



# Subject Leader File - History

## Intent

At Culgaith School we offer an inspiring and engaging curriculum which is structured to cover clearly all aspects of the National Curriculum. We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning.

The coverage of recent history in EYFS and KS1 such as 'How am I making History' and 'Adventures through time' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. For EYFS/KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.

The intent of our cycles in KS2 is that children can work in chronological order from ancient History such as 'Ancient Egypt' and then progress onto more modern aspects of History such as the Tudors. The cycle allows children to repeat and embed this sequence of chronology with a wider selection of ancient History such as 'Mayans' and 'Stone Age' through to more modern historical events and figures including WW2 and a Study of Wainwright. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

At Culgaith school we make clear links to our locality when studying History - for example making use of our proximity to Hadrian's Wall, Long Meg's stone circle, Tullie House etc. We intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

## Implementation

We have developed a two and a three year rolling-program of topics. Each of these is carefully mapped out to teach, revisit and recap on the key knowledge and skills from the National Curriculum. We use knowledge organisers and key vocabulary for all topics. The start of each topic includes a 'hook' or creative engagement and will incorporate an opportunity to share prior knowledge and learning that can be built on. Where possible



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learning will be linked with other subjects, e.g. English, to allow for a deeper understanding and opportunity to explore the subject further. An example of this would be teaching the text 'Norman the Norman from Normandy' whilst teaching the topic 'Normans'

## Impact

The impact of our plans is that children at Culgaith School will develop a love of History that they can continue building and develop as life-long learners. The study of History will be prominent and visual throughout school through displays, books etc. Impact can also be measured through key questioning skills built into lessons, child-led assessment and formative or summative assessments aimed at targeting next steps in learning.

### Long Term Plan EYFS/Year 1

History Global Goals	A	B
<b>Autumn</b>	<b>All About Me and Pets</b> How am I Making history? - Good health and well-being	<b>Space</b> Adventures through time - Good health and well being
<b>Spring</b>	<b>China</b> China / Chinese New Year - Poverty	<b>Arctic</b> Explorers - Life below water
<b>Summer</b>	<b>Dinosaurs</b> Peek into the past - Gender equality	<b>Circus</b> Toys - Responsible consumption and production

### Long Term Plan Year 2/Lower Key Stage 2

History Global Goals	A	B	C
<b>Autumn</b>	How did we learn to fly? - Responsible consumption and production	How was school different in the past? How have children's lives changed? - Our carbon footprint	<b>Greeks</b> - Democracy



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<b>Spring</b>	Romans - why did the Romans settle in Britain? - Immigration	What is a Monarch? - Democracy	Border Reivers - Reduced inequalities
<b>Summer</b>	Egyptians and Fairtrade - Fairtrade	Stone Age Iron Age - Industry, innovation and infrastructure	Were the vikings raiders, traders or something else? - Migration

## Long Term Plan Upper Key Stage 2

History Global Goals	A	B
<b>Autumn</b>	World War 2 - Windrush / Black History Month	Wainwright (MT - Remembrance) - Impact of tourism on the environment
<b>Spring</b>	Tudors - Race equality	Normans - Peace and justice, strong institutions
<b>Summer</b>	Victorians / Census Local History - No poverty	Africa - The Benin - Ankoma (life in Africa)



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## EYFS progression of skills

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>☐ Sequence events in their life.</li> <li>☐ Sequence 3 or 4 artefacts from</li> </ul>	<ul style="list-style-type: none"> <li>☐ Sequence artefacts closer together in time periods.</li> <li>☐ Sequence photographs from</li> </ul>	<ul style="list-style-type: none"> <li>☐ Place the time studied on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Place events from periods studied on a time line.</li> <li>☐ Use terms related to the period and</li> </ul>	<ul style="list-style-type: none"> <li>☐ Know and sequence key events in topic.</li> <li>☐ Use relevant terminology and period labels.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Place current topic on time line in relation to other topics studied.</li> </ul>



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	<ul style="list-style-type: none"> <li>□ distinctly different periods of time.</li> <li>□ Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>□ different periods of their lives.</li> <li>□ Describe memories for key events in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use dates and terms related to the topic.</li> <li>□ Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>□ begins to date events.</li> <li>□ Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>□ Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use relevant dates and terminology.</li> <li>□ Sequence up to 10 events on a timeline.</li> </ul>
<p><b>Range and depth of historical knowledge</b></p>	<ul style="list-style-type: none"> <li>□ Recognise the difference between past and present in their own and others' lives.</li> <li>□ They know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>□ Recognise why people did things, why events happened and what happened as a result.</li> <li>□ Identify difference between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>□ Find out about everyday lives of people in topic.</li> <li>□ Compare them with our lives/time period.</li> <li>□ Identify reasons for and results of peoples actions.</li> <li>□ Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use evidence to reconstruct life in topic.</li> <li>□ Identify key features and events of topic.</li> <li>□ Look for links and effects topic.</li> <li>□ Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>□ Study different aspects of different people - differences between men/women.</li> <li>□ Examine causes and results of great events and the impact on people.</li> <li>□ Compare life in early and late 'time' studied.</li> </ul>	<ul style="list-style-type: none"> <li>□ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>□ Compare beliefs and behaviour with another topic studied.</li> <li>□ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>□ Know key dates, characters and events of topic.</li> </ul>



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<p><b>Interpretations of history</b></p>	<ul style="list-style-type: none"> <li>□ Use stories to encourage children to distinguish between fact and fiction.</li> <li>□ Compare adults talking about the past - how reliable are they?</li> </ul>	<ul style="list-style-type: none"> <li>□ Compare 2 versions of a past event.</li> <li>□ Compare pictures/photograph of people/events in the past.</li> <li>□ Discuss reliability of photos/accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify and give reason for different ways in which the past is represented.</li> <li>□ Distinguish between different sources.</li> <li>□ Compare different versions of the same story.</li> <li>□ Look at representations of the time period - museums, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>□ Look at sources.</li> <li>□ Begin to evaluate the usefulness of different sources.</li> <li>□ Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>□ Compare accounts of events from different sources - fact or fiction.</li> <li>□ Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>□ Link sources and work out how conclusions were arrived at.</li> <li>□ Consider ways of checking the accuracy of interpretations - fact/fiction or opinion.</li> <li>□ Be aware that different evidence will lead to different conclusions.</li> <li>□ Confidently use the library and internet for research.</li> </ul>
<p><b>Historical enquiry</b></p>	<ul style="list-style-type: none"> <li>□ Find answers to simple questions about the past from different sources (e.g artefacts)</li> </ul>	<ul style="list-style-type: none"> <li>□ Using a source answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use a range of sources to find out about a time period.</li> <li>□ Observe small details on artefacts/pictures.</li> <li>□ Select and record information relevant to topic.</li> <li>□ Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>□ Use evidence to build up a picture of the past.</li> <li>□ Choose relevant material to present a picture of one aspect of life in time past.</li> <li>□ Ask a variety of questions.</li> <li>□ Use library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>□ Begin to identify primary and secondary sources.</li> <li>□ Use evidence to build up a picture of a past event.</li> <li>□ Select relevant sections of information.</li> <li>□ Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>□ Recognise primary and secondary sources.</li> <li>□ Use a range of sources to find out about an aspect of time past.</li> <li>□ Suggest omissions and the means of finding out.</li> <li>□ Bring knowledge gathered from several sources</li> </ul>



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						together in a fluent account.
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>□ Communicate their knowledge through:               <ul style="list-style-type: none"> <li>discussions</li> <li>drawing pictures</li> <li>drama/role play</li> <li>making models</li> <li>writing</li> <li>using ICT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ Communicate their knowledge through:               <ul style="list-style-type: none"> <li>discussions</li> <li>drawing pictures</li> <li>drama/role play</li> <li>making models</li> <li>writing</li> <li>using ICT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ Communicate their knowledge through:               <ul style="list-style-type: none"> <li>discussions</li> <li>drawing pictures</li> <li>drama/role play</li> <li>making models</li> <li>writing</li> <li>using ICT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ Recall, select and organise historical information.</li> <li>□ Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>□ Recall, select and organise historical information.</li> <li>□ Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>□ Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>



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## Curriculum Map - History

EYFS - Peek into the past	How am I Making history?	China / Chinese New Year	Peek into the past	Adventures through time	Explorers	Toys
Recounting activities that happened in the past using photos as a prompt		/		/	/	
Beginning to recognise similarities and differences between the past and today	/		/			/
Using photographs and stories to compare the past with the present day		/	/	/	/	
Recognising that different members of the class may notice different things in photographs from the past		/	/	/	/	
Asking questions about the differences they can see in photographs or stories that represent the past		/	/		/	
Being aware of changes that happen throughout the year (eg. seasons, natures)	/	/			/	
Using images to make simple observations about the past			/	/	/	
Communicating findings by pointing to images and using simple language to explain their thoughts		/	/	/	/	

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Deciding whether photographs or images (eg. from stories) depict the past		/	/	/	/	
Recognising significant dates for them (birthdays)	/					
Being to use common words and phrases for the passing of time, even if using inaccurately (eg. yesterday, tomorrow, today, last week) "When I was in nursery..."	/		/			/

<u>KS 1</u>	How am I Making history?	China / Chinese New Year	Peek into the past	Adventures through time	Explorers	Toys
Understand difference between the past and the present- use a wide variety of historical common words and phrases.	/	/		/	/	/
Identify similarities and differences between ways of life in different periods and compare to present.	/	/	/	/	/	
Use common words and phrases related to the passing of time.	/	/	/	/	/	/
Ask and answer simple questions using sources to show that they know and understand key features of events.	/	/	/	/	/	/
Draw, talk or write explaining how we find things out about the past.	/	/	/	/	/	/
Be able to sequence events on a timeline.	/	/	/	/	/	/



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knowledge and understanding of British, local and world history.									
Establish clear narratives within and across the periods they study	/	/	/	/	/	/	/	/	/
Note connections, contrasts and trends over time.	/	/	/	/	/	/	/	/	/
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.	/	/	/	/		/	/		/
Changes in Britain from the Stone Age to the Iron Age						/			
The Roman Empire and its impact on Britain		/							
I can talk, draw or write about aspects of the past	/			/				/	
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				/				/	

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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.									

<u>Upper KS 2</u>	<u>World War 2 / Black History Month</u>	<u>Tudors</u>	<u>Victorians</u>	<u>Wainwright (MT - Remembrance)</u>	<u>Normans</u>	<u>Africa - The Benin</u>
Continue to develop a chronologically secure knowledge and understanding of British, local and world history.	/	/	/	/	/	/
Establish clear narratives within and across the periods they study	/	/	/	/	/	/



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Note connections, contrasts and trends over time.	/	/	/	/	/	/
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.	/	/	/	/	/	/
Changes in Britain from the Stone Age to the Iron Age						
The Roman Empire and its impact on Britain						
I can talk, draw or write about aspects of the past	/	/	/	/	/	/
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.						
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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.						/