



## INTENT



- To deliver a history skills curriculum through topic based learning.
- To provide learning experiences and investigations that stimulate enquiry and add to the cultural capital of all our children through visits to museums, taking part in historical drama, visiting historians and through artefacts and suitable texts.
- To return to curriculum skills in each milestone so that learning more likely to embed in long term memory.
- To enhance children's understanding of time and place in the world they live in.



## IMPLEMENTATION

- Follow a whole school, long term plan for history topics to meet national curriculum event and knowledge objectives.
- Deliver a 2 year rolling thematic curriculum in Years 3&4 (Milestone 2) and Years 5&6 (Milestone 3) so that teachers can share planning, resources and subject knowledge to enhance experiences for our children.
- 2 year rolling curricula to be reviewed annually to ensure curriculum objectives being met
- Cross curricular learning to provide a range of opportunities for children to use vocabulary and apply skills and knowledge in other subject areas.
- Whole school displays to assist grasp of timelines and chronology and chronology to be revisited with each new topic/era.
- Most history skills outputs to be recorded in Learning Journals with an expectation of history writing in Literacy books too.

## IMPACT

- Progression of skills learning evident on Classroom Monitor and through work scrutiny and pupil voice.
- Children using relevant historical vocabulary appropriately in their independent writing and in pupil voice activities.
- Work scrutiny shows cross over with location and place learning and geographic skills as part of wider Humanities development.
- Children use trips and experiences to enhance subject learning, making links and connections between prior and new learning.
- Children become aware of possibilities for their future lives through this subject.

	Investigate & interpret the past first hand through Artefacts. Tools, ornaments, household items, coins, diaries, historical accounts & reports.	Build an overview of World History								Understand chronology of main events	Communicate historically
Settlements Homes & locations, important features, defences, sanitation, heating, public facilities, gathering places, monuments & memorials.	Beliefs Practices, religions, events, ideologies & symbols.	Culture & Pastimes Art, architecture, music, sport & games, jewellery, stories & literature, big ideas and big thinkers.	Food & Farming Investigate diet, food sources, use of animals, farming methods and any major technological breakthroughs.	Travel & exploration Methods of and reasons for travel, advancements and pioneers.	Conflict Reasons, type, weapons and tactics, defences & resolutions.	Society Organisation & government, education, crime & punishment, health & medicine, clothing	Location The time and place affected, language of location and movement. Historic and Modern locations that may have changed over time.	Distinguish between past and present	Use language to explain time e.g. today, yesterday and tomorrow.		
 <p><b>Early Learning Goal</b> <b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</li> </ul>											
 <p>Observe and handle artefacts and other evidence to ask questions and find answers about the past.</p>	<p>Ask questions such as: What was it like for people? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories and online sources and databases to find out about the past. Learn about ideas and people from the past. Describe historical events and significant people from the past. Understand that there are reasons why people from the past acted as they did.</p>						<p>Prime focus on events in and people from <b>Britain</b> who may have travelled to another location.</p>	<p>Place events and artefacts in order on a timeline and use dates where appropriate. Label timelines with vocabulary such as past/present, older/newer. Recount changes that have happened in their own lives.</p>	<p><u>Use words and phrases such as:</u> A long time ago...Recently... When my parents/carers were young... <u>Grasp concepts such as:</u> Nation, Civilisation, Monarchy, Parliament, Democracy, War &amp; Peace</p>		

	<p>Use multiple sources of evidence.</p> <p>Suggest suitable sources of evidence for historical enquiry.</p>	<p>Use more than one source of evidence for historical enquiry in order to understand it more accurately. Describe different accounts of an historical event and reasons why they may differ. Suggest causes and consequences of some major events and changes in history. Describe changes that have happened in Bollington through history. Give a broad overview of how life in Britain has changed from ancient to modern times. Compare time periods studied with those in other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past societies. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Focus on Invaders and Settlers arriving in <b>Britain</b> from <b>Europe</b>.</p> <p>Investigating early civilisations in other <b>world</b> locations.</p>	<p>Place events and artefacts in order on a timeline using dates.</p> <p>Understand the concept of change over time, representing this (with evidence) on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p><u>Use appropriate historical vocabulary including</u> Dates Time period Era Change Chronology</p> <p>Use literacy, numeracy and computing skills to communicate information about the past.</p>
	<p>Use sources to deduce information about the past and understand that no single source will provide full answers to lines of enquiry. Select suitable sources and give reasons for choices. Use sources to test hypotheses or justify claims about the past. Show an awareness of the concept of propaganda and social context.</p>	<p>Refine lines of enquiry as appropriate. Identify continuity and change in our local history. Give a broad overview of life in Britain and some major events in the rest of the world. Compare some of the times studied with other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past societies. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Focus on key periods of change in <b>British</b> history. Investigating early and early Islamic civilisations in other <b>world</b> locations. Key events &amp; people(s) in history.</p>	<p>Describe the main changes in a period of history. Identify periods of rapid change in history and contrast them with periods of relatively little change. Represent continuity and change, with evidence, on a timeline. Use dates and terms accurately in describing events.</p>	<p><u>Use appropriate historical vocabulary including</u> Dates, Era, Time period, Change, Continuity, Chronology, Century, Decade, Legacy</p> <p>Use literacy, numeracy and computing skills to effectively communicate information about the past and use original ways to present information and ideas.</p>