



Highcliffe St Mark Primary School

History Curriculum Overview



Subject Rationale - *'The more you know about the past, the better prepared you are for the future.'* Theodore Roosevelt. At Highcliffe St Mark School, we want all of our children to have a good understanding of the past. How the past shapes our present and how it could influence our future. We want children who are passionate about history and keen to investigate our shared past – making links between ourselves and those who came before us. Through high quality teaching, we look to inspire our young people to ask pertinent questions about past events, thinking about why people acted in the way that they did and exploring the circumstances that led to these actions. Through this we will equip children to think critically, analytically whilst developing evidence based judgement and perspective.

Topic Knowledge

EYFS curriculum Past and Present

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.

KS1 National Curriculum—Programme of Study

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.

KS2 National Curriculum—Programme of Study

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.

Skills Progression

EYFS

They can talk about past events in their own life in simple terms.
They can talk about past events that have happened to family members.
They understand what it means for something to be different and with support they can identify simple differences between their own past and present.
They are developing an understanding that life in the past was different.
They are developing more of an understanding of examples of similarities between life in the past and the present.
They are developing a more thorough understanding of the past and can suggest simple reasons for differences e.g. in castles they didn't have TVs because there was no electricity.

KS1

Develop an awareness of the past. Use common words and phrases relating to the passing of time
Know where all people/events studied fit into a chronological framework
Identify similarities / differences between periods
Use a wide vocabulary of everyday historical terms
Ask and answer questions
Understand some ways we find out about the past
Choose and use parts of stories and other sources to show understanding
Identify different ways in which the past is represented

KS2

Continue to develop chronologically secure knowledge of history
Establish clear narratives within and across periods studied
Note connections, contrasts and trends over time
Develop the appropriate use of historical terms
Regularly address and sometimes devise historically valid questions
Understand how knowledge of the past is constructed from a range of sources
Construct informed responses by selecting and organising relevant historical information
Understand that different versions of the past may exist, giving some reasons for this

The Curriculum Sequence

EYFS

My family & family tree
The seaside, games and toys in the past.
Fossils—Mary Anning

KS1

Year 1: The Gunpowder Plot.
The Wright Brothers (flight).
The Seaside (changes within living memory)
Year 2: The Great Fire of London.
Three Queens: Elizabeth I, Victoria, Elizabeth II
The Moon Landing (flight)

KS2

Year 3: Ancient Egypt
Shang Dynasty
Stone Age to Iron Age
Year 4: The Romans
The Saxons & Vikings
The Norman Conquest (focus on the New Forest)
Year 5: Early Islamic Civilisation
The Tudors
Ancient Greece
Year 6: Victorian Britain
World War Two
World War II local area study—the impact on Christchurch and the New Forest

Central Substantive Concepts

Cause and effect - exploring reasons for events.
Judging the significance of events. Looking at reasons for why people acted in the way they did.
How we use evidence to learn about the past. Evaluating this evidence and using it to answer questions about the past.
Noting similarities and differences between our lives now and then.
Understanding how the past shapes our lives today - history doesn't stop or end, it evolves and changes

Assessment

Through discussion and questioning teachers can assess children's understanding of the concepts taught. Marking is also used to assess understanding and highlight gaps in knowledge and/or misconceptions which is used to inform next steps in learning. At the end of each topic taught, children will complete a low stakes assessment task designed to show their level of understanding of what has been taught.

SEND

Additional processing time
Visual prompts/representations/audio/video
Co-constructing answers with peers
Mixed ability groupings
Sentence frames/starters
Consistent structure of lessons
Revisiting previous learning at the start of each lesson
Active involvement: **kinaesthetic activities**
Same ideas/same task/**more limited objectives**

Links Across the Curriculum

Links to many different subject areas are encouraged. History learning can be expressed through art, D&T and writing. Links to PSHE and Global Advocates should be discretely made. The importance of geography (in a geopolitical sense) should also be explored.

Subject Leader: Stuart Farris



Highcliffe St Mark Primary School



Experiencing History

Subject Enhancements

How do children experience History in different contexts e.g. real life, trips, visits, their immediate environment

EYFS

Exploring their own family history, visits to parks, libraries, museums

KS1

The teaching and learning of history should take place beyond the written word. Educational trips are a key part of our teaching of history, allowing our children to experience, first hand, what life was like in the period being studied or provide a deeper understanding. The learning environment should be rich with displays and texts to read.

Artefacts, both replica and original, are available to be used in the classroom.

The use of role play and drama.

KS2

The teaching and learning of history should take place beyond the written word. Educational trips are a key part of our teaching of history, allowing our children to experience, first hand, what life was like in the period being studied.

The learning environment should be rich with displays and texts to read.

Artefacts, both replica and original, are available to be used in the classroom.

A range of primary and secondary sources will be accessible.

The use of role play and drama.

Space in which to express and discuss opinions, permission to agree or disagree with a point of view where justification is provided.

Resources and Texts

What are the key resources that the children will encounter and explore throughout their time in our school?

EYFS

Story books, role-play areas, video, audio, learning through play, visitors to school, using their own life experiences and comparing them to previous life experiences.

KS1

Artefacts, books, both fiction and non-fiction, video clips, audio clips, access to ICT for research Opportunities for drama and role play are provided

Displays that are relevant to the topic showcases resources and children's learning

KS2

Artefacts, books, both fiction and non-fiction, video clips, audio clips, access to ICT for research, relevant works of art from the period such as examples of paintings, sculpture etc.

Opportunities for drama and role play are provided

Displays that are relevant to the topic showcases resources and children's learning

Key Vocabulary

EYFS

Today, yesterday, tomorrow, present, past, future, day, week, when I was little, remember, ago, order, old, new, time

KS1

As above + after, before, cause, change, different time, effect, long ago, modern, next, now-a-days, old, past, present, today, tomorrow, version, yesterday

KS2

As above + agriculture, ancient, civilisations, archaeology, aristocracy, artefact, Bronze Age, calendar, Christianity, chronology, conquest, consequence, court, Dark Ages, democracy, emperor, empire, execution, government, hunter-gatherer, invasion, Iron Age, Islam, King/Queen, laws, legacy, migration, missionary, monarchy, monastery, motive, museum, myth, pagan, parliament, peasant, Pope, primary source, propaganda, raid, rebellion, reliable, republic, revolt, revolution, ruler, secondary source, settlement, slave, source, tax, timeline, trade, turning point, version