

Crich Carr CofE 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.

Key concepts to be taught:

- Equality & Rights
- Empire and Invasion
- Civilisation & Culture
- Exploration, Discovery and Disaster

Links to core abilities

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

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

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 and interpreting the information they provide.

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

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.

	EYFS	KS1	LKS2	UKS2
Chronological Understanding	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of 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. • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago. • Do they know that some objects belonged to the 	<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words past and present correctly? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • Do they know that some objects belonged to the past? • Can they explain how they have changed since they were born? • Can they put up to three objects in chronological order (recent history)? 	<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? • Can they set out on a timeline, within a given period, what special events took place? • Can they use the words 'time period' and 'chronological' correctly. • Can they use the words past and present correctly? • Can they use a range of appropriate words and phrases to describe the past? 	<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? • Can they use their mathematical skills to work exact time scales and differences as need be? • Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? • Can they use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.

	<p>past? Can they explain how they have changed since they were born? Can they put up to three objects in chronological order (recent history)?</p> <ul style="list-style-type: none"> • Can they use words and phrases like: old, new and a long time ago? • Begin to make sense of their own life-story and family's history. 		<ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	
Knowledge and interpretation	<ul style="list-style-type: none"> • Do they recognise that we celebrate certain events because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as old toys? 	<ul style="list-style-type: none"> • Can they explain why Britain has a special history by naming some famous events and some famous people? • 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? • Do they appreciate that some famous people have helped our lives be better today? • Can they recount some interesting facts from a historical event? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Can they identify objects from the past and identify the main differences between old and new objects? • Can they give examples of things that are different in their life from that of their 	<ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they appreciate the impact that new inventions and discoveries had on people's lives? • Do they realise the important that tools played in human development? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? • 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? • Can they explain how their local area was different in the past? • Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently? 	<ul style="list-style-type: none"> • Can they summarise how Britain has had a major influence on world history? • Can they recognise and describe differences and similarities/ changes and continuity between different societies and periods of history? • Can they use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them? • Can they devise questions to deepen understanding of the similarities and differences between different periods in history? • Do they have a good understanding as to how the fight for equality has progressed and changed over the years? • Can they use and explain historical terms linking to their topics? • Can they use pre-learned historical terms in their writing and speaking? e.g. parliament, empire and civil rights? • Do they have an appreciation that struggles and conflicts start for specific reasons, can last for a very long time and can bring distress and sometimes bloodshed?

		grandparents when they were young?	<ul style="list-style-type: none"> • Can they explain how their local area was different in the past? • Can they explain what is meant by monarchy, republic and parliament? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? 	<ul style="list-style-type: none"> • Can they identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied? • Can they recognise the past is represented and interpreted in different ways, and give reasons for this?
Historical Enquiry	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Can they spot old and new things in a picture? • Can they sort artefacts into 'then' and 'now'? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone significant in history using different resources to help them? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they research the life of a famous Briton from the past using different sources to help them? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they evaluate different sources? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? • Can they research two versions of an event and say how they differ? • 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? • Can they ask questions to enquire about the significance of an event and the changes that it made to people's lives? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they devise questions to deepen their understanding of the cause of an event?

Programme of study	<ul style="list-style-type: none"> • Dinosaurs • Space – Neil Armstrong • My history and toys and holidays • Florence Nightingale and Mary Seacole • Guy Fawkes & Great Fire of London 	<ul style="list-style-type: none"> • Dinosaurs • Space – Neil Armstrong • My history and toys and holidays • Florence Nightingale and Mary Seacole • Guy Fawkes & Great Fire of London 	<ul style="list-style-type: none"> • Stone Age • Bronze Age • Iron Age • Ancient Egypt • Ancient Greece • Ancient Rome • George Stevenson • Richard Arkwright • Queen Elizabeth I and Victoria • Suffragettes • Civil Rights Movement • Ancient Mayans • Vikings • Saxons
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Useful resources

- 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.
- One topic each year will be history based.
- Each topic will have a philosophical enquiry question as its basis.
- Children will build on prior learning to help them to understand chronology.
- Pre learning tasks will determine prior learning.
- Children will get opportunities to ask lots of questions in history to help develop their curiosity. They will access primary sources, investigate questions and make their own judgements about the evidence they are presented with.
- Regular 'Can You Still?' activities will help children to retrieve and remember their prior learning.