

History at Queensgate Foundation Primary School



Intent

We aim to provide interesting and varied opportunities that interest and intrigue our children and enable them to become active learners with a passion for history. We aim to give our children opportunities to learn the skills required to become an historian.

In line with the National Curriculum 2014, we aim for our history curriculum to ensure that all of our pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to inspire pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin 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.

Our historians will be given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their appreciation and understanding of the past. Access to historical sources and artefacts throughout their history learning journeys enable our historians to develop an enquiry mindset and become increasingly critical and analytical thinkers.

All year groups have access to engaging Out and About activities, trips and visitors which give students an opportunity to question the past and develop a deep understanding of the history of their locality, improve their cultural capital and their understanding of their own heritage.

Implementation

Year group	National Curriculum Objective	Age Related Expectations for Disciplinary Skills, knowledge and understanding
Reception	Statutory framework for the EYFS - Understanding the World	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>Year 1</p>	<ul style="list-style-type: none"> • changes within living memory - where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 • significant historical events, people and places in their own locality 	<p>Chronology Create simple timelines to sequence processes, events, objects within their own experience Confidently use vocabulary associated with the past e.g. old, new, now, then</p> <p>Characteristic features Recognises that buildings, clothing, transport or technology could be different in the past Show awareness of significant features not seen today.</p> <p>Continuity and change Can match old objects to people or situations from the past Can describe how some aspects of life differ from the past using simple historical vocabulary</p> <p>Cause and consequence Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions</p> <p>Historical significance Can recognise and describe special times or events for family and friends Interpretation of the past Can talk about different accounts of real historical situations</p> <p>Historical enquiry Can talk about similarities and differences between two or more historical sources using simple historical terms Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</p>
<p>Year 2</p>		<p>Chronology Realise that historians use dates to describe events Use phrases describing intervals of time e.g. before, after, at the same time</p> <p>Characteristic features Recognises and describes, in simple terms, some characteristic features of a person or period studied Increasingly use period specific language in explanations</p> <p>Continuity and change Can talk about similarities and differences not just between then and now but between then and another then Can describe how some aspects of life differ from the past using simple historical vocabulary</p>

		<p>Cause and consequence Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results</p> <p>Historical significance Can recognise and talk about who was important e.g. in a simple historical account</p> <p>Interpretation of the past Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source)</p> <p>Historical enquiry Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story.</p>
Year 3	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain 	<p>Chronology Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE</p> <p>Characteristic features Can describe main features associated with the period/civilisation studied, mostly using period specific language</p> <p>Continuity and change Can describe some changes in history over a period of time and identify some things which stayed the same</p> <p>Cause and consequence Can describe the causes and/or consequences of an important historical event offering more than one example of its results</p> <p>Similarity/difference</p> <p>Historical significance Understands that people, events and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)</p> <p>Interpretation of the past Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version</p> <p>Historical enquiry Can describe in simple terms how sources reveal important information about the past Recognises that the absence of certain types of sources can make it more difficult to draw conclusions</p> <p>Connections between local, national and international history</p>

Year 4

- 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
- a local history study - Osborne and the Victorians

Chronology

Begin to understand historical periods overlap each other and vary in length

Use more precise chronological vocabulary

Characteristic features

Can give simple explanations that not everyone in the past lived the in same way

Consistently uses period specific language in explanations

Continuity and change

Can describe and give some examples of a range of changes at particular points in history while some things remained the same

Can explain why changes in different places might be connected in the same way

Cause and consequence

Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action

Similarity/difference

Historical significance

Can identify that significance reveals something about history or contemporary life

Interpretation of the past

Can describe how different interpretations arise

Understand that historical understanding is continuously being revised: if we find new evidence, we have to rewrite the past

Historical enquiry

Can describe and question the origins and purposes of sources using knowledge of periods and civilisations

Connections between local, national and international history

Year 5	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Ancient Greece - a study of Greek life and achievements and their influence on the western world 	<p>Chronology Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary</p> <p>Characteristic features Understand that some past civilisations in different parts of the world have some important similarities Can identify and make links between significant characteristics of a period/civilisation studied and others studied previously</p> <p>Continuity and change Can give simple explanations with simple examples of why change happened during particular events/periods Understand that there are usually a combination of reasons for any change Understand that changes do not impact everyone in the same way or at the same time</p> <p>Cause and consequence Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently Can link causes or explain that one cause might be linked to another making an event much more likely to happen</p> <p>Similarity/difference</p> <p>Historical significance Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative</p> <p>Interpretation of the past Understand that different accounts of the past emerge for various reasons - different people might give a different emphasis Understand that some interpretations are more reliable than others</p> <p>Historical enquiry Can explain, with examples, why a source might be unreliable Can construct simple reasoned arguments about aspects of events, periods and civilisations studied</p> <p>Connections between local, national and international history</p>
Year 6	<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study 	<p>Chronology Can accurately place civilisations/periods studied into chronological order and may take account of some overlap in duration and intervals between them</p> <p>Characteristic features Can contrast and make some significant links between civilisations/periods studied</p>

of Baghdad c. AD 900; **Mayan civilization** c. AD 900; Benin (West Africa) c. AD 900-1300

Can give reasoned explanations with reference to significant examples of some connections between the ways of life in different civilisations and periods studied

Continuity and change

Understands that changes in different places and periods can be connected

Have an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly

Cause and consequence

Can explain the causes and the consequences of quite complex events, even though they might still link some in a simple way

Similarity/difference

Historical significance

Can make judgements about historical significance against criteria

Recognises that historical significance varies over time, and by the interpretations of those ascribing the significance (provenance)

Historical interpretation

Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this

Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance)

Historical enquiry

Can construct reasoned arguments about events periods or civilisations studied

Can question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this

Connections between local, national and international history

Impact

Our history curriculum offers high quality and well planned learning opportunities which enable progression and promote cross curricular links where possible.

Children at Queensgate are able to discuss and share their historical knowledge using subject specific vocabulary. Pupil voice also demonstrates that our children enjoy history, are able to recall their learning over time and make links between periods and events in history that they have studied across the curriculum.

Children's learning in history books is of a high standard and reflects a wide range of engaging activities that are accessible to all learners. The exploration of key historical concepts, the acquisition and progression of history skills and knowledge is evident in learning, Our learning environments are history rich with vocabulary and key concepts being displayed to celebrate and reinforce learning.

To ensure our aims have been met, we scrutinise topics through:

- Assessing children's understanding of topic linked vocabulary.
- Interviewing the pupils about their learning (pupil voice).
- Moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Sharing good practice in staff meetings.
- Marking of written work in books against the schools marking policy.
- Collation of summative assessment data relating to attainment in history.

As historians at Queensgate, children will learn lessons from history to influence the decisions they make in their lives in the future.