

History

What is the intent?

In history: What is the intent behind the sequence of learning and curriculum?

- Children will be taught key **knowledge, skills and vocabulary** through sequences of coherent and connected lessons
- In KS1, history will be **child centred** – personal history, personal chronology – yesterday, last week, when I was a baby etc and based on **locality** wherever possible e.g. in year 1 the children will explore what their homes and town was like in the past and how it has changed - **Berrow and Burnham seafront** and **Victorian seaside** and in year 2 the children will build on this and extend their learning to include **Bristol** and the impact of **significant people** e.g. Brunel and his GWR railway . KS1 will also focus on **significant events** and **people** from the **past** to include local people and both men and women – e.g. Amelia Earhart, Neil Armstrong and Robert Falcon Scott
- In KS2, **British history** will be taught **chronologically**, so children can make links and build on previous learning
- Children will be taught history **skills**: How to *research* and *use a variety of sources* to find out about the past and the *reliability* of sources
- **British values** are embedded in the sequence of History teaching – e.g. democracy – Why do we remember? Why is power important?
- **Concepts** like evolution and change, invasion and power are embedded and revisited time and time again
- Children will be taught specific, technical, historical **vocabulary**
- Children are given opportunities to handle **primary sources**.
- Children have **first- hand opportunities** like visitors to give learning a context and visits to **historically significant places**.

Implementation

Historical Knowledge	
<p>Early Years Past and Present</p> <ul style="list-style-type: none"> • 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>KS1</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: seaside holidays • events beyond living memory that are significant nationally or globally: the Great Fire of London, Wright brothers and early flight • 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: Florence Nightingale and Mary Anning • significant historical events, people and places in their own locality: Brunel 	<p>KS2</p> <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 • 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 • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • 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; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the Western world. • non-European society that provides contrasts with British history – one study chosen 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>Historical Enquiry</p> <p>Engaging pupils in valid historical enquiry or puzzling key questions through which the learning grows over the sequence of lessons.</p>	
<p>Knowledge of:</p> <ul style="list-style-type: none"> • People, events, situations and developments. • Chronology and characteristic features. • Historical terms ‘Now knowledge’ that relates to a particular period and issue being studied that reinforces knowledge from earlier work as appropriate to strengthen ‘hereafter knowledge’. 	<p>Understanding of:</p> <ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/ difference • Significance Sequences of lessons always include objectives for developing pupils’ understanding of one or more of these elements to create ‘hereafter knowledge’.
<p>Communication</p> <p>Lessons require pupils to organise and communicate their findings at the end of a sequence so their learning gains coherence.</p>	

End Points

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

- 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.

Key stage 2

- 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.

The impact of excellent teaching will mean as a historian leaving Berrow, every child will:

- Share a love and interest in history, periods of change, significant people and the impact this may have on their life today.
- Confidently speak about the historical knowledge they have gained using specific vocabulary including specific dates, people, events and change.
- Be able to use a range of sources and evidence to support their thinking and decision when reasoning about the reliability of the evidence and knowledge sourced.
- Know and understand the history 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.
- 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.