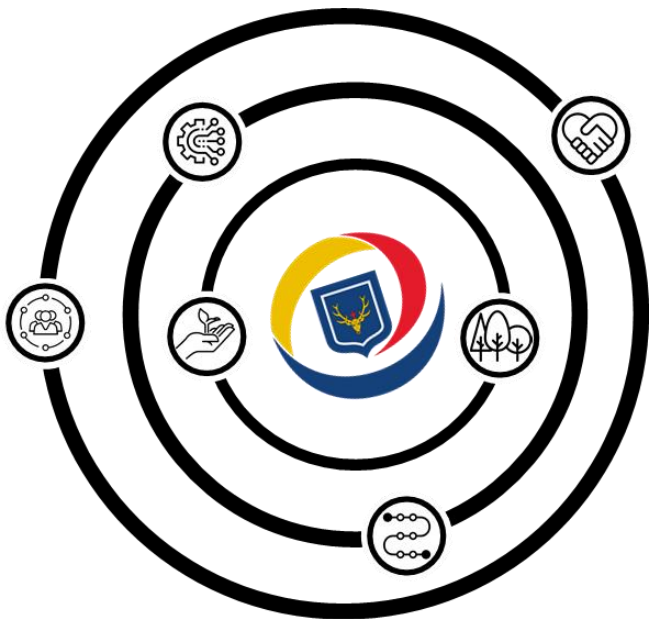


OUR LADY AND ST. HUBERT'S PRIMARY

History Knowledge and Skills Progression



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.

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History Curriculum Intent

At Our Lady and St. Hubert's, History aims to stimulate children's interest and understanding about the lives of people who lived in the past and the ways in which it differs from the present. The History curriculum will also encourage all children to develop a curiosity and desire to know more about the past, developing a knowledge and understanding of the world around them. At Our Lady and St' Hubert's, pupils will grow to appreciate that the past influences decisions they make, the values that they have and makes them curious. We believe that the study of History makes a valuable contribution to children's understanding of all aspects of life, giving them a sense of identify and heritage.

The following aims highlight the intended purpose of History at Our Lady and St. Hubert's:

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanations is provisional, debatable and sometimes controversial.

Implementation of the History Curriculum

At Our Lady and St. Hubert's, the subject of History is embedded into the thematic curriculum, and in some cases, will feature as the main 'driver' in order to allow children to think as historians. We as a school follow a progressive curriculum map that included key concepts and historical knowledge that children need to be fluent in. The key concepts within the curriculum include knowledge and understanding or events, people and changes in the past as well as historical understanding and historical interpretation. We enable children to use a range of resources when finding out about the past including looking at primary and secondary sources, looking at and handling artefacts, using a wide range of sources for research including books, magazines and ICT and making visits to sites of historical significance. The implementation of History at Our Lady and St. Hubert's will be delivered in accordance with Rosenshine's Principles of Instruction. We aim to deliver lessons to children in a way that allows for learning to be accessed by all and children are able to build on previous knowledge and access new learning in small steps. History will also be delivered with reference to the 6Cs and children will be given opportunities to develop their abilities to use these within their practise.

Impact of the History Curriculum

Pupils at OLSH will leave having developed a secure knowledge and understanding of people, events and significant periods of History. They will possess an ability to think critically while being able to consistently challenge and evaluate their own and others' views using appropriate and accurate historical evidence and vocabulary. This ability to think, reflect and explain their thoughts and opinions will allow our pupils to gain confidence in discussing History, their own work and identify their own strengths and areas of improvement. Consequently, pupils will develop a passion for History and be enthusiastic about their learning in this area while gaining a solid understanding of why and how our History has helped shape our lives today.

The National Curriculum for History

National Curriculum			
KS1	KS2	KS2 Specific content	Year group
<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 -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 <ul style="list-style-type: none"> -significant historical events, people and places in their own locality. 	<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. • 	<ul style="list-style-type: none"> -changes in Britain from the Stone Age to the Iron Age -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 -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -the achievements of the earliest civilizations -Ancient Greece – a study of Greek life and achievements and their influence on the western world -a non-European society that provides contrasts with British history 	<ul style="list-style-type: none"> Year 3 Year 3 Year 4 Year 4 Year 5 Year 6 Year 3 Year 6 Year 5 Year 5 Year 6

Progression							
At EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge and Understanding - events, people and changes in the past							
	<p>K1: Toys- then and now</p> <p>K2: Kings, Queens and castles</p> <p>K3: Own family history</p> <p>K4: Significant historical events, people and places in their own locality.</p>	<p>K1: The Great Fire of London</p> <p>K2: Significant individuals -Sir Winston Churchill -Mary Seacole</p> <p>K3: Vehicles</p> <p>K4: Significant historical events, people and places in their own locality.</p>	<p>K1: Changes in Britain from the Stone Age to the Iron Age</p> <p>K2: The Roman Empire and its impact on Britain</p> <p>K3: The life of a child through modern history</p>	<p>K1: Britain's settlement by Anglo-Saxons and Scots</p> <p>K2: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>K1: A local history study</p> <p>K2: An in depth study of Ancient Egypt</p> <p>K3: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>K1: A local history study</p> <p>K2: The Victorians- a study of the life and achievements of this era.</p> <p>K3: The Mayan's- ancient civilisation</p>	
<p>ELG People, Culture and their communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>U1: Recall some facts about people/events before living memory</p> <p>U2: Say why people may have acted the way they did.</p>	<p>U1: Recall some facts about people/events before living memory</p> <p>U2: Say why people may have acted the way they did.</p> <p>U3: Begin to describe similarities and differences</p>	<p>U1: Recall some facts about people/events before living memory</p> <p>U2: Use evidence to describe everyday life in a studied period. Including; clothes, way of life, actions, culture and leisure activities from the past.</p> <p>U3: Use evidence to describe buildings and their uses of people from the past</p> <p>U4: Begin to describe how historical events studied affect/influence life today.</p>	<p>U1: Recall some facts about people/events before living memory</p> <p>U2: Use evidence to describe everyday life in a studied period. Including; clothes, way of life, actions, culture and leisure activities from the past.</p> <p>U3: Use evidence to describe buildings and their uses of people from the past</p> <p>U4: Begin to describe how historical events studied affect/influence life today.</p>	<p>U1: Recall some facts about people/events before living memory</p> <p>U2: Use evidence to describe everyday life in a studied period. Including; way of life, actions, culture and understand why they had to live in this way.</p> <p>U3: Describe similarities and differences between different time periods- including roles of men and women, causes and results of great events.</p> <p>U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>U1: Recall some facts about people/events before living memory</p> <p>U2: Use evidence to describe everyday life in a studied period. Including; way of life, actions, culture and understand why they had to live in this way.</p> <p>U3: Describe similarities and differences between different time periods- including roles of men and women, causes and results of great events.</p> <p>U4: Describe how historical events studied affect/influence life today.</p> <p>U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	

Historical Enquiry and Interpretation- evidence and sources

<p>ELG Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>E1: Identify different ways in which the past is represented; photos, stories, diaries...</p> <p>E2: Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</p> <p>E3: Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.</p> <p>I1: Explore their own family history by asking questions</p> <p>I2: Begin to extract information from a range of sources including videos, photographs, pictures and artefacts.</p>	<p>E1: Identify different ways in which the past is represented</p> <p>E2: Explore events, look at pictures and written accounts and ask questions i.e. what is happening here? Why?</p> <p>E3: Look at objects from the past and try to interpret facts from it.</p> <p>E4: make comparisons between 2 time periods</p> <p>I1: Further their learning by asking questions to family members</p> <p>I2: Use books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>E1: identify and give reasons for different ways in which the past is represented</p> <p>E2: Use documents, printed sources (e.g. archive materials), pictures, photographs, music as evidence about the past.</p> <p>E3: Investigate artefacts, historic buildings, visits to museums and galleries and visits to sites to learn more about the past.</p> <p>E4: make comparisons from then to now</p> <p>I1: Begin to explore the idea that there are different accounts of history.</p> <p>I2: Extract information from a variety of sources, including: books, videos, photographs, pictures and artefacts</p> <p>I3: Begin to understand the terms primary and secondary sources.</p>	<p>E2: Use documents, printed sources (e.g. archive materials) websites, pictures, photographs, music as evidence about the past.</p> <p>E3: Investigate artefacts, historic buildings, visits to museums and galleries and visits to sites to learn more about the past.</p> <p>E4: make comparisons from then to now</p> <p>I1: Explore the idea that there are different accounts of history.</p> <p>I2: Extract information from a variety of sources, including: books, videos, photographs, pictures and artefacts.</p> <p>I3: Understand the terms primary and secondary sources.</p> <p>I4: begin to evaluate the usefulness/reliability of different sources</p>	<p>E2: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>E3: use artefacts and other sources to make comparisons between time periods and express justified opinions</p> <p>E4: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions or <u>their own line of enquiry</u>.</p> <p>I1: Give reasons why there may be different accounts of history.</p> <p>I3: Evaluate primary and secondary sources and evaluate their usefulness.</p> <p>I4: Understand that some evidence from the past could be propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I5: Evaluate evidence to choose the most reliable forms.</p>	<p>E2: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>E3: use artefacts and other sources to make comparisons between time periods and express justified opinions.</p> <p>E4: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions or <u>their own line of enquiry</u>.</p> <p>I1: Give reasons why there may be different accounts of history.</p> <p>I3: Evaluate primary and secondary sources and evaluate their usefulness.</p> <p>I4: Understand that some evidence from the past could be propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I5: Evaluate evidence to choose the most reliable forms.</p>
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Chronological Understanding

<p>ELG Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG Speaking Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teachers.</p>	<p>C1: Understand the difference between things that happened in the past and the present. C2: Describe things that happened to themselves and other people in the past. C3: Order a set of pictures and objects newest to oldest. C4: understand how a timeline is used to order important events. C5: Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.</p>	<p>C1: Understand the difference between things that happened in the past and the present. C2: Describe things that happened to themselves and other people in the past. C3: Chronologically order a set of events, objects and pictures C4: Use a timeline to understand a significant historical events. C5: Use vocabulary to help them to talk about the past</p>	<p>C1: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Interpret sources to describe things that happened to other people in the past. C3: Chronologically order a set of objects and pictures- and explain how they know. C4: Use a timeline to place historical events in chronological order. C5: Use vocabulary to help them to talk about the past including specific vocabulary from the period.</p>	<p>C1: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Interpret sources to describe things that happened to other people in the past. C3: Chronologically order a set of objects and pictures- and explain how they know. C4: Use a timeline to place historical events in chronological order. C5: Use vocabulary to help them to talk about the past including specific vocabulary from the period.</p>	<p>C1: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C3: Chronologically order a set of objects and pictures- and explain how they know. C4: know and sequence key events within the time period studied and talk about the impact of each event. C6: place current study on time line in relation to other studies C7: relate current studies to previous studies; make comparisons between different times in history</p>	<p>C1: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C3: Chronologically order a set of objects and pictures- and explain how they know. C4: know and sequence key events within the time period studied and talk about the impact of each event. C6: place current study on time line in relation to other studies C7: relate current studies to previous studies; make comparisons between different times in history</p>
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Organisation – sharing information

<p>ELG Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>O1: Sort events or objects into groups (i.e. then and now.) O2: Use role play to demonstrate understanding of historical events/people. O3: Talk and/or draw about things from the past. O4: annotate photos and/or pictures from the past.</p>	<p>O1: Sort events or objects into groups (i.e. then and now.) O2: Use role play to demonstrate understanding of historical events/people. O3: Talk and/or draw about things from the past. O4: annotate photos and/or pictures from the past.</p>	<p>O2: Demonstrate understanding of historical event/people through drama, role play and different genres of writing. O3: Communicate ideas about the past using lists, pictures and mind maps, including using ICT. O4: label and annotate pictures and photos to show understanding</p>	<p>O2: Demonstrate understanding of historical event/people through different genres of writing, drama and role play. O3: Communicate ideas about the past using lists, pictures and mind maps, including using ICT. O4: label and annotate pictures and photos to show understanding</p>	<p>O2: Demonstrate understanding of historical event/people through different genres of writing, drama and exploring diagrams and data. O3: Communicate ideas about the past using a variety of methods, including using ICT. O4: label and annotate pictures and photos, explaining what they teach us. O6: Plan and present a self-directed project or research about the studied period.</p>	<p>O2: Demonstrate understanding of historical event/people through different genres of writing, drama and exploring diagrams and data. O3: Communicate ideas about the past using a variety of methods, including using ICT. O4: label and annotate pictures and photos, explaining what they teach us. O6: Plan and present a self-directed project or research about the studied period.</p>
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Overarching Historical Vocabulary

<u>General History Vocab:</u>	<u>General History Vocab:</u>	<u>General History Vocab:</u>	<u>General History Vocab:</u>	<u>General History Vocab:</u>	<u>General History Vocab:</u>	<u>General History Vocab:</u>
Similarities differences communities traditions past present	Century chronological order living memory remembers memories opinion fact interpret impact research significant recent lifetime <u>Kings and Queens:</u> Royal Queen Victoria Queen Elizabeth I Queen Elizabeth II William the Conqueror Henry VIII Richard III King Charles I King Edward I Parliament Monarch Succession Reign	Century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime <u>The Great London:</u> <u>Fire:</u> London fireman fire brigade Pudding Lane Samuel Pepys River Thames King Charles II plague gunpowder wealthy un-wealthy possessions	BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity <u>Stone Age:</u> Hunter-gatherer Nomad Tribe Skara Brae Bronze/Iron Roundhouse Hillfort Smelting Druid Domesticate <u>Romans:</u> Democracy Acropolis Parthenon Marathon Olympics Citizen Column	BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity <u>Anglo Saxons:</u> Empire Aqueduct Centurion Emperor Boudicca chariot invasion <u>Vikings:</u> Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw Asgard Jarl Karl Figurehead Valhalla	General secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy source/evidence legacy ambiguous consequences omits decade <u>Ancient Egypt:</u> Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone <u>Ancient Greece:</u> Democracy Acropolis Parthenon Marathon Olympics Citizen Column	General secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy source/evidence legacy ambiguous consequences omits decade <u>Victorians:</u> Royal Monarch banquet Windsor Castle family crest Queen Victoria Victorian Motte bailey dungeon portcullis reign <u>Mayans:</u> Dynasty Maize Codex Hieroglyphics Stela Scribe Bloodletting Cacao Cenote



The 6Cs and History

How our 6Cs will be evident through our history curriculum

 <p>Character</p>	 <p>Citizenship</p>	 <p>Communication</p>
<p>Children will be encouraged to ask questions in order to further their own understanding. They will use their literacy and computing skills to help them to write about historical information. They will identify different time periods on a timeline which show different information such as when famous people lived.</p>	<p>Children will appreciate how sources help us to understand more about the present and past and how they can influence our decisions as citizens of the wider world. Children will explore and debate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. This will ensure that they have a secure knowledge of how the world has changed over time and what the impact of these changes has been.</p>	<p>Children will use appropriate historical vocabulary to communicate their historical findings. They will be able to discuss their ideas confidently and debate certain ideas with their peers in order to reach a conclusion about different historical concepts and topics.</p>
 <p>Collaboration</p>	 <p>Creativity</p>	 <p>Critical thinking</p>
<p>Through working with a range of artefacts and sources, children will gain a better understanding of situations, places and people. They will use literacy and computing skills to work as a team in order to describe the past and take part in valuable discussions.</p>	<p>Children will use sources of information to form testable hypotheses about the past and create their own solutions to a given question or problem. Children will be able to make comparisons between artefacts, events and historical figures.</p>	<p>Children will observe or handle artefacts, ask questions about them and explain what it was used for in the past. Children will suggest causes and consequences of some of the main events and changes in history. Children will come to understand that they must rely on more than one source of evidence in their historical enquiries.</p>