

# History

## Government Guidelines

At Richard Avenue, we are local and **global citizens**, with strong **community** links. We shape our history curriculum to ensure it is fully inclusive to every child, and develops their **curiosity** and **communication** skills to ensure all children reach their full potential.

Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the **wider world**. It should inspire pupils' **curiosity** to know more about the past. Teaching should equip pupils to ask perceptive questions, think **critically**, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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. '

## Intent

At Richard Avenue, we aim for a high quality history curriculum which will inspire in pupils a **curiosity** and fascination about Britain's past and that of the wider world.

In this, pupils will develop a well-rounded knowledge of the past and its events, with intention to develop every child into a **global citizen**, as well as strengthening their links with the local **community**. History at Richard Avenue aims to be ambitious, and motivating. Ambitious in our coverage of history and thorough teaching of historical skills. Motivating through engaging activities, trips and visitors that give all students an opportunity to question the past.

At Richard Avenue Primary School, we have designed our history curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of history
- Discover links and connections to the history they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time, with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in history may differ
- Draw on similarities and differences within given time frames and across previously taught history
- Enquire into historical themed questions and form their own opinions and interpretation of the past

When covering each of these objectives, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching, but meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time, and to enjoy and love learning about history by gaining this knowledge and these skills.

## Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school, developing not only the knowledge of the pupils, but building on the key historical skills and demonstrating how these can be transferred into other aspects of the curriculum.

The teaching, learning and sequencing of the history curriculum follows:

- In EYFS, history focuses on the world around them and moves in to their living memory and that of their family.
- In KS1, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the history curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

The progression of skills is set out in order to build and develop the following: questioning, vocabulary, chronological understanding, identifying contrasts and themes and using sources. Children are taught the sequence of skills and knowledge that are the components to a composite outcome. Lessons will develop long term memory by allowing for repetition of learning within the year, and also year on year.

Whole school historical events are celebrated, and an ethos of respect and understanding of other cultures and beliefs is clearly evident throughout the school. At Richard Avenue, we commemorate Remembrance Day annually, and celebrate Women's History Month on a 2-yearly cycle. These whole school events are evidenced through pupils' work, photographs, homework projects, pupil interviews and parent interviews, and collated in a portfolio by the subject lead.

Educational visits are another opportunity for history learning outside the classroom. At Richard Avenue, the children have had many opportunities to experience history on educational visits. The children have **explored** local museums and had visitors into school to share history learning and have hands on experiences. Walks and visits in our local **community** are also planned in regularly to further develop our **community** links.

## Impact

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. The impact and measure of this is to ensure that children at Richard Avenue are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3, and for life as an adult in the wider world. Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills, as well as progression of key vocabulary.

We measure the impact of our curriculum through the following methods:

1. Regular book scrutiny and lesson observations undertaken by the subject lead.
2. Summative assessment of pupil discussions about their learning.
3. Images and videos of the children's practical learning.
4. Interviewing the pupils about their learning (pupil voice).
5. Marking of written work in books, and the pupils' responses to this.
6. Evidence portfolios of whole school events.

# Richard Avenue Primary School

## Long Term Plan – History

|                      | AUTUMN                                                                                                    | SPRING                                                                                                  | SUMMER                                                                                                                                                  |
|----------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>EYFS</i></b>   | All About Me                                                                                              | Toys                                                                                                    |                                                                                                                                                         |
| <b><i>Year 1</i></b> | Changes within living memory<br>- <b>Old and new homes</b>                                                | Lives of significant individuals of the past<br>- <b>Famous Queens</b>                                  | Lives of significant individuals of the past<br>- <b>Great Explorers: Christopher Columbus &amp; James Cook</b>                                         |
| <b><i>Year 2</i></b> | Events Beyond Living Memory<br>~<br><b>Great Fire of London / Great Fire of Gateshead &amp; Newcastle</b> | Significant Individuals ~<br><b>George Stephenson</b>                                                   | Significant Events, People and Places in Locality ~<br><b>Seaside Holidays</b>                                                                          |
| <b><i>Year 3</i></b> |                                                                                                           |                                                                                                         | <b>Changes in Britain from the Stone Age to the Iron Age</b>                                                                                            |
| <b><i>Year 4</i></b> |                                                                                                           | <b>Crime &amp; Punishment</b>                                                                           | <b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>                                                 |
| <b><i>Year 5</i></b> | The achievements of the earliest civilizations – <b>Ancient Egypt</b>                                     |                                                                                                         | <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>                                               |
| <b><i>Year 6</i></b> |                                                                                                           | A non-European society that provides contrasts with British history – <b>Early Islamic Civilization</b> | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <b>World War II (Include a local study)</b> |

**Date: 2020**

|                          | Year 1                                                                                                         | Year 2                                                                                                                    | Year 3                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                                                        | Year 5                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                  |
|--------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Questioning</b>       | Ask and answer simple questions about what they have heard.                                                    | Show curiosity by voluntarily asking questions about what they have heard or read.                                        | Start to frame questions and answers in historically valid ways (e.g. about change, about differences).                                                                                                                                    | Ask and answer historically valid questions (e.g. about contrast, cause and effect, reliability).                                                                                                                                                             | Ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions).                                                                                     | Regularly ask and answer perceptive questions in historically valid ways.                                                                                                                                               |
| <b>Vocabulary</b>        | Use common words and phrases relating to the passing of time.                                                  | Use wide vocabulary of everyday historical terms.                                                                         | Start using specialist vocabulary in historical discussions.                                                                                                                                                                               | Use specialist vocabulary and historical terms, often appropriately.                                                                                                                                                                                          | Use specialist vocabulary and historical terms appropriately.                                                                                                                                 | Start to apply historical vocabulary in more sophisticated ways.                                                                                                                                                        |
| <b>...for topics</b>     | Monarch, palace, King, Queen, jubilee, homes, explorer, expedition, navigate                                   | invention, pioneer, legacy, significant, commemorate, regenerate, tradition                                               | ancient, civilisation, ancestor, empire, invasion, conquer, legacy, rebellion                                                                                                                                                              | democracy, crime, punishment, trial, aristocratic, mythology                                                                                                                                                                                                  | terrain, trade, expedition, polytheistic, monotheistic, Pagan                                                                                                                                 | civic, succumb, persecute, propaganda, neutrality, suffrage                                                                                                                                                             |
| <b>...for talk</b>       | tradition, research, (non)-fiction, event, artefact, similar, different                                        | document, technology, archaeologist, excavate, unearth, strategy, similarity, difference, represent                       | organise, introduce, construct, supreme, population, tribe, rural/urban, primary/secondary, source, theory, myth/legend, folklore, narrate, saga, epic, survive, infer, clarify, equivalent, necessary, theme, version, opinion, interpret | prosper, monarchy, aristocracy, heritage, revolution, transition, develop, abolish, structure, campaign, ardent, typical, unique, trivial, characteristic, conventional, eventful, intricate, assume, reliability, alternative, critique, summarise, contrast | impact, complex, sustain, surpass, sparse, abundant, capacity, obstacle, futile, crucial, pivotal, exceptional, generalise, rigorous, verify, unintelligible, inform, phenomenon, perspective | demographic, hierarchy, doctrine, stance, attribute, controversy, prejudice, robust, authentic, plausible, appropriate, analyse, corroborate, discern, paraphrase, epitomise, characterise, extrapolate, bias, tertiary |
| <b>...for chronology</b> | long ago, yesterday, then, when, now, last, next, before, after, first/second (etc), days, months, prehistoric | years (dating system), BC/AD, CE/BCE, century, period, later, earlier, since, long (after, before), at the same time (as) | during, while, several (years), more recently, millennium, age, chronological, approximate, change, process, originate, trace                                                                                                              | occasion, accurate, uncertain, seldom, former, latter, cause, consequence, phase, abrupt, decline, trend, continuity                                                                                                                                          | contemporary, epoch, inevitable, prior, subsequent, enduring, legacy, dominate, diminish, context                                                                                             | simultaneous, cumulative, decontextualise                                                                                                                                                                               |

|                                         | Year 1                                                                                                                                  | Year 2                                                                                                                                        | Year 3                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                  | Year 5                                                                                                                                                                             | Year 6                                                                                                                                                                                        |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chronological understanding</b>      | Recognise the difference between past and present.<br><br>Use common words and phrases, or answer simple questions, to sequence events. | Sequence events and explain their thinking; start to note connections over time.                                                              | Note connections over time.                                                                                                                                                                                                                                           | Note connections, contrasts and trends over time.                                                                                                                                                       | Demonstrate historical perspective by explaining contrasts and trends in the short and long term.                                                                                  | Establish clear narratives within and across periods, and at local, national and world level.<br><br>Start to use their secure sense of chronology to inform their wider learning (into KS3). |
|                                         | Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.                             | Date events to the nearest century or era, and occasionally to the year (e.g. 1066).                                                          | Date events to the year.                                                                                                                                                                                                                                              | Use the year confidently to date events, and sometimes the month and day.                                                                                                                               | Use precise dates and explain why some are significant (e.g. transport delay, seasonality).                                                                                        | Start to use different levels of precision in dating events, and explain why that may be appropriate.                                                                                         |
| <b>Identifying contrasts and themes</b> | Make simple historical comparisons (e.g. spot the difference between pictures).                                                         | Independently identify similarities and differences between people, places, events or ways of life (when the subjects are provided for them). | Note connections within and across periods, both those that they study and others they draw on independently.<br><br>Start to comment on historical changes, including suggestions about cause and effect.<br><br>Start to identify themes within and between topics. | Note connections, contrasts and trends - across time but also between places and cultures.<br><br>Comment on continuity and change, cause and effect.<br><br>Identify themes within and between topics. | Sequence and structure complex subjects and themes.<br><br>Start to suggest reasons for connections over time and across places and cultures.<br><br>Comment on impact and legacy. | Compare and contrast places, people and cultures, analysing theirs and others' comparisons, extrapolating from them and justifying their ideas with evidence.                                 |

|                                                     | Year 1                                                                                                                                                                                            | Year 2                                                                                                                                                                                                                                             | Year 3                                                                                                                                                         | Year 4                                                                                                                                                                                                      | Year 5                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Using sources</b>                                | Explain the difference between fiction and non-fiction.                                                                                                                                           |                                                                                                                                                                                                                                                    | Explain the difference between primary and secondary sources.                                                                                                  |                                                                                                                                                                                                             |                                                                                                                                                                                               | Start to understand the idea of 'tertiary' sources.                                                                                                                                                                                                          |
| <b>...to form opinions</b>                          | Children access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.<br><br>Use parts of stories to show that they understand historical events. | Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.<br><br>Choose and use parts of stories to show that they understand key features of events (e.g. through innovating). | Independently select and use sources to satisfy their curiosity about the past.                                                                                | Select and use sources to construct their own opinions about the past.<br><br>Start to explain the usefulness and reliability of different sources (e.g. by explaining their choices in selecting sources). | Select, organise and use information from more than one source to construct an informed response and/or opinion.<br><br>Explain the usefulness and reliability of different sources.          | Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.<br><br>Start to use quote marks when using sources of evidence. |
| <b>...to understand how the past is constructed</b> | Show some understanding of the ways we can find out about the past (e.g. books, museums, artefacts, archaeology).                                                                                 | Identify ways in which the past is represented (e.g. fiction, illustrations, film, song, museum displays).                                                                                                                                         | Start to show awareness that there are sometimes different versions of what happened.<br><br>Explain how the past can often be interpreted to inform opinions. | Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.<br><br>Start to critique other people's opinions about the past.                                 | Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions.<br><br>Accurately summarise other people's opinions about the past. | Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.                                                                                   |