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| Logo  Description automatically generated with medium confidence**A picture containing logo  Description automatically generated Harbertonford Primary School**  **History Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of History should inspire children’s curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes the learning focused for the children. Big Questions are chosen for each historical topic, to pique children’s interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.  Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.  Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | yesterday tomorrow  the present  the past  the future  day  week  month  long ago  old new/recent  parent grand parent  great grand parent  clue  memory lifetime  calendar  Who?  What?  materials plastic remember | year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s  toys  materials wood  plastic  simple mechanical inventions homes  houses grandparents’ time the older generation memories drawing photograph camera detective opinion artefact When…? Where…? | anachronism  chronological order  era/period  The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys  Diary  danger  Christopher Wren  St Paul’s Cathedral  explorers  Colombus  Armstrong  travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing The Mexico Lifeboat Disaster storm rescue danger survive memorial investigate research evidence Why…?  historians  experts  letters  newspapers  websites  detective  opinion  artefact |   **Lower KS2 History Vocabulary List**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, | Stone Age, Iron Age, Celts, Neolithic Bronze Age, Skara Brae, hunter-gatherer, religion, spirits, Stonehenge, hill, forts, sacrifice, Britons, nomad/nomadic | Boudicca, Romans, invasion, civilisation, Emperor Caesar, republic, empire, army/soldiers, resistance, conquest, revolt, outpost, colony, gods/goddesses, | invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests…, may be, perhaps, could be, first hand evidence, second hand evidence, | myths and legends, oral history, museum |   **Upper KS2 History Vocabulary List**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years,  impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of, extent of change,  my conclusion is that historian  archaeologist, archaeology | Stone Age, Iron Age, Celts, Ancient civilisations, Ancient Egyptians, Egyptologist, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, The Victorians, The Industrial Revolution, 20th century, | World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, | Democracy, Parliament, vote, suffrage, Houses of Parliament, represent, | Native Americans, culture, stereotype, diversity, traditional, view, attitudes,  The Ancient Maya, Central America, Mexico, empire, city-state, pok-ta-pok, stele, | astrology, astronomy, codex, excavate, cenote, | variety of sources, different experiences, this source, suggests that, I can infer that, impression, the source omits to mention, the purpose, reliability,  propaganda, one sided, biased, motive, mistake, primary, evidence, eye witness, Secondary, evidence, could have been, might have been, this source suggests that, this source doesn’t show that, reliable, could have been, might have been, may be, |   History is taught once each term in a 6-week block, alternating with Geography in conjunction with a two-year rolling programme. Each unit of work is based on a focus question and an enquiry approach is used to enable children to explore key skills and support progression throughout the unit. Immersion activities are used to hook the children at the beginning of a topic and, where appropriate, trips or visitors are used to enhance learning experiences. Each unit includes at least one extended writing opportunity with standards and expectations in line with those in core subjects. Learning and curriculum objectives are tracked and evidenced on Microsoft SWAYs shared on Teams and in topic books.  Each half term the children take part in a World Explorer Day where they “visit” different countries from different continents and explore their history, culture, festivals and foods. |
| **The National Curriculum** |
| Pupils are taught:  In EYFS:   * Understand their family’s history * Use language (e.g. now and then) to identify past and present * Make connections between the features of their families and other families * Understand their own life-story * Talk about changes that have happened over time e.g. transport * Comment on images of familiar situations in the past * Create simple timelines/order events. * Talk about similarities and differences in characters from stories, including figures from the past.   In Key Stage 1:  • 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.  In Key Stage 2:  • 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 Ancient Egypt  • Ancient Greece – a study of Greek life and achievements and their influence on the western world  • a non-European society that provides contrasts with British history |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Concept Strands** | | | | |  | **Historical Interpretations** | **Historical Investigations** | **Chronological understanding** | **Knowledge and understanding of Events, People and Changes in the past** | | **Nursery**  **(see also Development matters-Understanding the World)** | Understand their family’s history | Make connections between the features of their families and other families | Use language (e.g. now and then) to identify past and present | Understand their own life-story | | **EYFS**  **(see also Development matters-Understanding the World)** | Talk about changes that have happened over time e.g. transport | Comment on images of familiar situations in the past | Create simple timelines/order events. | Talk about similarities and differences in characters from stories, including figures from the past. | | **When Covered** | **Enquiry Questions:**  *Who do you think you are?*  *Are we nearly there yet?* | **Enquiry Questions:**  *Can I tell you a story?* | **Enquiry Questions:**  *Who do you think you are?*  *Can I tell you a story?* | **Enquiry Questions:**  *Who do you think you are?*  *Who can help us in our community?* | | **KS1**  **Substantive knowledge (to be personalised to your curriculum)** | Interpret the impact of a significant historical event, people and places in their own locality, explore different ways in which the past is represented. (Harbertonford flood, recent winters) | Talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Comparing similarities and differences | Talk about changes within living memory including aspects of change in national life (Lifestyles through the decades, chronology, similarities and differences). | Know about events beyond living memory that are significant nationally or globally- the Great Fire of London.  Know about the lives of significant individuals in the past who have contributed to national and international achievements. (Anne Bonny, Blackbeard; James Cook, Roald Amundsen). | | **KS1**  **Disciplinary**  **knowledge/skills** | Start to compare two versions of a past event;  Observe and use pictures, photographs and artefacts to find out about the past;  Start to use stories or accounts to distinguish between fact and fiction;  Explain that there are different types of evidence and sources that can be used to help represent the past | Observe or handle evidence to ask simple questions about the past;  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;  Choose and select evidence and say how it can be used to find out about the past. | Sequence artefacts and events that are close together in time;  Order dates from earliest to latest on simple timelines;  Sequence pictures from different periods;  Describe memories and changes that have happened in their own lives;  Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | Recognise some similarities and differences between the past and the present;  Identify similarities and differences between ways of life in different periods;  Know and recount episodes from stories and significant events in history;  Understand that there are reasons why people in the past acted as they did;  Describe significant individuals from the past. | | **When Covered**  **(at the moment potentials)** | **Enquiry Questions:**  *Who and what was affected by the Great Fire of London?*  *How has our school changed?*  *How has our village changed over time?*  *What was it like to be a Victorian child?*  *Which explorer faced the greatest challenge?* | **Enquiry Questions:**  *Who and what was affected by the Great Fire of London?*  *What kind of person becomes a pirate?*  *What was it like to be a Victorian child?*  *How has our village changed over time?*  *Which explorer faced the greatest challenge?* | **Enquiry Questions:**  *How has our school changed?*  *What was it like to be a Victorian child?*  *Which explorer faced the greatest challenge?*  *How has our village changed over time?* | **Enquiry Questions:**  *Who was and what was affected by the Great Fire of London?*  *What kind of person becomes a pirate?*  *What was it like to be a Victorian child?*  *Which explorer faced the greatest challenge?* | | **Lower KS2**  **Substantive knowledge**  **(to be personalised to your curriculum)** | Use world history knowledge and sources (Pompeii) to construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Know the impact taht the Roman Empire had on Britain, this could include ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity or the Roman Empire by AD 42 and the power of its army.  Be aware of different versions of the past and begin to suggest reasons for this. | Explore a period in Britain from the Stone Age to the Iron Age, late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Understand how our knowledge of the past is constructed from a range of sources. | Develop a chronologically secure knowledge and understanding of local history, establishing clear narratives noting connections, contrasts and trends over time,  Put events, people, places and artefacts on a timeline. | Study Greek life and achievements and explore their influence on the western world.  Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | | **Lower KS2**  **Disciplinary**  **knowledge/skills** | Look at more than two versions of the same event or story in history and identify differences;  Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | Use a range of primary and secondary sources to find out about the past;  Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;  Gather more detail from sources such as maps to build up a clearer picture of the past;  Regularly address and sometimes devise own questions to find answers about the past;  Begin to undertake their own research. | Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | Note key changes over a period of time and be able to give reasons for those changes;  Find out about the everyday lives of people in time studied compared with our life today;  Explain how people and events in the past have influenced life today;  Identify key features, aspects and events of the time studied;  Describe connections and contrasts between aspects of history, people, events and artefacts studied. | | **When Covered**  **(at the moment potentials)** | **Enquiry Questions:**  *Why would people choose to live on the slopes of a volcano?*  *How do we know that the Romans changed our lives?*  *How did Egyptian religion influence the legacy they left?*  *How do artefacts and archaeologists help us understand what it was like to be a prehistoric farmer?* | **Enquiry Questions:**  *What would be the hardest thing about being a stone age farmer?*  *Why would people choose to live on the slopes of a volcano?*  *How do we know that the Romans changed our lives?*  *How did Egyptian religion influence the legacy they left?* | **Enquiry Questions:**  *How do artefacts and archaeologists help us understand what it was like to be a prehistoric farmer?*  *Which Greek ideas do we still use today?*  *Why might you find fossils of sea creatures in cliffs today?* | **Enquiry Questions:**  *How do artefacts and archaeologists help us understand what it was like to be a prehistoric farmer?*  *Which Greek ideas do we still use today?*  *Why might you find fossils of sea creatures in cliffs today?*  *Why would people choose to live on the slopes of a volcano?*  *How did Egyptian religion influence the legacy they left?* | | **Upper KS2**  **Substantive knowledge**  **(to be personalised to your curriculum)** | Address historically valid questions about change, cause, similarity and difference, and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information (History of Space)  Providing explanations about the way people acted in the past. | A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (e.g. Slapton, Blackawton station/evacuees  Devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information  Exploring differing sources and interpretations with reasons. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, over a longer time frame (farming, Tudors)  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, | Study a non-European society that provides contrasts with British history  Britain’s settlement by Anglo-Saxons and Scots (Alfred the Great),  Study of an aspect of history that is significant in the locality.  Make links between changes across different time periods | | **Upper KS2**  **Disciplinary**  **knowledge/skills** | Find and analyse a wide range of evidence about the past;  Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;  Consider different ways of checking the accuracy of interpretations of the past;  Start to understand the difference between primary and secondary evidence and the impact of this on reliability;  Show an awareness of the concept of propaganda;  Know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources. | Recognise when they are using primary and secondary sources of information to investigate the past;  Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;  Select relevant sections of information to address historically valid questions and construct detailed, informed responses  Investigate their own lines of enquiry by posing historically valid questions to answer. | Order an increasing number of significant events, movements and dates on a timeline using dates accurately;  Accurately use dates and terms to describe historical events;  Understand and describe in some detail the main changes to an aspect in a period in history;  Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | Identify and note connections, contrasts and trends over time in the everyday lives of people;  Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;  Examine causes and results of great events and the impact these had on people;  Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | | **When Covered**  **(at the moment potentials)** | **Enquiry Questions:**  *How did the war change people’s lives in Devon?*  *Is 1066 the most important date in British history?*  *Henry VIII- hero or villain?*  *Who won the space race?* | **Enquiry Questions:**  *How did the war change people’s lives in Devon?*  *How do we know what the Aztecs valued?*  *Is 1066 the most important date in British history?*  *How has farming changed over the years?* | **Enquiry Questions:**  *How did the war change people’s lives in Devon?*  *How do we know what the Aztecs valued?*  *Is 1066 the most important date in British history?*  *How has farming changed over the years?*  *Who won the space race?* | **Enquiry Questions:**  *How did the war change people’s lives in Devon?*  *How do we know what the Aztecs valued?*  *How has farming changed over the years?*  *Henry VIII- hero or villain?*  *Who won the space race?* | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing. |