

History intent

"A people without the knowledge of their past history, origin and culture is like a tree without roots," Marcus Garvey.

In our school, history is fun, creative and engaging. Through our history curriculum, we strive to inspire pupils' curiosity and enthusiasm about the past and to gain a coherent knowledge of Britain's past and that of the wider world, as we prepare them with life-long skills, raise their aspirations and help them to understand how to be a responsible citizen. Our immersive projects provide children with opportunities to ask perceptive questions, think critically, weigh evidence, present arguments and develop an informed viewpoint. Throughout our history lessons and during special 'themed' days, our pupils experience and enjoy many practical and creative activities, with cross-curricular links to many other subjects (drama, art, D.T., geography, music and P.E.), which makes their learning fun and memorable. In this way, our pupils have a deeper understanding of the 'legacy' that history provides, by learning about the complexity of people's lives, the process and impact of change, the diversity of societies, as well as their own identity and their own place in our modern world.

Procedural Knowledge: **Skills** the children develop when learning about History

- Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- 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.

Disciplinary Knowledge: knowledge the children will learn to develop excellence in History					
Significance Understanding the importance assigned to aspects of the past (one exploring aspects worthy of study) (H1)	Evidence Information gathered from historical sources (H2)	Similarity and difference Understanding the extent of similarity and difference between different sorts of people – and between people within the same group (H3)	Continuity and change Understanding that some things change and some things stay the same (H4)	Cause and consequence Understanding a chain of events and developments (H5)	Interpretations Understanding how and why interpretations of past can differ (H6)
Year 3/4			Year 5/6		
<i>Topics covered</i>	<i>Changes from Bronze Age to the Stone Age – in depth study</i>	<i>Shang Dynasty – in depth study</i>	<i>Anglo-Saxons (in depth) leading into monarchs</i>	<i>Ancient Greeks – in depth study</i>	
	<i>Local history study link to Anderson shelters</i>	<i>Roman Empire and its impact on Britain (more Geography focus)</i>		<i>Early Islamic civilisations – including a study of Baghdad (taught through RE)</i>	
Knowledge and understanding of events, people, and changes in the past.	Use sources of information, including ICT, to find out about events, people and changes (H2) Select and record information relevant to the study (H2) Ask and answer different perceptive questions.	Use and evaluate sources of evidence to deduce information about people, places and changes (H2) Use relevant material to build up a picture of a past event. (H2) Ask and answer a variety of perceptive questions.	Begin to identify primary and secondary sources. (H2) Select suitable sources of evidence, giving reasons for choices. (H6) Select and combine relevant information from different sources. (H2) Use the evidence collected to build up a picture of life in the time studied. (H2)	Recognise primary and secondary sources (H2) Use, evaluate and link a range of sources to find out about an aspect of the past. (H2/ H6) Bring knowledge gathered from several sources together in a fluent account. (H2)	
Chronology	Sequence several events or artefacts into periods of time. (H1)	Place events, artefacts and historical figures from the period studied on a time line, using dates. (H1)	Place events, artefacts and historical figures on a timeline. (H1)	Place current study on a timeline in relation to other studies, to sequence up to 10 events.	

	<p>Understand the concept of change over time, representing this, along with evidence, on a timeline. (H4)</p> <p>Begin to use dates to place the time studied onto a timeline.</p>	<p>Use terms related to the period, such as BC</p>	<p>Make comparisons between different times in the past (H3)</p> <p>Use dates and vocabulary related to the passing of time, such as modern, ancient, century</p>	<p>Use relevant dates and terms related to the passing of time.</p>
Historical interpretation	<p>Recognise similarities and differences between periods of time (H3)</p> <p>Begin to give reasons for and results of the main events and changes (H5)</p> <p>Distinguish between different sources – compare different versions of the same story. (H6)</p>	<p>Identify different ways in which the past is represented and interpreted. (H6)</p> <p>Begin to evaluate the usefulness of different sources. (H6)</p> <p>Identify and describe reasons for and results of historical events, situations and changes in the period studied. (H5)</p>	<p>Identify and describe reasons for and results of historical events, situations and changes within and across different periods. (H5)</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways. (H6)</p>	<p>Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. (H5)</p> <p>Link sources and work out how conclusions were arrived at. (H2)</p> <p>Be aware that different evidence will lead to different conclusions. (H6)</p>
Historical knowledge	<p>Find out about everyday life of the people in the time period studied and compare it with our lives today. (H2)</p> <p>Identify reasons for and results of people's actions (H5)</p>	<p>Identify key features of people's lives or events. (H2)</p> <p>Use evidence to reconstruct life in time period studied and compare with life today. (H2)</p> <p>Look for links and effects in the time period studied and</p>	<p>Study different aspects of the life of different people (such as men and women) (H3)</p> <p>Examine causes and results of events, and the impact on people. (H5)</p> <p>Compare an aspect of life across early and late times studied. (H3)</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. (H2/ H3)</p> <p>Compare beliefs and behaviour with another time period studied. (H3)</p>

		give reasonable explanations. (H5) Compare and contrast ancient civilisations. (H3)		Use evidence to support and illustrate an explanation on the causes and effects of a past event. (H2/ H5)
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