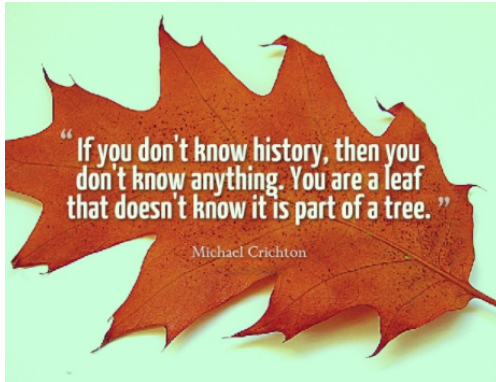


## Charmouth Primary School Subject Stories:

### History



#### Intent

At Charmouth, we want our children to develop a curiosity about the past and understand how history will shape their future. Through relevant and exciting units of work, our children will ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We will provide opportunities for children to learn about history on a local, national and global basis building their knowledge about different periods and encouraging them to draw on similarities, contrasts and key changes. Historical skills, including those

of chronological understanding and historical enquiry, are developed progressively within and across different year groups. Children's knowledge will build sequentially, with a focus on children remembering more and applying their learning to other areas. History units will be enhanced by school visits, visiting experts and immersive experiences. Children will work with primary sources of information where possible and will communicate their findings in increasingly sophisticated ways.

For pupils with additional needs, there will be every opportunity to work towards the overall objectives of the year group. Pupils may be supported with their historical learning through differentiated questioning, pre-teaching of key vocabulary, adapted work or additional time. All pupils will be able to access the trips and visitors that enrich this subject, and high expectations will challenge all children to meet their personal targets.

#### The National Curriculum Aims for History

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.

#### History within Early Years – Past and Present

#### Nursery – Opportunities provided through continuous provision

Understanding the World is delivered in Nursery with a focus on:

- Personal experiences
- Diverse world
- Widening vocabulary

## Reception

**Planning and provision is guided by the Educational Programme for Understanding the World:**

- Children can comment on images of familiar situations in the past.
- Children can compare and contrast characters from stories, including figures from the past.

**The endpoint for EYFS is the Early Learning Goal for Understanding the World – Past and Present:**
















- Children talk about the lives of people around them and their roles in society.
- Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Children understand the past through settings, characters and events encountered in books read in class and storytelling.

**Examples of opportunities provided through both continuous provision and direct teach:**

<p><b>Autumn 1</b></p> <p>All About Me!</p>	<ul style="list-style-type: none"> <li>• Look at photos of themselves as babies – How have you changed?</li> <li>• What can you do now that you couldn't do before?</li> <li>• What toys do you play with now? How do they compare with 2 years ago?</li> <li>• Picture of our school / town - then and now. What has changed? Sort photos – old and new</li> <li>• Show a picture of Guy Fawkes – discuss. How do we know that some photos are old?</li> </ul>
<p><b>Autumn 2</b></p> <p>Terrific Tales</p>	<ul style="list-style-type: none"> <li>• Guy Fawkes: Bonfire night : Why do we celebrate? Learn all about what almost happened at the Houses of Parliament over 400 years ago.</li> <li>• Remembrance day traditions – how and why do we remember?</li> <li>• Look at famous bridges: listen to the information: look at a modern bridge and an older bridge –how do we know which is newer?</li> <li>• Talk about Grandparents - why are they special. What was life like when they were younger?</li> <li>• Queen Elizabeth/King Charles: share facts about the royal family with our children</li> <li>• Discuss last Christmas – What do the children remember? Share memories</li> </ul>
<p><b>Spring 1</b></p> <p>Amazing Animals</p>	<ul style="list-style-type: none"> <li>• Animals that are extinct – How do we know that they were alive? What are the similarities and differences between them and animals that we know?</li> <li>• Make sketches of <a href="#">extinct animals</a> Dodo, Mammoth, African Black Rhino – Talk about what has happened</li> </ul>

	<ul style="list-style-type: none"> <li>• Share pictures about the local area for years gone by / The High Street / Park... What has changed?</li> <li>• Who is he / she? Talk about people from the present – David Attenborough?</li> <li>• Sing songs from the past – Inch worm / Ugly Bug Ball</li> </ul>
<p><b>Spring 2</b></p> <p>Come Outside</p>	<ul style="list-style-type: none"> <li>• The children could help to develop a working timeline display, which will grow as the year progresses. Use language associated with time: then, before, now, next, soon.</li> <li>• Show the children photos of themselves taken in Term 1 – How have they / we all changed? How are we different now? How will they continue to change?</li> <li>• Listen to stories about the past &amp; show an understanding of the past: Whale song / Toy maker. Children retell the story using the relevant tenses</li> <li>• Knowing some similarities and differences between things in the past and now – talk about how people are more likely to support saving the planet - discuss the invention of plastic.</li> <li>• Talk about the lives of people around them – past and present – people in school / older children – Invite some year 6 children to talk to the class</li> <li>• Discuss different weather types and what memories are recalled? Can you remember really heavy rain? Snow? A storm?</li> </ul>
<p><b>Summer 1</b></p> <p>Ticket to Ride</p>	<ul style="list-style-type: none"> <li>• Watch the moon landing – Recreate with the count down!</li> <li>• <a href="#">Restored Apollo 11 Moonwalk - Original NASA</a> Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>• Look at an old vintage film with horse and carts – what is the same and what is different? Look at electric buses – why do we need to have electric buses now?</li> <li>• Sort photos into ‘Then’ and ‘Now’ or ‘Past’ and ‘Now’.</li> <li>• Look at images of a modern bus and a very old bus and state the similarities and differences.</li> <li>• Look at a range of old transport photos. Children to claim ‘old’ or ‘new’ then claim how they know.</li> <li>• Make visits to sites of historical interest locally.</li> </ul>
<p><b>Summer 2</b></p> <p>Fun at the Seaside</p>	<ul style="list-style-type: none"> <li>• Compare differences between holidays today and holidays in the past. Different transport, dress, activities. Are some things still the same?</li> <li>• Have photos of family / family holidays on a display . Children to comment and add captions of their memories.</li> <li>• Look at swimming costumes over the years! How have they changed?</li> <li>• Then and now: What has changed? Make a list: <a href="#">SEASIDE THEN AND NOW</a></li> </ul>

Curriculum Map (Year 1 – 6)

	Autumn	Spring	Summer
<p>Year 1/2</p> <p>A</p>	<p>Local History - How have seaside holidays changed over time?</p> 	<p>Adventurers and Explorers – who do we remember and why? (include local history links to Mary Anning)</p> 	<p>Fire Fire! – how do we know about what happened long ago?</p> 
<p>Year 1/2</p> <p>B</p>	<p>Penny for the Guy – The Gunpowder Plot!</p> 	<p>How have toys changed through time?</p> 	<p>Women who changed the world</p> 
<p>Year 3/4</p> <p>A</p>	<p>How did life change from the Stone Age to the Iron Age?</p> 	<p>Why did the Romans invade Britain? (include local history links to Dorchester)</p> 	<p>Who were the Anglo-Saxons and how did they change Britain?</p> 
<p>Year 3/4</p> <p>B</p>	<p>What did the Ancient Egyptians believe?</p> 	<p>What was life like in Ancient Greece?</p> 	<p>What do we know about the Mayan civilisation?</p> 
<p>Year 5/6</p> <p>A</p>	<p>Who were the Vikings and how should we remember them?</p> 	<p>From Henry VIII to Queen Victoria - What can we learn about British monarchs?</p> 	<p>Turning Points – What was the Industrial Revolution and why was it important?</p> 

**Year  
5/6**

**B**

**Change through Time – How  
has crime and punishment  
changed through the ages?**



**Turning Points – How did  
World War II change life in  
Britain?**




**(include local history links to  
Dorset eg Tyneham or  
Kingston Lacy)**






**Who was the most influential  
person of the 20<sup>th</sup> Century?  
(Self-Organised Learning)**






**Knowledge and Skills: Year 1/2 A**

<p style="text-align: center;"><b>Autumn:</b></p> <p style="text-align: center;"><b>Local History - How have seaside holidays changed over time?</b></p> 	<p style="text-align: center;"><b>Spring:</b></p> <p style="text-align: center;"><b>Adventurers and Explorers – who do we remember and why? (include local history links to Mary Anning)</b></p> 	<p style="text-align: center;"><b>Spring:</b></p> <p style="text-align: center;"><b>Fire Fire! – how do we know about what happened long ago?</b></p> 
<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about changes beyond living memory. Significant places in their own locality.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about 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, Christopher Columbus and Neil Armstrong] Significant people from their own locality.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> 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]</p>
<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> what seaside holidays were like 100 years ago. <b>I KNOW</b> how seaside holidays have changed over the last 100 years.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> the key events and important events in the life of chosen individuals. <b>I KNOW</b> why these individuals are remembered and how we know about their lives. <b>I KNOW</b> how exploring has changed over time.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> how the Great Fire of London started. <b>I KNOW</b> what happened during the Great Fire of London and why so many buildings burnt down.</p>
<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I CAN</b> sequence photographs and images from different periods of time. (Chronological Understanding) <b>I CAN</b> find answers to simple questions about the past from sources of information. (Historical Enquiry)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW</b> why people did things, why events happened and what happened as a result. (Range/ Depth of Historical Knowledge) <b>I KNOW HOW TO</b> compare pictures or photographs of people or events in the past. (Interpretations of History) <b>I KNOW HOW TO</b> communicate my knowledge through drama and role-play (Organisation &amp; Communication)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> communicate my knowledge through making models. (Organisation and Communication) <b>I KNOW HOW TO</b> recount stories from the past. (Range and Depth of Historical Knowledge)</p>
<p><b>CORE CONCEPT;</b> <b>Continuity and Change</b></p>	<p><b>CORE CONCEPT;</b> <b>Significance</b></p>	<p><b>CORE CONCEPT;</b> <b>Cause and Consequence</b></p>

Knowledge and Skills: Year 1/2 B




<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;"><b>Penny for the Guy – The Gunpowder Plot!</b></p> 	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;"><b>How have toys changed through time?</b></p> 	<p style="text-align: center;"><b>Summer</b></p> <p style="text-align: center;"><b>Women who changed the world</b></p> 
<p><b>NATIONAL CURRICULUM COVERAGE:</b> 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]</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about 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, Rosa Parks and Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell]</p>
<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> who Guy Fawkes was and what the Gunpowder Plot was. <b>I KNOW</b> what went wrong with the Plot and how we know. <b>I KNOW</b> how we remember Guy Fawkes today.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> what our toys are like today. <b>I KNOW</b> what our grandparents' toys were like, and how they are different and similar to our own. <b>I KNOW</b> how toys have changed over time.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> the key events and important events in the life of chosen individuals. <b>I KNOW</b> why these individuals are remembered and how we know about their lives. <b>I KNOW</b> when these individuals were alive (earlier/later).</p>
<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> recount stories from the past. (Range and Depth of Historical Knowledge) <b>I KNOW</b> why people did things, why events happened and what happened as a result. (Range and Depth of Historical Knowledge)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> match objects to people of different ages. (Chronological Understanding) <b>I KNOW THAT</b> adults talking about their memories of the past may not be reliable. (Interpretations of History)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> use a source to answer questions about the past on the basis of simple observations. (Historical Enquiry) <b>I KNOW HOW TO</b> communicate my knowledge through drawing pictures and writing. (Organisation &amp; Communication)</p>
<p><b>CORE CONCEPT;</b> <b>Rulers and Power</b></p>	<p><b>CORE CONCEPT;</b> <b>Continuity and Change</b></p>	<p><b>CORE CONCEPT;</b> <b>Significance</b></p>




Knowledge and Skills: Year 3/4 A

<p><b>Autumn:</b> How did life change from the Stone Age to the Iron Age?</p> 	<p><b>Spring:</b> Why did the Romans invade Britain? (include Local History links to Dorchester)</p> 	<p><b>Summer:</b> Who were the Anglo-Saxons and how did they change Britain?</p> 
<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about the changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about the Roman empire and its impact on Britain.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Britain's settlement by Anglo-Saxons and Scots.</p>
<p><b>SUBSTANTIVE KNOWLEDGE:</b>  <b>I KNOW</b> about the lifestyle of Stone Age man.  <b>I KNOW</b> how and when Stonehenge was built.  <b>I KNOW</b> what life was like in an Iron Age hillfort community.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b>  <b>I KNOW</b> why the Romans invaded Britain.  <b>I KNOW</b> how and why Boudicca stood up to the Romans.  <b>I KNOW</b> how the Romans changed the lives of people living in Britain.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b>  <b>I KNOW</b> why the Anglo-Saxons invaded Britain.  <b>I KNOW</b> how people's lives changed when Christianity came to Britain.  <b>I KNOW</b> about the life and achievements of Alfred the Great.</p>
<p><b>DISCIPLINARY KNOWLEDGE:</b>  <b>I KNOW HOW TO</b> ask questions and observe small details from artefacts and pictures. (Historical Enquiry)  <b>I KNOW HOW TO</b> communicate my knowledge and understanding through writing. (Organisation and Communication)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b>  <b>I KNOW HOW TO</b> use the terms BC/AD/CE. (Chronological Understanding)  <b>I CAN</b> place the time studied and key events from time on a timeline. (Chronological Understanding)  <b>I KNOW HOW TO</b> can identify reasons for and results of people's actions. (Range and Depth of Historical Understanding)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b>  <b>I CAN</b> find out about everyday lives of people in time studied, and compare with our life today. (Range and Depth of Historical Understanding)  <b>I KNOW HOW TO</b> communicate my knowledge and understanding through oral presentation. (Organisation and Communication)</p>
<p><b>CORE CONCEPT;</b> Everyday Life</p>	<p><b>CORE CONCEPT;</b> Invasion</p>	<p><b>CORE CONCEPT;</b> Rulers and Power</p>






Knowledge and Skills: Year 3/4 B

<p><b>Autumn:</b> What did the Ancient Egyptians believe?</p> 	<p><b>Spring:</b> What was life like in Ancient Greece?</p> 	<p><b>Summer:</b> What do we know about the Mayan civilisation?</p> 
<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about the achievements of the earliest civilizations - and a depth study of Ancient Egypt.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Learn about a non-European society that contrasts with British history - a study of Mayan civilization c. AD 900.</p>
<p><b>SUBSTANTIVE KNOWLEDGE:</b>  <b>I KNOW</b> that Ancient Egypt was over 5000 years ago.  <b>I KNOW</b> what everyday life was like in Ancient Egypt for men, women and children.  <b>I KNOW</b> what Ancient Egyptians believed about life after death, and how their beliefs affected their lives.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b>  <b>I KNOW</b> what everyday life was like in Ancient Athens.  <b>I KNOW</b> that democracy was a key development of Ancient Greece.  <b>I KNOW</b> different ways in which Ancient Greeks influenced our lives today.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b>  <b>I KNOW</b> what life was like at the height of the Mayan civilisation.  <b>I KNOW</b> some reasons why the Mayan empire grew.  <b>I KNOW</b> some explanations for why the Mayan empire ended so quickly.</p>
<p><b>DISCIPLINARY KNOWLEDGE:</b>  <b>I KNOW HOW TO</b> choose relevant material to present a picture of one aspect of life in time past. (Historical Enquiry)  <b>I KNOW HOW TO</b> communicate my knowledge and understanding through writing. (Organisation and Communication)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b>  <b>I KNOW HOW TO</b> use the terms BC/AD/CE. (Chronological Understanding)  <b>I KNOW HOW TO</b> distinguish between different sources and compare different versions of the same story. (Interpretations of History)  <b>I CAN</b> find out about everyday lives of people in time studied, and compare with our life today. (Range and Depth of Historical Understanding)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b>  <b>I CAN</b> give reasons for different ways in which the past is represented. (Interpretations of History)  <b>I KNOW HOW TO</b> use relevant material to present a picture of one aspect of life in the past. (Historical Enquiry)</p>
<p><b>CORE CONCEPT;</b> Beliefs</p>	<p><b>CORE CONCEPT;</b> Everyday Life</p>	<p><b>CORE CONCEPT;</b> Everyday Life</p>

<p style="text-align: center;"><b>Autumn</b></p> <p><b>Who were the Vikings and how should we remember them?</b></p> 	<p style="text-align: center;"><b>Spring</b></p> <p><b>From Henry VIII to Queen Victoria - What can we learn about British monarchs?</b></p> 	<p style="text-align: center;"><b>Summer</b></p> <p><b>Turning Points – What was the Industrial Revolution and why was it important?</b></p> 
<p><b>NATIONAL CURRICULUM COVERAGE:</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as the changing role of the monarch from Tudor times)</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, by exploring a significant turning point in British history, for example, the first railways and the Industrial Revolution</p>
<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> why the Vikings tried to take control of Britain, and the struggle they had with Anglo-Saxons. <b>I KNOW</b> of different viewpoints about Vikings, and how the evidence supports or contradicts these. <b>I KNOW</b> about Viking settlements.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> some key facts about the lives of Henry VIII, Elizabeth I and Victoria. <b>I KNOW</b> how different monarchs influenced society at that time. <b>I KNOW</b> how portraits of monarchs use symbols to give messages.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> the main changes that took place during Victoria's reign. <b>I KNOW</b> how town life and countryside life were different in Victorian times. <b>I KNOW</b> what life was like for children in Victorian times. <b>I KNOW</b> the main changes in transport during the Industrial Revolution.</p>
<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> place current study on a timeline in relation to other studies. (Chronological Understanding) <b>I KNOW HOW TO</b> link sources and work out how conclusions were arrived at. (Interpretations of History)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> compare an aspect of life with the same aspect in another period. (Range of Historical Knowledge) <b>I CAN</b> recognise primary and secondary sources. (Historical Enquiry) <b>I CAN</b> select and organise information to produce oral presentations and structured written work, making appropriate use of dates and terms. (Org and Communication)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> find out about everyday lives of people in the time studied, and compare to our lives today. (Range and depth of historical knowledge) <b>I KNOW HOW TO</b> place the time studied and key events from time on a timeline. (Chronological Understanding)</p>
<p><b>CORE CONCEPT;</b> <b>Invasion</b></p>	<p><b>CORE CONCEPT;</b> <b>Rulers and Power</b></p>	<p><b>CORE CONCEPT;</b> <b>Everyday Life</b></p>

## Knowledge and Skills: Year 5/6 B

<p><b>Change through Time – How has crime and punishment changed through the ages?</b></p> 	<p><b>Turning Points – How did World War II change life in Britain? (inc local history links to Dorset)</b></p> 	<p><b>Who was the most influential person of the 20<sup>th</sup> Century? (Self-Organised Learning)</b></p> 
<p><b>NATIONAL CURRICULUM COVERAGE:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> A local history study (i.e. impact on Exeter) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, through exploring a significant turning point in British history: World War II and the Battle of Britain</p>	<p><b>NATIONAL CURRICULUM COVERAGE:</b> Beyond expected coverage. An opportunity for children to explore significant individuals over time and justify opinions.</p>
<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> how criminals were punished in Saxon times. <b>I KNOW</b> about medieval justice. <b>I KNOW</b> how key ways in which crimes and punishments changed between 16<sup>th</sup> and 19<sup>th</sup> centuries.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> why Britain went to war in 1939. <b>I KNOW</b> how Britain stood strong against the German threat. <b>I KNOW</b> what life was like on the Home Front. <b>I KNOW</b> why children were evacuated and what evacuation was like.</p>	<p><b>SUBSTANTIVE KNOWLEDGE:</b> <b>I KNOW</b> about the lives and achievements of a range of influential people from the 20<sup>th</sup> Century.</p>
<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> compare an aspect of life with the same aspect in another period. (Range and Depth of Historical Knowledge) <b>I CAN</b> recognise primary and secondary sources. (Historical Enquiry)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I KNOW HOW TO</b> examine causes and results of key events, and the impact on people. (Range and Depth of Historical Knowledge) <b>I CAN</b> know and sequence the key events of the time studied. (Chronological Understanding) <b>I CAN</b> explain how different evidence will lead to different conclusions. (Interpretations of History)</p>	<p><b>DISCIPLINARY KNOWLEDGE:</b> <b>I CAN</b> use the internet for research with increasing confidence. (Historical Enquiry) <b>I KNOW</b> how different evidence will lead to different conclusions. (Interpretations of History) <b>I CAN</b> select and organise information to produce oral presentations and structured written work, making appropriate use of dates and terms. (Organisation and Communication)</p>
<p><b>CORE CONCEPT;</b> <b>Rulers and Power</b></p>	<p><b>CORE CONCEPT;</b> <b>Everyday Life</b></p>	<p><b>CORE CONCEPT;</b> <b>Significance</b></p>

## Progression by Disciplinary Skill

	Reception	Year 1/2	Year 3/4	Year 5/6
Chronological understanding	<ul style="list-style-type: none"> <li>• I can remember and talk about significant experiences in my own life.</li> <li>• I can order photographs of people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>• I can match objects to people of different ages.</li> <li>• I can sequence photographs and images from different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the time studied and key events from time on a timeline.</li> <li>• I understand more complex terms eg BC/AD/CE.</li> </ul>	<ul style="list-style-type: none"> <li>• I know and sequence key events of the time studied.</li> <li>• I can place current study on timeline in relation to other studies.</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>• I know some similarities and differences between things in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>• I know and can recount stories about the past.</li> <li>• I recognise why people did things, why events happened and what happened as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out about everyday lives of people in time studied, and compare with our life today.</li> <li>• I can identify reasons for and results of people's actions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can examine causes and results of key events and the impact on people.</li> <li>• I can compare an aspect of life with the same aspect in another period.</li> </ul>
Interpretations of history	<ul style="list-style-type: none"> <li>• I can understand the past through settings, characters and events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that adults talking about their memories may not always be reliable.</li> <li>• I can compare pictures or photographs of people or events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and give reasons for different ways in which the past is represented.</li> <li>• I can distinguish between different sources, including comparing different versions of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>• I can link sources and work out how conclusions were arrived at.</li> <li>• I am aware that different evidence will lead to different conclusions.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>• I can listen attentively and respond to stories and discussions about the past with relevant questions, comments and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find answers to simple questions about the past from sources of information.</li> <li>• I can use a source to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe small details in artefacts and pictures.</li> <li>• I can choose relevant material to present a picture of one aspect of life in time past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise primary and secondary sources.</li> <li>• I can use the internet for research with increasing confidence.</li> </ul>
Organisation & communication	<ul style="list-style-type: none"> <li>• I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses, with modelling and support from my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate my knowledge through drawing pictures and making models.</li> <li>• I can communicate my knowledge through drama/role play and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate my knowledge and understanding through oral presentation and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select and organise information to produce oral presentations and structured written work, making appropriate use of dates and terms.</li> </ul>

## Lesson Design in History

History is taught as a problem-solving subject where children use metacognitive tools to make meaning. Lessons and tasks are planned to facilitate children to:

- See relationships
- Make associations/See and form categories
- Distinguish relevant information
- Analyse ideas
- Relate new information to existing information
- Show how different parts of the topic relate to one another

## Assessment in History

Children's historical understanding of the knowledge and skills covered in a unit of work is gauged through children's ongoing work, the quality of their answers to 1:1 and whole class questions and through assessment tasks (sometimes used with a marking rubric). For Key Stage 2, each task usually comes in visual form by way of a stimulus or a piece of evidence to be analysed. The answers are usually written, but this could be just a few sentences, some labels, speech bubbles or captions: it does not need to be more than half a page to capture the essence of what is required.

### Ways of assessing pupils' understanding of history at Key Stage 1

- Discussion of one picture: How can we tell this picture is showing us life in the past and not nowadays?
- Comparing pictures: Then and now, What are the main differences?
- What can we tell about life in the past from this picture?
- What part of the story is this picture showing? What happened just before/ after?
- Retelling the story orally, or by sequencing pictures.
- Sorting pictures/objects into old and new or then/now with pupils explaining orally how they know or listing a few points on a divided sheet e.g. 'Old Bear New Bear'. Old Bear has only got one ear left, bits are coming off him, he is worn etc.
- Matching pictures to people/places e.g. What would the lady in this picture have used to..?
- Listing
- Drawing an object into a picture where it has been blanked out.
- Annotating a picture (simple line master of a picture/photo).
- Write a caption.
- Label a timeline.
- Write a descriptive account of an event.
- Spot the anachronism e.g. computer in a Victorian classroom scene or DVD player in grandma's front room.
- Speech bubbles.

## History for learners with SEND

**Inclusion in history means:** setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

Possible struggle or challenge	Scaffold or support to consider
<ul style="list-style-type: none"> <li>- Difficulties with reading</li> </ul>	<ul style="list-style-type: none"> <li>- Consider placing key sources and information on audio/MP3, so that pupils who struggle with reading can at least listen, perhaps with the text also in front of them. Use of Talking Tins at KS1. Pairing of confident and less confident readers when considering groupings in history.</li> <li>- Use audio/visual representations of ideas when possible to make information available to all. Pictures/drawings/recordings/video clips can be used to generate pupil-to-pupil discussion or precede written information. Use or present information in tables or diagrams, rather than unbroken text.</li> <li>- Make use of fluency strategies from reading lessons when reading historical information – including echo reading and choral reading.</li> </ul>
<ul style="list-style-type: none"> <li>- Difficulties with language/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Provide a word bank related to the theme. This could be provided before the start of the unit, as pre-teaching, or built up cumulatively throughout the sequence of lessons.</li> <li>- Provide sentence stems/speaking frames for oracy/discussion tasks to structure spoken language.</li> <li>- Modelling connectives verbally to help prompt elaboration, eg 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, or 'consequently' to prompt pupils to think of the results of actions.</li> <li>- Recognise that the language of history may be challenging and cause barriers for some pupils, including the specific use in history of an everyday word, eg 'party', 'state' ; the use of history-specific terms, eg 'chronological', 'artefact' ; the use of abstract terms, eg 'power', 'belief'. Plan to teach new history vocabulary explicitly in context using activities from the menu of instructional activities.</li> <li>- Use pictures and symbols (eg Widgit) to illustrate abstract, new or historical concepts.</li> </ul>
<ul style="list-style-type: none"> <li>- Difficulties with writing/recording</li> </ul>	<ul style="list-style-type: none"> <li>- Provide structured writing frames including, for example, key vocabulary, sentence stems, cloze procedure/missing word structures.</li> <li>- Consider alternatives to recording eg ICT (however, remember that sometimes pupils can be distracted by all the different possibilities of adding graphics, sound, animation etc.)</li> </ul>
<ul style="list-style-type: none"> <li>- Difficulties with maths/number</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware of this potentially being a barrier in chronology/timeline work. Ask children to sort (eg old/new) or sequence images/photos (with dates removed).</li> <li>- Horizontal rather than vertical time lines should be used as these appear to cause less confusion than spiral helixes or 'zig-zag' lines. It is important from the outset to represent centuries distinctly on the time line. This can be done effectively by colour coding dates.</li> </ul>

<ul style="list-style-type: none"> <li>- Difficulties with memory/processing</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt tasks to allow for slow release of information e.g. sequencing just the first steps in an event, or the first 4 cards for a timeline and then adding 2 more to build confidence and avoid overwhelming pupils at the start. It is easier to add more detail than to unscramble confusion.</li> <li>- Reinforcement of key facts/dates/names etc. through retrieval practice principles – revisit regularly, spaced practice, dual coding (words and visuals together).</li> <li>- Reduce reliance on memory by using a chart that shows the ‘big picture’ to help pupils make links between lessons, eg a chart showing the big question, and how each lesson is related to the question. Use mind maps and other visual devices to help pupils see patterns and relationships.</li> <li>- Narrative can help all pupils, including those with learning difficulties, to make sense of events by bringing the past to life, so consider using stories (either of real or imagined people) within history learning.</li> <li>- When questioning, allow pupils time to discuss the answers to questions in pairs, before requesting verbal responses. Structures such as think-pair-share can be really helpful.</li> <li>- When you are asking questions, use pupils’ names to warn them that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently.</li> </ul>
<ul style="list-style-type: none"> <li>- Difficulties with engagement, for example because of SEMH needs</li> </ul>	<ul style="list-style-type: none"> <li>- Use motivational initial stimuli to engage pupils in a history activity, eg mysteries, storytelling, visual puzzles.</li> <li>- Pupils may feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows pupils to feel confident and new ideas to be shaped and modified. Build on pupils’ understanding. Start with pupils’ own knowledge, views and understanding and identify their preconceptions and misconceptions.</li> <li>- Allow a choice of outcomes to meet the same objective so pupils can choose the form – eg for a piece of work about the Great Fire of London, pupils might produce/complete a: labelled map, storyboard, role-play, audio recording, electronic presentation, or cloze worksheet.</li> <li>- Include activities with active involvement eg kinaesthetic activities. Examples would be pupils creating human timelines, acting out scenes from a story, asking pupils to stand at the front holding sequencing cards, use of real artefacts. Sorting, matching, underlining, grouping, selecting etc. can all be used in place of written worksheets/copying information.</li> <li>- Try to provide a real purpose or audience for activities, eg turning the classroom into a museum for another class or parents to visit. Key Stage History provides lots of ideas of activities or outcomes with a purpose or audience, eg help the hapless embalmer.</li> <li>- Share or discuss careers that can involve historical knowledge – eg archaeologist, production assistant, tour guide, as well as how historical skills (eg communication, critical thinking, making comparisons) are useful for all learning and jobs.</li> </ul>

