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### **History Curriculum Vision and Rationale:**

The aim of our History curriculum is to inspire pupils' curiosity, so that they develop the necessary knowledge about life in the past, how the world has changed and developed over time and how significant individuals and movements have contributed to creating change that still impacts on our lives now. The subject provides them with rich experiences visiting museums and places of historical interest and other engaging contexts so that they become competent and self-reliant learners. It has a significant impact on whether they are secondary ready. In our curriculum, children work as young historians to develop the fundamental skills of historical enquiry and analysis. History also includes citizenship, developing their understanding of how fundamental British Values have developed over time which underpins the development of children spiritually, morally, socially and culturally (known as SMSC).

### **Curriculum Intentions:**

#### **1. *Reading, Language and Vocabulary development at heart off the curriculum***

A range of non-fiction resources are used to generate questions and give vocabulary in context Children are expected to communicate historically both orally, in their writing and through diagrams and timelines. Tier 3 ambitious vocabulary is pulled out in every lesson and games are used to develop understanding of the words and historical concepts. Vocabulary is available visually across the school e.g. in displays

#### **2. *Experiential learning opportunities* to excite, enthuse and engage. Raising Aspirations.**

Every year each year group will take part in at least one history-focused field trip. It is really important that learning starts with children's personal histories as well as looking beyond them. Each class will use artefacts, written and pictorial evidence to develop their historical enquiry skills. They will use technology to enhance the children's access otherwise unaccessible resources from around the world. Through History the children learn how our life today has been shaped by events in the past giving them an enthusiasm about the relevance of the subject.

#### **3. *Creativity and Innovation.* Developing independence, thinking and questioning.**

Children will develop skills of historical enquiry and creative thinking; they will learn to question historical sources and what we can learn from them, becoming safer and more independent in the face of "fake news" and marketing manipulation. In History, children work collaboratively and independently to develop questions. They consider the similarities and differences between the U.K and the wider world and think about why these might occur. Fieldwork gives them opportunities to develop their resilience by overcoming personal challenges and minor setbacks (e.g. asking strangers to fill in a survey, getting dirty, losing data).

4. **Children as teachers**, sharing knowledge. Knowing more and remembering more.

We recognise that when children explain or teach a skill, they have learnt they are more likely to retain it. In history, regular opportunities are provided for children develop their own historical knowledge by sharing, what they have learnt, with teachers, parents and peers. This encourages children to question and be questioned, supporting a depth of knowledge and the ability to make connections within history and beyond.

5. **Valuing each other**. Promoting, respect, responsibility tolerance and understanding

By understanding the past and how that links with the present history develops respect for the world and the people within it. Children explore how human activity has impacted on the environment throughout history; by learning about how the actions of those in the past have impacted on the world we live in now, they learn how our action or inaction now can change the world for better or worse in the future.

**All lessons will:**

- Have clear objectives
- Pose a question to investigate
- Have vocabulary at the heart
- Include modelling (where appropriate)
- Encourage active learning and gamification
- Will provide opportunities for children to independently apply skills
- Provide rich and useful resources

**History: Foundation Stage**

	<b>Area of Learning (Teaching Programme from Framework)</b>	<b>Begin to make sense of their own life story and family's history</b> <b>Comment on images of familiar situations in the past</b> <b>Compare and contrast characteristics from stories including figures from the past</b>	<b>Skills and Knowledge we want the children to have at end of EYFS</b>	<b>ELG: Understanding the World Past and Present</b>	<b>FS vocabulary</b>
<b>FS</b>	<p><b>Understanding the World</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p><b>FS1</b> <b>Begin to make sense of their own life story and family's history.</b></p> <p><b>FS2</b> <b>Autumn Term</b> Talking about when they were a baby.</p> <p><b>Spring Term</b> Timeline of their life. Comment on familiar situations in the past.</p> <p><b>Summer Term</b> Figures from the past.</p>	<p>We want the children to know for Understanding of the World by the time they leave EYFS and enter Y1:</p> <ol style="list-style-type: none"> <li>1. Know the town and country they live in (THIS IS GEOGRAPHY)</li> <li>2. Know the parts of a plant or animal (Science)</li> <li>3. <b>Know the chronology of their life (HISTORY)</b></li> <li>4. Know about a celebration in this country and another country (RE)</li> </ol>	<p><b>Children at the expected level of development will:</b></p> <p>ELG: Past and Present Children at the expected level of development will: - 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.</p>	<p>past present Baby toddler child adult today yesterday Year time Timeline Order First Next Then</p>

**History Knowledge Progression: KS1 - KS2**

Strands	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Childhood</b>	<b>Toys:</b> How have toys changed within living memory? How is childhood different for me, my parents and my grandparents?		<b>Ancient Egypt:</b> What was life like for a child in Ancient Egypt? Was it different for rich and poor? What were childhood mortality rates? <i>Ancient Egypt Experience (H.L)</i>	<b>Roman Empire</b> How did children learn in Roman times?	<b>Victorians</b> What were the significant changes in childhood during the Victorian era? What drove these changes? <i>Victorian Experience (H.L)</i>	<b>WWII</b> How did WWII impact the lives of children across Europe? Did this change childhood longer term?  <i>WWII experience (H.L)</i>  <b>Slavery</b> Were children sold into slavery? What was life like for them? What was life like for children born into slavery?
<b>Significant people</b>	<a href="#">George Stephenson</a> <a href="#">The Wright Brothers</a>	Amy Johnson: what is her significance locally, nationally, internationally? Samuel Pepys	Cleopatra (focus on links with Rome)	Boudicca Julius Caesar <a href="#">Muhammad ibn Mūsā al-Khwārizmī</a>	Henry VIII <a href="#">Jacques Francis, John Blanke, Cattelena of Almondsbury</a> William Wilberforce Lillian Billoca	Olaudah Equiano Harriet Tubman <i>William Wilberforce experience (H.L)</i>
<b>Significant events</b>	<b>Toys:</b> Invention of computers	<b>Great fire of London</b> How did the fire start?	<b>Neolithic era</b> - move from hunter gatherers to farming communities. <b>Ancient Egypt</b> Building of the pyramids	<b>Roman Empire</b> Invasion of Britain and its impact. <b>Vikings</b> Invasion of Britain and its impact <b>Baghdad - the Islamic Golden Age</b> The Abbasid Caliphate and establishment of Baghdad as a centre of	<b>Tudors</b> Henry VIII's divorce and reformation - what long term impact did it have? <b>History of Hull</b> Triple trawler disaster - what was the impact? Cod wars and impact.	<b>WWII</b> Invasion of Poland and declaration of war. Evacuation of children from inner cities Blitz focus on Hull - how did it change our city. <b>Slavery</b> The triangular slave trade. The abolition of slavery.

				learning and culture		
<b>Crime and Punishment</b>			<b>Ancient Egypt</b> Who made laws?	<b>Roman Empire</b> Who made laws and how were they upheld? How was it different from Ancient Egypt? <b>Vikings</b> Who decided on the punishments. Understand purpose behind punishments.	<b>Tudors</b> Who wrote and who upheld the laws? How were people tried? What differences were there from previous systems. <b>Victorians</b> How had the establishment and upholding of law changed since Tudor times? What was the most significant change? (police force).	<b>Slavery</b> How did the treatment in terms of crime and punishment differ for slaves? Why do you think this was?
<b>What did they do for us?</b>	<b>Transport</b> How does faster transport improve our lives? <b>Toys</b> Has computing technology improved toys and games?	<b>History of early flight</b> How did flight change our world?  <b>Great Fire of London</b> How did the great fire change housing in London? Did it improve?	<b>Neolithic Era:</b> How did the move from hunter gatherers to farming communities change our world? <b>Ancient Egypt:</b> what was their legacy?	<b>Roman Empire</b> How did building of roads in the UK change life for everyday people? <b>Baghdad - the Islamic Golden Age</b> What was the impact of the Golden age on maths and learning?	<b>Tudors</b> How did the reign of Henry VIII change life in the UK? <b>Victorians</b> How did the industrial revolution change the world? Why are the views of the benefits of the industrial revolution now changing?	<b>Slavery</b> How did the abolitionists change people's views around slavery? Does slavery still exist?
<b>Transport</b>	<b>Transport</b> How has transport changed since our grandparents or parents were little? <i>Transport Experience (H.L)</i>	<b>History of early flight:</b> Who was the first person to fly (hot air balloons) Who invented the first aeroplane?		<b>Roman Empire</b> How and why did Roman's build so many roads - how did they differ from roads already in the UK?	<b>History of Hull</b> Why did people decide to build a settlement here? How has that shaped the industry the city relied on. How has that changed over time and why (consider the port, whaling industry, fishing industry.) What part did Hull play in Northern	<b>WWII</b> What significant transport development changed the way that war was fought?

					European migration to the New World in the 19th century	
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**History Skills Progression: KS1 - KS2**

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Questioning	Ask and answer simple questions about what they have heard.	Show curiosity by voluntarily asking questions about what they have read or heard.  Encourage use of - who what where when how why	Start to frame questions and answers in historically valid ways (eg about change, about differences)	Ask and answer historically valid questions (eg about contrast, cause and effect, reliability)	Ask and answer historically valid questions (eg about significance, or the basis of people’s opinions).	Regularly ask and answer perceptive questions in historically valid ways.
Chronological understanding	Recognise the difference between past and present.  Use common words and phrases, or answer simple questions to sequence events.  Talk about events using phrases like ‘long ago’, ‘before my parents were born’, ‘around the time of Jesus’.	Sequence events and explain their thinking. Start to note connections over time.  Date events to the nearest century or era, and occasionally to the year (eg 1066).	Note connections over time.  Date events to the year	Note connections, contrasts and trends over time.  Use the year confidently to date events, and sometimes the month and day	Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term.  Use precise dates and explain why some are significant (eg transport delay, seasonality).	Establish clear narratives within and across periods, and at local, national and world level.  Start to use their secure sense of chronology to inform their wider learning (into KS3).  Start to use different levels of precision in dating events, and explain why that may be appropriate.

<b>Identifying contrasts and trends</b>	<p>Make simple historical comparisons (eg spot the difference between pictures).</p>	<p>people places events ways of life</p>	<p>Note connections within and across periods, both those that they study and others they draw on independently.</p> <p>Start to comment on historical changes, including suggestions about cause and effect.</p> <p>Start to identify themes within and between topics.</p>	<p>Note connections, contrasts and trends - across time but also between places and cultures.</p> <p>Comment on continuity and change, cause and effect.</p> <p>Identify themes within and between topics.</p>	<p>Sequence and structure complex subjects and themes.</p> <p>Start to suggest reasons for connections over time and across places and cultures.</p> <p>Comment on impact and legacy.</p>	<p>Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</p>
<b>Sources</b>	<p>To form opinions: Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.</p> <p>Use parts of stories to show that they understand historical events.</p> <p>To understand how the past is constructed:</p> <p>Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).</p>	<p><b>To form opinions:</b></p> <p>Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.</p> <p>Choose and use parts of stories to show that they understand key features of events, (eg through innovating).</p> <p><b>To understand how the past is constructed:</b></p> <p>Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</p>	<p><b>To form opinions:</b></p> <p>Independently select and use sources to satisfy their curiosity about the past.</p> <p><b>To understand how the past is constructed:</b></p> <p>Start to show awareness that there are sometimes different versions of what happened.</p> <p>Explain how the past can often be interpreted to inform opinions.</p>	<p><b>To form opinions:</b></p> <p>Select and use sources to construct their own opinions about the past.</p> <p>Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).</p> <p><b>To understand how the past is constructed:</b></p> <p>Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Start to critique other people's opinions about the past.</p>	<p><b>To form opinions:</b></p> <p>Select, organise and use information from more than one source to construct an informed response and/or opinion.</p> <p>Explain the usefulness and reliability of different sources.</p> <p><b>To understand how the past is constructed:</b></p> <p>Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions.</p> <p>Accurately summarise other people's opinions about the past.</p>	<p><b>To form opinions:</b></p> <p>Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</p> <p>Start to use quote marks when using sources for evidence.</p> <p><b>To understand how the past is constructed:</b></p> <p>Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and</p>

						interpretations of the past.
<b>Use of History vocabulary</b>	tradition research (non-)fiction event artefact museum transport long ago yesterday then when now last next before/after first/second (etc) days months	empire ancestor victory defeat pioneer document technology archaeologist excavate unearth strategy similarity difference represent century period later earlier since long (after, before) at the same time (as)	years (dating system) BC/AD CE/BCE ancient civilisation republic exile voyage navigate reign majority organise introduce construct population tribe rural/urban primary/secondary source theory myth/legend folklore narrate saga epic survive infer clarify equivalent necessary theme version opinion interpret during while several (years)	culture dynasty crusade descendant principal prosper monarchy heritage revolution transition develop abolish structure campaign typical unique trivial characteristic conventional eventful intricate assume reliability alternative critique summarise contrast occasion accurate uncertain seldom former latter cause consequence phase abrupt	mass propaganda neutrality suffrage terrain conservative progressive employ impact complex sustain surpass sparse abundant capacity obstacle futile crucial pivotal exceptional generalise rigorous verify unintelligible inform phenomenon perspective contemporary epoch inevitable prior subsequent enduring legacy dominate diminish context	economy revenue civic succumb persecute demographic hierarchy doctrine stance attribute controversy prejudice robust authentic plausible appropriate analyse corroborate discern paraphrase epitomise characterise extrapolate bias tertiary simultaneous cumulative decontextualize

			more recently millennium age chronological approximate change process originate trace	decline trend continuity		
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