



Three Peaks Primary Academy

History

At Three Peaks Primary Academy, we believe 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.



History

Aims of the History Curriculum

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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History in Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- begin to make sense of their own life-story and family's history
- talk about members of their immediate family and community.
- name and describing people who are familiar to them.
- comment on images of familiar situations in the past.
- compare and contrast characters from stories, including figures from the past.

	ELG 13 People, Culture and Communities	How this is achieved in EYFS	History KS1
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • 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. 	<ul style="list-style-type: none"> • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day • Bonfire Night – Guy Fawkes • R.E themes taught through Emmanuel Project; Easter, Christmas, bible stories. • Exploring the Art of Vincent Van Gogh – Sunflowers. • Toys past and present • Learning Feedback times – talking about what they have just been doing in their learning sessions. • Through interactions talking about what they did yesterday, last week, last year. 	<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
	ELG 15 Past and Present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		

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Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History National Curriculum Expectations – Key Stage 1. Pupils will 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
• 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.



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Key Stage 2

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

History National Curriculum Expectations – Key Stage 2, pupils will be taught about:
<ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age
<ul style="list-style-type: none">• the Roman Empire and its impact on Britain
<ul style="list-style-type: none">• Britain's settlement by Anglo-Saxons and Scots
<ul style="list-style-type: none">• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<ul style="list-style-type: none">• a local history study
<ul style="list-style-type: none">• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<ul style="list-style-type: none">• 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
<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">• 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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Across Key Stages 1 and 2, pupils will be taught to :

Vocabulary

- Use an increasing range of common words and phrases relating to the passing of time.
- Describe memories of key events in his/her life using historical vocabulary.
- Communicate his/her learning in an organised and structured way, using appropriate terminology.
- Use historical terms related to the period of study.
- Present findings and communicate knowledge and understanding in different ways.

Chronological Understanding

- Show awareness of the past, using common words and phrases related to the passing of time.
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Place some historical periods in a chronological framework.
- Use dates to order and place events on a timeline.

Historical Enquiry

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Use a variety of resources to find out about aspects of life in the past.
- Compare sources of information available for the study of different times in the past.

Historical interpretations

- Describe significant historical events, people and places in their own locality.
- Understand that sources can contradict each other.
- Make comparisons between aspects of periods of history and the present day.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Provide an account of a historical event based on more than one source. · Give some reasons for some important historical events.



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History Teaching Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Changes within living memory ↑	Events beyond living memory				
			Revisit events beyond living memory ↑				
Significance	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 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	Lives of significant people	Significant historical events, people and places in our locality.				
		More lives of significant people					
British history	Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			Stone Age Bronze Age Iron Age	Anglo-Saxons	Compare non-European society with Anglo-Saxons (Maya, early Islamic* or Benin*)	Windrush Generation
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
Ancient history	Understand the past through settings, characters and events encountered in books read in class and storytelling				Achievements of an Ancient civilisation (Egypt, or Shang Dynasty, Sumer* or Indus Valley*)	Ancient Greeks	



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History—Implementation

Modular Approach – Knowledge

At Three Peaks Primary Academy, History is taught across each year group in modules that enable pupils to study in depth key historical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and events. Modules are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. History is studied chronologically and comparisons are made between different time periods and cultures including linking to other subject areas such as Geography and Design & Technology. This is referenced in our planning sequences.

Subject Skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as an Historian by understanding chronology, undertaking enquiry, using historical evidence and making connections in their learning. Pupils are taught to think critically, using a range of sources to draw conclusions and are encouraged to make connections across the curriculum, for instance, understanding how technology has been influenced and developed due to historical events or discoveries.

Knowledge Organisers and Knowledge Notes

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge notes are referenced throughout each module and copies of the Knowledge Organiser are sent home to families to support with home learning. In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Visions.

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their history vocabulary repertoire.



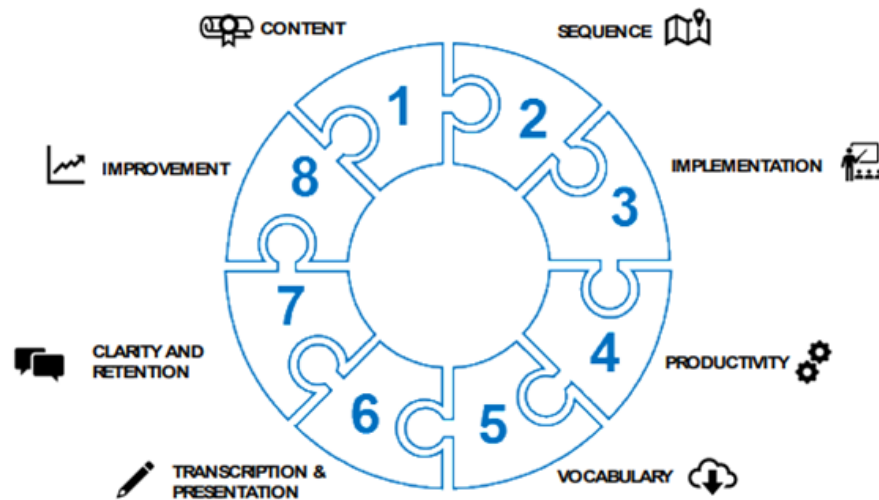
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Impact will be assessed through :

Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

QUALITY ASSURE books through studying:



Ongoing Teacher Assessment

Teachers assess pupils throughout each session . Pupils who are identified as needing support will be supported either during post teaching interventions or in the following session as appropriate. Pupils working at above expected standard will also be identified and challenged appropriately to extend their learning. Evidence of this support or challenge and necessary feedback will be clear in books.



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Coverage Map

History National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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.						



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History National Curriculum Expectations KS2	Year 3			Year 4		
	AUT	SPR	SUM	AUT	SPR	SUM
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 – 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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History National Curriculum Expectations KS2	Year 5			Year 6		
	AUT	SPR	SUM	AUT	SPR	SUM
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 – 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.						