

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history 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.

Key Stage 1 content:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3

Key Stage 2 content:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

BLACK PEAR TRUST – SUBJECT PLAN - HISTORY

To be working at '**EXPECTED**' in history ...

ELG	Year 1	Year 2
<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in their family members. • They know about similarities and differences between themselves and others and among families, communities and traditions (slight cross curricular links with RE) 	<ul style="list-style-type: none"> • Children can use tenses across subjects to refer to present, past and future events. • Children partake in a lot of discussion to absorb the vocabulary and understanding. • Children use phrases such as 'now', 'yesterday', 'last week', 'before I was born', 'a long time ago', 'when my parents/carers were young'. • Children can write in sentences about things they have learnt about the past. • Children can use timelines accurately. 	<ul style="list-style-type: none"> • Children can remember specific dates. • Children can re-call facts in greater detail. • Children are able to make links using existing knowledge to own life/experiences. • Children can explain reasons why people in the past may have acted in the way they did. • Children can explain what has happened in the past and explain differences. • Children can sequence given events and famous people chronologically. • Children can use provided primary and secondary resources to give reasons why people behaved the way they did. • Children ask questions to trigger their own research. • Children can 'talk' confidently about a famous person they've studied and explain how they made an impact. • They use pictures and writing to show what they've learnt.

Across all year groups children need to:

- Understand the difference between things that happened in the past and the present
- Look at books and pictures to help them find out about the past (and ask questions)
- Answer questions about events, using 'before' and 'after' to describe when something happened
- Look at objects from the past and ask, "What were they used for?" and try to answer. **For Year 2:** draw labelled diagrams and write about them to tell others about people, objects or events from the past. **Use sketch books to draw objects, people or places.**
- Listen to stories about the past
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did
- Use time lines to order events or objects

National curriculum expectations	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<ul style="list-style-type: none">• Know about things that happened to me and my family in the past• Look at photos of their grandparents/parents as children and the journey of their lives• Recognise and talk about special events in their and their family's lives	<ul style="list-style-type: none">• Know some things that happened to other people in the past• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	<ul style="list-style-type: none">• Understand and use the words past and present when telling others about an event• Use information they have found out about the past to describe the differences between then and now
Events beyond living memory that are significant nationally or globally [e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<ul style="list-style-type: none">• Finding out about past and present events• Talking about significant things that have happened	<ul style="list-style-type: none">• Find out some facts about people long ago (before living memory.)• Find out some facts about events that happened long ago (e.g. Bonfire Night, Remembrance Day)	<ul style="list-style-type: none">• Recount the main events from a significant event in history• Give a range of interesting details
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the elder and Is Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	
<ul style="list-style-type: none">• Show an interest in people's lives	<ul style="list-style-type: none">• Say why people may have acted as they did• Tell somebody else:<ul style="list-style-type: none">○ why they were important○ what they did for a job○ how and where they lived○ we remember them today	<ul style="list-style-type: none">• Explain why people, in the past, may have acted as they did• Identify a significant individual from the past and recall at least 3 key facts about them• Explain why a person was significant and is still remembered today• Describe the impact they made during their lifetime	

BLACK PEAR TRUST – SUBJECT PLAN - HISTORY

Significant historical events, people and places in their own locality.		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Observe changes in the environment e.g. through the seasons, growing 	<ul style="list-style-type: none"> Identify pictures of Worcester from the past Make simple comparisons between photos of Worcester now and in the past 	<ul style="list-style-type: none"> Talk about what Worcester was like to live in during a period of History Describe a significant historical event which happened in Worcestershire e.g Civil war, Cathedral, flooding, industry

BLACK PEAR TRUST – SUBJECT PLAN - HISTORY

To be working at '**EXPECTED**' in history ... :

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children can empathise with some people or events that have happened in a studied period of history and use this to begin to explain why something happened or why someone acted the way they did. Children can explain how a person impacted on history within their own timeframe, but also why they are still significant today. Children can place given events in chronological order and add some of their own through research. Children can undertake research into a given section of a topic. Children can identify and use key artefacts to link to events and explain what happened. Children can identify evidence and explain why it is important. Children can make comparisons between different time periods. 	<ul style="list-style-type: none"> Children have a secure concept of time (e.g. understand that 200 years ago was a very long time ago and that ... is not still alive today). Children can research and compare lifestyles of time periods studied and with now. Children can identify and use key artefacts and link to events. They can contextualise it (e.g. why it is important). Children can compare sources of evidence and reasons about the reliability and validity of sources. Children can make comparisons between different time periods and reason about why these changes occurred. Children can identify ways of life, houses and settlement patterns. Describe in detailed sentences different forms of communication and reason as to why they were used. Children research and place provided events and people on a timeline within a time period. They can use a timeline which is divided into different time periods (including AD and BC) and can sequence events on this Children discuss different accounts of history and the reliability of primary and secondary sources. 	<ul style="list-style-type: none"> Children can re-call key events from a given time period and place them on a timeline. Children can describe the impact of and differences between historical figures and research further to answer questions generated. Children can explain why there are different accounts in history and the reasons why some primary/secondary sources of information are more reliable. Children can explain the most important changes during a studied time period, giving examples to support. Children explain the causes and consequences of decisions and actions. Children explain the location and significance of famous remains and the cultural significance of these. Children conduct fieldwork studies to collect data and can either place these on a timeline or explain the significance of findings. Children discuss changes throughout history based on social, religious, political, technological and cultural information. Children give a clear reason to explain why their chosen sources are more reliable than others. Children present their findings in different ways, according to their audience. 	<ul style="list-style-type: none"> Children identify the impact of significant changes across all aspects of life. Children compare and contrast people, places and events to explore cause and consequence. Children apply and compare their knowledge to modern life and how the impact of people, places and events has changed over time. Children research and complete their own timelines of significant events. Children begin to design their own fieldwork study. Children assess the reliability of independently sourced research. Children can re-call and name the dates of significant events throughout history and hypothesize about them. They re-call facts about key political figures and their relationships with the wider world – describing life for different parties of people within this. Children give examples of infrastructure development and explain the impact on populations and trade. Children compare similarities and differences between time periods. They explain the impact ancient civilisations had on the wider world. When presenting information to different audiences they discuss and debate ethical issues and explain the significance of art and artefacts to justify their arguments. Children use their knowledge to draw conclusions about ways of life and give clear reasons why there are different accounts of history.

Across all year groups children need to:

- Re-call events from the life of a significant person from the time period studied
- Research an event from the time period
- Explain the use of different artefacts from the time period and explain how they influence everyday life
- Use a time line to place events they've found out about
- Name a key figure or the date of any significant event from the past studied and place it in approximately the right place on a time line
- Use evidence to describe the houses and settlements; culture and leisure activities; clothes, ways of life and actions, of people in the past
- Describe some similarities and differences between some people, events and objects (artefacts) studied
- Give reasons why there may be different accounts of history (primary and secondary sources appropriate to year group)
- Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills
- Use phrases such as era, period, century, decade, before, AD, BC and describe the main changes of the period (using words such as 'social', 'religious', 'political', 'technological' and 'cultural')

Use sketch books as a way to apply drawing skills of key people, places or artefacts

In UKS2:

- Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history
- Use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past

Year 3	Year 4	Year 5	Year 6
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers (e.g. Skara Brae) • Bronze Age religion, technology and travel (e.g. Stonehenge) • Iron Age hill forts: tribal kingdoms, farming, art and culture • Hypothesize at the end of the unit: Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • Use a timeline with dates – divided into periods (before Christ, Greeks, Egyptians, Romans, Saxons, Tudors, Stuarts, Georgians, Victorians, today) 	<p>A local history study</p> <p>This could include:</p> <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • Carry out fieldwork studies to collect data • Explain the impact events had on the course of history – locally and extend to the British Isles. 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Studies to include the historical activities outlined above, plus to be taught how to:</p> <ul style="list-style-type: none"> • Appreciate and describe what the climate, terrain and shape of Greece is like, esp the islands • Explain and describe the impact their civilisation had on the World • Explain and explore where the myths & legends originated & re-tell some famous stories • Explain the origins of The Olympics – beginning, expansion, recent events, and upcoming events - as well as compare this to the introduction of the Paralympics

<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance (e.g. Boudica) 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Hypothesize to reflect on the unit: How far did the Romans change the life of people living in Britain after their conquest? 	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Studies to include the historical activities outlined above, plus to be taught how to:</p> <ul style="list-style-type: none"> Explain culture and values (e.g. afterlife and mummification) Identify significant settlements and the reasons for their location. Explain how the civilisation changed/developed over time. Explore forms of communication (e.g. Chinese symbols, hieroglyphs or cave paintings) 	<p>A non-European society that provides contrasts with British history – 1 study from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <ul style="list-style-type: none"> Compare to other civilisations studied Explain the role and significance of art and artefacts from the time period and use to draw conclusions about their way of life Discuss and argue ethical issues (e.g. If the Maya worship the God of Maize, how can they reconcile this to genetically modified crops or biofuel in their cars?) 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>This could include</p> <ul style="list-style-type: none"> The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day A significant turning point in British history, for example, the first railways or the Battle of Britain Give reasons to support an appropriate argument to review the topic (e.g. should we remember the Victorian times as a Golden Age of tremendous change for the better, or a dark age of human suffering?)
---	--	--	---