

History

LEARN TEAM





Our Approach to History at Higher Failsworth Primary School

Intent

At Higher Failsworth, we have developed our History curriculum to ensure that our pupils become historians and not just filing cabinets of facts. We aim for pupils to grow into inquisitive and critical thinkers who have a curiosity about the world and its history. We want our pupils to be real life problem solvers in a variety of contexts and for them to gain lifelong analytical skills. History allows our pupils to learn from the past and develop their knowledge and tolerance of others. It develops their perspective of the past and today, and encourages them to make judgements and informed responses based on evidence. Overall, our curriculum will give our pupils a sound understanding of why and how Britain and the wider world has developed into the way it is today.

Implementation

At Higher Failsworth, each year group study three History themes a year. This has been rigorously planned so that pupils revisit and build on knowledge and skills across their time here at Higher Failsworth. We focus on the three key milestones of: Chronological Understanding; Knowledge & Interpretation; and Historical Understanding.

Impact

By the end of their primary education at Higher Failsworth, our children are able to articulate and demonstrate that they have developed the historical knowledge, language and skills to help them understand the history of the United Kingdom and the wider world. Our children demonstrate a good understanding of human attitudes and experiences, historical enquiry, and are able to make links between historical events and the world in which they now live. Children's knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to build on a deeper understanding to prepare them to become competent historians.

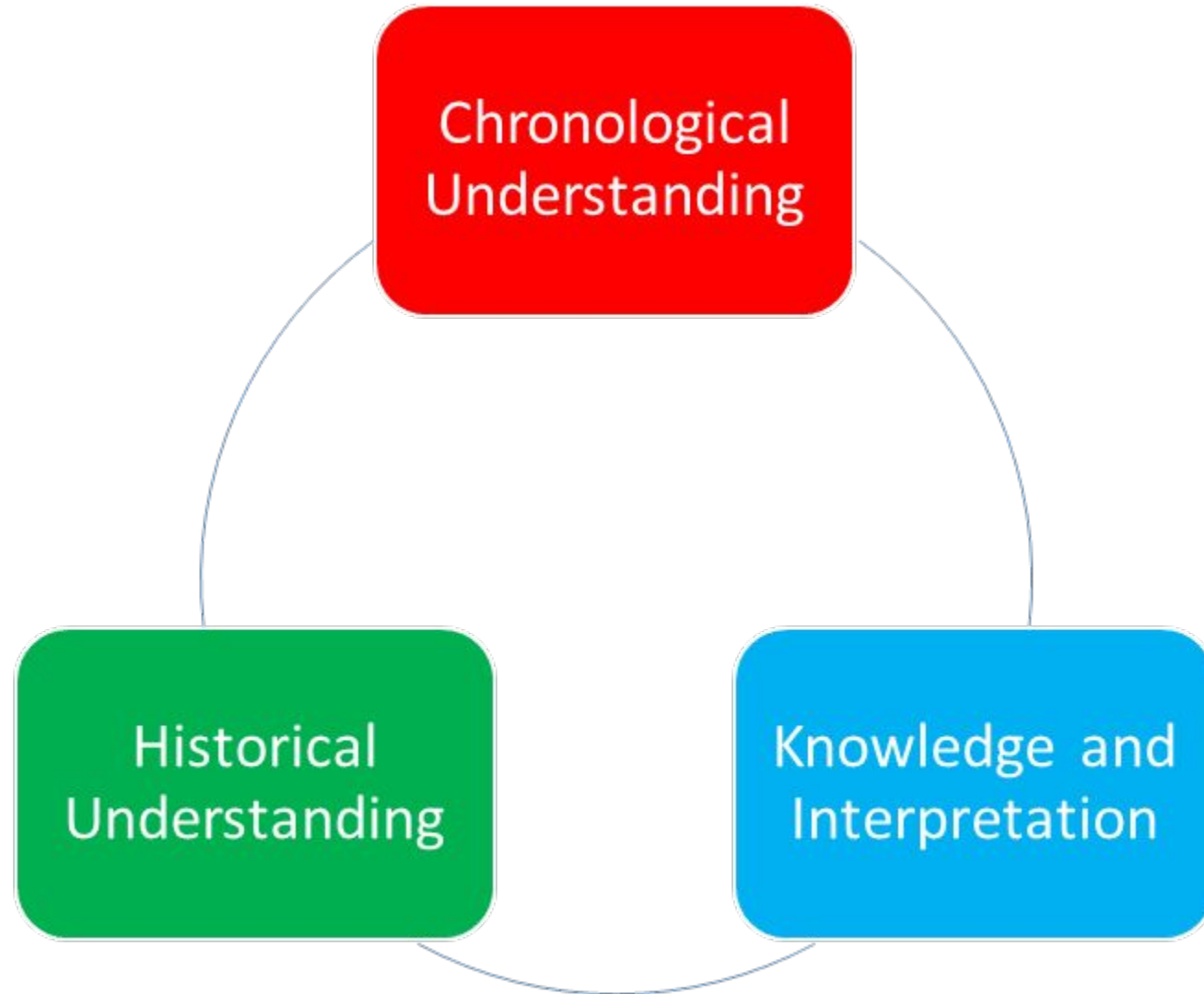


EYFS Early Learning Goals for History

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.



History - Threshold Concepts



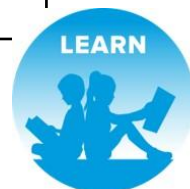
History - Chronological Understanding

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
•Can they put up to three objects in chronological order (recent history)? •Can they use words and phrases like: old, new and a long time ago? •Can they tell me about things that happened when they were little? •Can they recognise that a story that is read to them may have happened a long time ago? •Do they know that some objects belonged to the past? •Can they retell a familiar story set in the past? •Can they explain how they have changed since they were born?	•Can they use words and phrases like: before I was born, when I was younger? •Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? •Can they use the words 'past' and 'present' accurately? •Can they use a range of appropriate words and phrases to describe the past? •Can they sequence a set of events in chronological order and give reasons for their order?	•Can they describe events and periods using the words: BC, AD and decade? •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: ancient and century? •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened?	•Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades?	•Can they use dates and historical language in their work? •Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? •Can they use their mathematical skills to work out exact time scales and differences as need be?	•Can they say where a period of history fits on a timeline? •Can they place a specific event on a timeline by decade? •Can they place features of historical events and people from past societies and periods in a chronological framework?



History - Knowledge and Interpretation

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
•Do they appreciate that some famous people have helped our lives be better today? •Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? •Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? •Can they begin to identify the main differences between old and new objects? •Can they identify objects from the past, such as vinyl records? •Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? •Can they give examples of things that are different in their life from that of their grandparents when they were young?	•Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? •Can they explain how their local area was different in the past? •Can they explain why Britain has a special history by naming some famous events and some famous people?	•Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? •Can they suggest why certain events happened as they did in history? •Can they suggest why certain people acted as they did in history? •Can they explain how events from the past have helped shape our lives? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they recognise that the lives of wealthy people were very different from those of poor people?	•Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? •Can they begin to picture what life would have been like for the early settlers? •Can they recognise that Britain has been invaded by several different groups over time? •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?	•Can they describe historical events from the different period/s they are studying/have studied? •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?	•Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise how Britain has had a major influence on world history? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? •Do they appreciate that significant events in history have helped shape the country we have today? •Do they have a good understanding as to how crime and punishment has changed over the years?



History - Historical Understanding

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
•Can they ask and answer questions about old and new objects? •Can they spot old and new things in a picture? •Can they answer questions using a artefact/ photograph provided? •Can they give a plausible explanation about what an object was used for in the past? •Can they find out something about the past by talking to an older person? •Can they research about a famous event that happens in Britain and why it has been happening for some time?	•Can they answer questions by using a specific source, such as an information book? •Can they research the life of a famous Briton from the past using different resources to help them? •Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?	•Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their 'information finding' skills in writing to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history?	•Can they research two versions of an event and say how they differ? •Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? •Can they give more than one reason to support an historical argument?	•Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? •Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?	•Can they identify and explain their understanding of propaganda? •Can they describe a key event from Britain's past using a range of evidence from different sources? •Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?



History - Long Term Plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	Great Fire of London Events Beyond Living Memory Significant Individuals	The history of the police Events Beyond Living Memory Significant Individuals	Changing transport in our area Events within Living Memory Local Study
<u>Year 2</u>	Our High Street Within Living Memory Local Study	Victorian Oldham Beyond Living Memory Significant Individuals Local study	How nursing has changed Beyond Living Memory Significant Individuals
<u>Year 3</u>	Significant changes from Stone Age to Iron Age Changes from Stone Age to Iron Age	Ancient Egyptians The achievements of the earliest civilisations	Were Tudor Times truly terrible? A study or theme that extends knowledge beyond 1066
<u>Year 4</u>	Romans in Britain The impact the Romans had on Britain	Anglo Saxons in Britain British settlement by the Anglo Saxons	How did the Covid outbreak compare to the Great Plague? A study or theme that extends knowledge beyond 1066
<u>Year 5</u>	Mayan Civilisation A non-European civilisation that contrasts with British History	Ancient Greeks A study of Greek life and their influence on the western world	Vikings in Britain The Viking struggle for the Kingdom of England
<u>Year 6</u>	Crime and Punishment A study or theme that extends knowledge beyond 1066	How did WW2 affect the lives of people living in Britain? A study or theme that extends knowledge beyond 1066	The impact of the Industrial Revolution on Oldham Local study

