great Fire of London • Christopher Columbus • Who makes the Rules? QE1 and Victoria • Guy Fawkes and Mary Seacole • Families in the past • Seaside 	<ul style="list-style-type: none"> • Stone age to Iron Age • Traiders and raiders – Romans then Pompeii • Who makes the Rules? Monarchy with a case study on Henry VIII. • Ancient civilisations – Ancient Egyptians • Mayans (rainforest topic) 	<ul style="list-style-type: none"> • Who makes the rules - Mining • Traiders and raiders – after the Romans to 1066. • Traiders and raiders – rivers • Ancient civilisations – Ancient Greeks • Crime and punishment • Inspirational people • WW2 	
Useful resources					
<ul style="list-style-type: none"> • Nationalarchives.gov.uk • Bbc iplayer: horrible histories • BBC bitesize https://www.bbc.co.uk/bitesize/subjects/zcw76sq • English Heritage • Historical association • British museum 					
Implementation					

- History will be delivered through a topic based approach.
- Two topics each year (of a two year rolling programme) will be history based.
- Children will build on prior learning to help them to understand chronology.
- Pre learning tasks will determine prior learning.
- Learning journeys will be well sequenced and progressive. These will be shared with children.
- Children will get opportunities to ask lots of questions in history to help develop their curiosity.
- They will access sources to help them to form their own views.
- Regular Flashbacks will help children to retrieve and remember their prior learning.
- Vocabulary builders will be used to ensure new vocabulary is introduced and explained.

Vocabulary progression in history

Words in black are new words, words in red have been taught previously.

Children in all classes should all also be taught the core concepts/vocabulary outlined in the history core concept definition document.

Class 1	Class 2	Class 3	Class 4
a long time ago	bakery	active volcano	Acropolis
adult	Christopher Columbus	AD Anno Domini	allies
artefact	civilisation	ancient	Anglo-Saxon
baby	compass	archeologist	bio (Greek meaning life)
bathing costumes	continent	archeology	Bio
bathing huts	Crimean War	BC Before Christ	black-out
big	diary	BCE Before Common Era	blitzkreig
bigger	empire	Boudicca	civilisation
board games	equator	bronze age	concentration camp
bones	explorer	century	conscience
car	famous	chronological	court
carnivore	firebreak	civilisation	crime
changes	merchant	culture	criminal
child	monarch	decade	culture
clothing	navigator	disaster	democracy
crawl	ocean	dormant volcano	deterrent
cry	parliament	Egypt	evacuation (from a human disaster)
dinosaur	peasant	Egyptologist	guilty
dolls	physical feature	empire	holocaust
donkey rides	pier	erruption	innocent
drink	reign	evacuation (from a natural disaster)	invasion
eat	Santa Maria	extinct volcano	jury
egg	St Paul's Cathedral	invasion	justice
elderly	voyage	iron age	kilo
electricity		monarch	law
extinct		Mount Vesuvius	lawyer
Florence Nightingale		mummification	Luftwaffe
fossil		Nile	migration
game colsoles		Pompeii	Mount Olympus
herbivore		pyramid	myth
history		Rome	ogliarchy
in the past		stone age	pagan
little		time period	parliament
littler			philosophy
Mary Anning			pillage
materials			polytheistic
metal			R.A.F
new			raid
newer			rationing
now			reformation

Class 1	Class 2	Class 3	Class 4
old			retribution
older			runes
omnivore			Scandinavia
paleontologist			settle
paper			trade
past			
photograph			
plane			
plastic			
play			
present day			
promenade			
Punch and Judy			
railway			
reptile			
rocking horse			
roll			
scales			
sea bathing			
seaside			
sit up			
sleep			
talk			
teddy bears			
teenager			
then			
timeline			
toddler			
train			
Victorians			
walk			
wood			
young			
younger			