

History at Alderbury and West Grimstead Primary School

Curriculum Intent

To ensure children are chronologically secure and have a sound understanding of historical events, locally, nationally and globally. Children will be able to articulate History knowledge in detail and share their learning using the correct vocabulary. They can also devise historical valid questions about change, cause, similarity, differences, and significance. Children will be able to explore primary and secondary resources to deepen their understanding. Finally, children will be able to explain previous and current learning, make connections within each Enquiry.

Curriculum implementation

At AWS History is taught as part of our Curious City Curriculum. Children are taught history through several enquiries each year where History is either a lead or supporting subject. As part of their History learning children are taught how to

- Sequence events chronologically with the use of dates and key events across periods
- Explore concepts through historical enquiry by asking and answering questions
- Interpret similar events in history and understanding that different versions of the same event exist
- Look at continuity and change to understand how the world has developed around us
- Understand the cause of significant events and the consequences thereafter
- Note similarities and differences from across periods and comparing them to our own lives
- Understand the significance of key events and the impact they have had on the world.

This is achieved through activities such as:

- Going on educational visits in the local area and places further afield in the UK.
- Working with artefacts to discover more about different periods
- Creating learning journeys as a class that explore lines of enquiry
- Using resources in all phases to bring to life abstract concepts such as the Stone Age, the Romans and Mayans.
- Linking our history work at school to the wider community so that pupils can draw upon experiences to link with their learning.
- Using primary and secondary sources to support teaching and learning.

EYFS

In Early Years, history is related to 'Knowledge and Understanding of the World' as set out in the Early Years Foundation Stage Curriculum and it is about the children beginning to understand chronology, understand that things change over time such as the decay of fruit and vegetables or lives of people around them. Also, children begin to use time-related vocabulary to be able to sequence the past, present and future. This is through settings, characters and events.

Year Group	History Enquiries & NC	Vocabulary	History learning experiences within EYFS
Reception	<p><u>EYFS – Historical understanding:</u></p> <ul style="list-style-type: none"> - Talk about the lives of people around them – personal history. - Know some similarities and differences between things in the past and now, drawing on their experiences – personal history. <p><u>EYFS – historical knowledge</u></p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events 	<p>Past, present , future, old, oldest, new, newest, Last year, age,</p>	<ul style="list-style-type: none"> • All About Me booklets’ shared throughout the year • Family history is discussed through home corner experiences using language, books, photos and artefacts. • History taught through a story led approach • Historical events are discussed through stories, short films clips and events. • Opportunities during ‘Ready to Learn Time’ to explore and develop their history knowledge both independently or with an adult e.g Remembrance Day • Celebration days – children to watch clips and have the opportunity to role play. • Children will discuss their own family history eg how the war effected their past family.
Year Group	History Enquiries & NC	Vocabulary	Coverage to ensure knowledge and understanding – Year 1
1	<p>Who helps who? How do we play different ways? (Museum trip)</p> <p><u>NC – Historical understanding:</u></p> <ul style="list-style-type: none"> - develop an awareness of the past, using common words and phrases relating to the passing of time - 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 	<p>recent past, distant past, before I was born, before my grandparents were born, significant, significant, chronological present: today, now, near past: yesterday last week, far past: years ago, decades ago, generations, change.</p>	<p>Historical Understanding:</p> <ul style="list-style-type: none"> • Know that the past is different to the present • Know that there is a difference between living memory (recent past) and the distant past (for everyone alive today) • Provide children different opportunities of finding out about the past -e.g.- photos, artefacts, asking grandparents etc • Use words to describe the passing of time e.g.- recent past, distant past, before I was born, before my grandparents were born • Answer questions using photographs and artefacts • Put 3 events of their life in chronological order (e.g.- baby, toddler, Year 1) • Place Princess Campbell and Florence Nightingale on a timeline depicting ‘Within living memory and beyond living memory.’ <ul style="list-style-type: none"> • Know we cannot go back to the past and most things change over time. • Use words to describe the passing of time e.g.- recent past, distant past, before I was born, before my grandparents were born

	<ul style="list-style-type: none"> - use a wide vocabulary of everyday historical terms - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - understand some of the ways in which we find out about the past <p>NC - Historical knowledge</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 - significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> • Provide children different opportunities of finding out about the past -e.g.- photos, artefacts, asking grandparents, museums • <p>Historical knowledge:</p> <ul style="list-style-type: none"> • Know why Princess Campbell was a significant local person • Know why Florence Nightingale was a significant person globally • Know how people used to play/games they used to play 'Within Living memory • Know that the way people do things changes over time, such as playing games. Sometimes this is because we live in different ways (too many cars now make playing in the road dangerous) or that materials change which changes the games (invention of the computer for instance).
Year Group	History Enquiries & NC	Vocabulary	Coverage to ensure knowledge and understanding – Year 2
2	<p>What did Brunel do for Great Britain? (Steam trip)</p> <p>What could my classroom be made of?</p> <p>How will we move around in the future?</p> <p>NC – Historical understanding:</p> <ul style="list-style-type: none"> - develop an awareness of the past, using common words and phrases relating to the passing of time 	<p>Present: today, now, past, significant, earliest, latest, older, modern, new, legacy</p> <p>Decades ago</p>	<p>Historical Understanding:</p> <ul style="list-style-type: none"> • Use terms built in the recent past, modern and old to consider the age of different buildings. Compare the differences between buildings built at different times. • Use sources (photographs, books, videos) to find out about the past through things that have been left behind-e.g.- landmarks- Box Tunnel, Clifton Suspension Bridge • Put some events of Brunel’s life in chronological order - earliest, latest etc (dates not needed) • know what it was like to travel during Brunel’s lifetime and compare this with today.

	<ul style="list-style-type: none"> - 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 - use a wide vocabulary of everyday historical terms - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - understand some of the ways in which we find out about the past - identify different ways in which it is represented <p>NC – Historical knowledge:</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 		<ul style="list-style-type: none"> • Answer questions about a significant event using secondary sources- books, photos, museums etc. • Place event on a timeline – past, recent past, present <p>Historical Knowledge:</p> <ul style="list-style-type: none"> • Know why Brunel is a significant person and what he has left behind- e.g.- railways, tunnels etc • Know that Brunel left a legacy and his achievements are still used today- Clifton Suspension Bridge, Box tunnel etc • Know why Brunel is a significant figure for Chippenham • Know that Brunel was significant ‘Beyond Living memory’ • Know that the launch of SS Great Britain was a significant event beyond living memory. • Know of an event beyond living memory- Wright Brothers first flight • Identify transport used in the past and how it has changed over time.
--	--	--	---

	<ul style="list-style-type: none"> - 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 - significant historical events, people and places in their own locality 		
Year Group	History Enquiries & NC	Vocabulary	Coverage to ensure knowledge and understanding – Year 3
3	<p>How can we find out about people in the past? (Trip to Old Sarum) Why did people travel in the past?</p> <p>NC – Historical understanding</p> <ul style="list-style-type: none"> - 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 - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - understand how our knowledge of the past is constructed from a range of sources 	<p>Chronology, archive, photograph, architecture, archaeology, source, primary, secondary, newspaper, research, discovery, exploration, sea shanty, conquer, mast, destination, America, pennant, journey</p>	<p>Historical understanding:</p> <ul style="list-style-type: none"> • Know what primary sources can be used to find out about the past- photographs, buildings, artefacts, oral recounts • Know how our knowledge of the past is constructed from a range of sources- paintings, letters, recounts • Describe events and periods using the words: BC, AC and decade • Use decades to describe when things happened • Place the era on a timeline in chronological order <p>Historical knowledge:</p>

	<p><u>NC – Historical knowledge</u></p> <ul style="list-style-type: none"> - a local history study - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 		
Year Group	History Enquiries & NC	Vocabulary	Coverage to ensure knowledge and understanding – Year 4
4	<p>Who has stood here before us? Why do we live here?</p> <p><u>NC – Historical understanding</u></p> <ul style="list-style-type: none"> - 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 - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance 	<p>Artefact, Anglo-Saxon, Kingdom, comparison, Monologue, Ancestor, Achievement, Empire, Roman, Viking, Invasion, Norman, scale duration, interval, ancient civilizations, Settlement,</p>	<p>Historical understanding:</p> <ul style="list-style-type: none"> • Use a range of both primary and secondary sources to piece together information about an historical period • Place eras studied on a timeline in chronological order • Learners compare and contrast the four different historical periods using appropriate historical vocabulary with reasons for their decisions • Construct a timeline showing Ancient Egypt using the vocabulary- scale, duration, interval • Place World history eras studied on a timeline in chronological order • Know how events from the past have shaped our lives today • Know that items found in the past help us to build an accurate picture of how people lived in the past • Use a range of primary and secondary sources to understand the past.

	<ul style="list-style-type: none"> - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources <p>NC - Historical knowledge</p> <ul style="list-style-type: none"> - the Roman Empire and its impact on Britain - 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 - a local history study - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of - Ancient Egypt; - 		<p>Know how</p> <ul style="list-style-type: none"> • Know that Britain has been invaded by different groups over time • Know when the Romans/Anglo-Saxons/Vikings and Norman's invaded Britain and their impact on Britain <ul style="list-style-type: none"> - Know who was in Britain before/after the • Know the Romans and Anglo-Saxons left a legacy and their achievements are still used today- what has been left behind from each of the groups and what we have learnt from this? • Know the achievements of the earliest civilizations- Ancient Egypt
Year Group	History Enquiries & NC	Vocabulary	Coverage to ensure knowledge and understanding – Year 5
5	<p>Who is trading with whom? How can you show what you believe in?</p> <p>NC – Historical understanding</p> <ul style="list-style-type: none"> - 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 	Artefact, chronology	<p>Historical understanding:</p> <ul style="list-style-type: none"> • Create a timeline of their local history and trade. • Select relevant historical information to create a board game. • Apply their knowledge of chronology to add to their timeline. • Know how we know about them – (eg what did they leave behind?) • Apply knowledge of sources (e medicine/tech/science/art).

- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

NC - History knowledge

- a local history study

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:
Ancient Egypt;
- a non-European society that provides contrasts with British history –Mayan civilization c. AD 900;

Historical knowledge:

- Know what was traded in our local area (eg cloth, tins and food Nestle milk).
- Learn about Roman trade.
- Create fact files related to trade from 3 different periods of History (eg Brunel/railway, Anglo-Saxon, Romans).
- **Know who the early Mayans were and explore who they and what they did and what they believed in.**
- **Research a 2nd civilization to compare (eg present day or Ancient Egypt – link to Y4 Why do we live here?)**
- **Research a further existing civilisation focussing on their belief system (Mauri/Native American/Inuit) and compare to own belief system**

Year Group	History Enquiries & NC	Vocabulary	Coverage to ensure knowledge and understanding – Year 6
6	<p>How do we all live together? Who were the greatest engineers: Victorians or the Ancient Britons? How are lives saved? Linneaus and Darwin – how are they connected?</p> <p>NC – Historical understanding</p> <ul style="list-style-type: none"> - 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 - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources <p>NC – Historical knowledge:</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - a local history study - a study of an aspect or theme in British history that extends pupils' 	Democracy, Oligarchy, Tyranny, Aristocracy, Government, Anarchy, Industrial Revolution	<p>Historical understanding:</p> <ul style="list-style-type: none"> - Explore women’s rights and equality in Ancient Greece, compare with today. - Compare and contrast Ancient Greek society with society today. - Explore theme of anarchy (not everyone agreeing to conform). - Use knowledge of chronology to locate when Ancient Greeks on a timeline. - Summarise conclusions about the greatest engineers and achievements. Identify the era that they think was the most successful. - Look at a range of Stone Age to Iron Age inventions – how & why and out of what, did people make these objects (weapons, farming tools, jewellery or household objects). - Explore the work of scientists today and in the past. Scientific breakthroughs (Covid jab, Leonardo di Vinci, Louis Pasteur, Marie Curie). - Use sources to compare drawings of fossils and actual fossils to the Scientists impressions. - Use a variety of different sources to create biographies and posters of key facts about Linneaus and Darwin. - Use inference and deduction about why they may be different. <p>Historical knowledge:</p> <ul style="list-style-type: none"> - Know who the Ancient Greeks were, when they were in power and what life was like. - Research the suffragette movement/Show Racism the Red Card or disability charities. - Explore the Ancient Greeks and their different power systems - Sparta/Athens/other cities.

	<p>chronological knowledge beyond 1066</p> <ul style="list-style-type: none">- Ancient Greece – a study of Greek life and achievements and their influence on the western world		<ul style="list-style-type: none">- Know of changes in Britain from the Stone Age to the Iron Age.- Know of Victorians and The Industrial Revolution (eg railways, sewers, tunnels, factories and canals).- Know key facts about Brunel – what he did and his inventions.- Research a local person who has made a significant contribution to medicine or saving lives (present or past) – Florence Nightingale.-
--	---	--	---