



History at Bardsey Primary School

Vision

At Bardsey Primary we shape our History curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past. Our History curriculum is designed so that children gain this knowledge and skills as they progress through the school. In addition to this, we recognise the role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen and understand change and societal development.

EYFS Curriculum

<p><u>EYFS Area of Learning</u> Understanding the World -People and Communities -The World</p>	<p>People and Communities <u>30-50 Months</u></p> <ul style="list-style-type: none">• To show interest in the lives of people who are familiar to them.• To remember and talk about significant events in their own experiences.• To recognise and describe special times or events for family or friends.• To show interest in different occupations and ways of life.• To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. <p><u>ELG</u></p> <ul style="list-style-type: none">• To talk about past and present events in their own lives and in the lives of family members.• To know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World <u>30-50 Months</u></p> <ul style="list-style-type: none">• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.• To talk about some of the things they have observed, such as plants, animals, natural and found objects.• To talk about why things happen and how things work.
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	<ul style="list-style-type: none"> To develop an understanding of growth, decay and changes over time. <p><u>40-60 Months</u></p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p><u>ELG</u></p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.
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Key Stage 1 National Curriculum

<p>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.</p> <p>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.</p>	<p>Pupils should be taught about:</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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.
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Key Stage 2 National Curriculum

<p>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</p>	<p>Pupils should be taught about:</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 Examples (non-statutory) 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
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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.

- a local history study

Intent

Our History curriculum intends to:

- develop a coherent knowledge and understanding of Britain's past and the wider world
- encompass British values
- develop and inspire curiosity within our pupils, so they act and think like historians
- empower our pupils to understand the history of Britain and how it has influenced and been influenced by the wider world
- develop an understanding about significant aspects of history of the world (including Ancient Civilisations)
- equip pupils with the skills to answer perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment
- ensure children enjoy and love learning about history with the use of fieldwork and educational visits in addition to their work in the classroom



Implementation

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is a driving subject in numerous half-termly topics across year groups, focusing on skills and knowledge stated in the National Curriculum.

Key Vocabulary

Children have access to key knowledge, language and meanings to understand History and to use this vocabulary across the curriculum.

Skills

Our History curriculum has been re-designed by the teachers to ensure there is a sequential progression of skills and knowledge built into sequences of lessons.

Practical Work

At Bardsey, we recognise the importance for children to gain 'real life' experiences through 'hands on' practical work. We ensure this through the use of our school environment and using the local community and local area to look at real life examples. For example, looking at the local area to see how the landscape has changed in its uses. We use artefacts and places of interest to compare and contrast life now to the past and also look at similarities and differences in environments and communities by in-depth comparisons. We have also developed a 'Journey Through Time' on-site curriculum to enhance the learning experience for our children.

Curriculum Enhancements

Children and the community get the opportunity to participate in various focused curriculum days that enrich their learning and celebrate historical events from the past e.g. VE Day, Stone Age Day, Viking Day.

Independent Learning

In History, children are encouraged to develop their own enquiry skills so that they are inspired to research for themselves.

High Quality Resources

Children will have access to high quality access to artefacts to give the WOW factor to their learning and act as an effective learning stimulus.

CPD

Staff meeting time is used effectively to ensure progression and make adjustments to teaching to enhance pupil engagement.

**Impact**

The impact and measure of our History curriculum is that pupils are:

- equipped with historical enquiry skills, knowledge and concepts
- able to develop perspective and judgments about historical events which enables them to be reflective learners
- excited by historical enquiry and inspired to develop an enthusiasm to go and find out more for themselves
- encouraged to be lifelong learners about History
- ignited with an interest for studying events of the past as they move into KS3 which will positively shape their futures

Progression Map

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b 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; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	<p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e 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. 	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Our Curriculum

	Autumn	Spring	Summer
EYFS			
Year 1	Toys	How has Bardsey Changed?	
Year 2	History of Flight Significant Events and Individuals - Guy Fawkes and Bonfire Night		Explorers: Christopher Columbus, Neil Armstrong Castle Building in the UK

	Autumn	Spring	Summer
Year 3		Shang Dynasty of China Changes in Britain From Stone Age to Iron Age	The Romans Local History Study
Year 4	Ancient Egypt		Britain's Settlement by Anglo- Saxons and Scots Viking and Anglo-Saxon Struggle for Kingdom of England

	Autumn	Spring	Summer
Year 5	Mayan Civilisation History of Space Travel	Race to the Mount Everest Ancient Greece	Captain Cook
Year 6	Civil Rights Movement in USA	World War 2	

