

Curriculum Growth Journey

History

How is History taught at Trinity?

Curriculum Intent:

What do we want to achieve in our History curriculum?

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Trinity our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Spiritual development in our school seeks to support every individual on their spiritual quest.

Implementation:

How will this be achieved?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves. We teach the National Curriculum, supported by a clear skills progression throughout the school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Trinity as well as learning important facts about the past. In History, pupils at Trinity, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are Active in their learning, Contented in themselves and Thoughtful as a citizen.

Opportunities for Spiritual development:

We aim to:

- Develop a spirit of enquiry and open-mindedness enhanced by the use of skilful questioning by the teacher.

Impact:

What will outcomes for learners be?

By the time the children at Trinity leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Understanding The World EYFS

Past and Present

Children will:

- Talk about the lives of the people around them and their roles in society.
- They will know some similarities and differences between things in the past and

People, Culture and Communities

Children will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World

Children will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- They will know some similarities and differences between the natural world

now, drawing on their experiences and what has been read in class.

- They will understand the past through settings, characters and events, encountered in books read in class and storytelling.

- They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

around them and contrasting environments, drawing on their experiences and what has been read in class.

- They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Communication and Language

Listening, Attention and Understanding

Children will

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- They will make comments about what they have heard and ask questions to clarify their understanding.
- They will hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- They will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Although skills are evidenced under a particular NC objective, they will be apparent in other objectives.

History: Key Stage 1

Pupils should be taught about:

	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]	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	significant historical events, people and places in their own locality.
Yr. 1	<p><i>Sequence</i> events in their life</p> <p><i>Sequence</i> 3 or 4 artefacts from distinctly different periods of time</p> <p><i>Match</i> objects to people of different ages</p> <p><i>Recognise the difference</i> between past and present</p>	<p><i>Know and recount</i> episodes from stories about the past.</p> <ul style="list-style-type: none"> • William The Conqueror • Captain Scott in Antarctica 	<p><i>Find answers</i> to simple questions about the past from sources of information e.g. artefacts</p> <ul style="list-style-type: none"> • Bayeux Tapestry • Toys from the past 	<p><i>Compare</i> adults talking about the past – how reliable are their memories?</p> <ul style="list-style-type: none"> • Captain Scott's diary • Follow Polly – historical Guide to Saltaire

	<p>in their own and others' lives</p> <ul style="list-style-type: none"> • Baby to adult • Visit to Saltaire - Changes in buildings and materials in our local area 			<ul style="list-style-type: none"> • Visit to Skipton Castle
<p><u>Historical enquiry</u> Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p><u>Organisational & communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play, Making models Writing, Using ICT</p>				
Yr. 2	<p><i>Sequence</i> artefacts closer together in time - check with reference book</p> <p><i>Sequence</i> photographs etc. from different periods of their life</p> <p><i>Describe</i> memories of key events in lives</p> <p>Street detectives</p>	<p><i>Compare</i> 2 versions of a past event</p> <p><i>Compare</i> pictures or photographs of people or events in the past</p> <p><i>Discuss reliability</i> of photos/ accounts/stories</p> <p>Great Fire of London/Explorers</p> <p>Building houses and setting them on fire experience</p>	<p><i>Recognise why</i> people did things, why events happened and what happened as a result</p> <p><i>Identify differences</i> between ways of life at different times</p> <p>Explorers</p> <p>Great Fire of London</p> <p>Pirates</p>	<p>Use a source - <i>observe or handle sources</i> to answer questions about the past on the basis of simple observations.</p> <p>Street detectives</p>
<p><u>Historical enquiry</u> Use a source - <i>observe or handle sources</i> to answer questions about the past on the basis of simple observations.</p> <p><u>Organisational & communication</u> Communicate their knowledge through: Discussion Drawing pictures Drama/role play, Making models Writing, Using ICT</p>				

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History: Key Stage 2

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age - year 4 (2022-23)	the Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots - year 4 (2022-23)	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 - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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Yr.3						British History (industrial revolution)	<i>Find out</i> about the everyday lives of people in time studied <i>Compare</i> with our life today <i>Identify and give reasons</i> for different ways in which the past is represented <i>Review</i> representations of the period - museum, cartoons etc Leeds City Museum trip - Ancient Egypt workshop		Use dates and terms related to the study unit and passing of time
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Historical enquiry

Use a range of sources to find out about a period. *Observe small details* - artefacts, pictures. *Select and record information relevant* to the study. Begin to use the library and internet for research

Organisational & communication

Communicate their knowledge through: Discussion Drawing pictures Drama/role play. Making models Writing. Using ICT

Yr. 4	Place the time studied on a time line <i>Sequence</i> several events or artefacts <i>Distinguish between</i> different sources - compare different versions of the same story		Place the time studied on a time line <i>Sequence</i> several events or artefacts <i>Distinguish between</i> different sources, <i>understanding</i> how this period in history has affected us now <i>Compare and contrast</i> this period to modern day	<i>Identify reasons</i> for and results of people's actions <i>Understand why</i> people may have wanted to do something					
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Historical enquiry

Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research

Organisational & communication

Recall, select and organise historical information. Communicate their knowledge and understanding.

Focus for next year being stone age - iron age, Anglo Saxons

Yr. 5		<p><i>Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information.</i></p>			<p>Know and understand the history of a local area Haworth visit</p>	<p>Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events Crime and punishment</p>	<p>Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period The Shang Dynasty of Ancient China</p>		
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Historical enquiry

Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence

Organisational & communication

Recall, select and organise historical information. Communicate their knowledge and understanding.

<p>Yr. 6</p>					<p>Place current study on time line in <i>relation to other studies</i></p> <p>Use <i>relevant dates and terms</i></p> <p>Sequence up to 10 events on a time line</p> <p><i>Link sources</i> and work out how conclusions were arrived at</p> <p><i>Find out about</i> beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Victorians - local study of Saltaire Titanic</p>	<p><i>Link sources</i> and work out how conclusions were arrived at</p> <p><i>Consider ways</i> of checking the accuracy of interpretations - fact or fiction and opinion</p> <p><i>Be aware</i> that different evidence will lead to different conclusions</p> <p><i>Know</i> key dates, characters and events of time studied</p> <p>Victorians Titanic</p>			
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					Bradford Industrial Museum trip	Changes in healthcare			
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Historical enquiry

Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account

Organisational & communication

Select and organise information to produce structured work, making appropriate use of dates and terms.