

LEVENDALE SCHOOL

“Being the best we can be”



History Curriculum Plan

2021-2022

Levendale Curriculum Intent Statement

At Levendale, the curriculum is based on a carefully considered progression of transferable skills and knowledge acquisition from 3-11. The Levendale Curriculum is tailored to our local area and context, allowing children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. Children are encouraged to develop life skills that can be applied in a wide range of disciplines to prepare them to make a positive contribution to society.



Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Children develop a base of secure factual knowledge through appropriate support and challenge for all.

Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas. Children should be encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels. The curriculum should be responsive to individual and/or cohort need, taking into account changes at local, national and global levels. Children should depart from Levendale in Y6 having had the opportunities and experiences necessary to take responsibility for their own learning at KS3 and beyond whilst being willing and able to make positive contributions to wider society. Children should be encouraged to fulfil their potential and be given the opportunities to do so, whether in curriculum areas, through extra-curricular provision or through established links with other agencies or individuals.

Assessment is used to form meaningful and relevant judgements on a child's progress and attainment at regular points throughout the year. Assessment, both formative and summative, informs planning and provision, addresses gaps in learning where these are evident and offers support and challenge where required.

History Curriculum Intent Statement

History has a significant role for the development of pupils' curiosity about our world. Our teaching approaches utilise this curiosity to equip pupils with diverse knowledge about how our world has developed throughout history. At Levendale, we intend to achieve this by developing the skills needed to understand the history of aspects of our locality, the UK and the wider world; to develop an understanding of how historical events have affected people over time; to learn a range of research skills and use a wide range of resources and to develop the ability to communicate what we have learnt using different methods. We will look at historical themes in books, through discussion, debate and research. We invite speakers to our school and pupils will benefit from a range of school visits. We will pay particular attention to what our local area can offer to our pupils as a springboard for their learning about history in each year group.

National Curriculum 2014 age-related statutory coverage

| KEY STAGE ONE LEARNING | KEY STAGE TWO LEARNING |
|---|---|
| Changes within living memory – family and local life, changes nationally | Combine overview and in depth studies: |
| Events beyond living memory that are significant nationally or globally | Changes in Britain from the Stone Age to the Iron Age |
| The lives of significant individuals in the past who have contributed to national and international achievements. | The Roman Empire and its impact on Britain |
| Compare some aspects of life in different periods- e.g. explorers, kings and queens | Britain's settlement by Anglo Saxons and Scots |
| Significant historical events, people and places in their own locality. | The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Simple introduction to some Key Stage Two features | 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 non-European society that provides contrasts with British history |

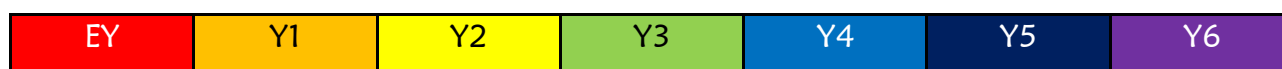
Our History curriculum coverage across KS1 and KS2 is as follows:

| | Autumn Term | Spring Term | Summer Term |
|--------|---|--------------------|---|
| Year 1 | Homes | Toys | Seaside / Queen Victoria and Queen Elizabeth II |
| Year 2 | Changes within living memory | Captain Cook | From Work to Education / Great Fire of London |
| Year 3 | Changes in Britain from the Stone Age to the Iron Age | | The Roman Empire and its impact on Britain |
| Year 4 | Ancient Egypt | | Britain's settlement by Anglo-Saxons and Scots |
| Year 5 | Ancient Greece | The Vikings | |
| Year 6 | The impact of the first railways – a local study | Mayan Civilisation | |

Skills and knowledge progression

The continuum below outlines the developmental progression of skills and knowledge across our History curriculum.

The colour bands correspond approximately to the following year groups:



| | HISTORICAL STUDY | HISTORICAL KNOWLEDGE AND AWARENESS | CHRONOLOGY AND CHANGE |
|--|---|---|---|
| | Listen to stories from the past | Understand that a story is not about now | Talk about “when I was a baby” |
| | Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts, and use this to ask and answer questions | Develop a simple awareness of the past Tell stories from the past Recognise a past and a present in their own and other people’s lives Identify some things from their own past Identify some differences between past and present Know some of the main events and people studied in a topic Show some understanding of aspects of the past beyond living memory | Use simple words and phrases to describe the past - after, before, between Understand about time passing through birthdays Arrange objects in order of their age Begin to use very simple time lines to order some recent events Understand BC and AD |
| | Identify old and new from artefacts Use pictures and artefacts for answering questions about the past Use a range of simple sources to devise historical questions Summarise their learning into short sentences Ask questions about what they have heard or seen | Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they have enjoyed most about stories from the past Explain what they think is important about the past and explain reasons why Identify any important changes which happened at the time being studied | Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order Recognise some reasons for between the time being studied and now |

| HISTORICAL STUDY | HISTORICAL KNOWLEDGE AND AWARENESS | CHRONOLOGY AND CHANGE |
|--|--|--|
| <p>Use more complex sources of primary and secondary information</p> <p>Use the internet for research</p> <p>Choose and discriminate between a range of information, and use this to ask questions</p> <p>Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</p> <p>Use a simple database to organise information</p> <p>Interpret the past through role play – e.g. hot seating</p> | <p>Guess what objects from the past were used for, using evidence to support answers</p> <p>Understand that some events of the past affect people's lives today</p> <p>Summarise the main events from a period in history, using their characteristics</p> <p>Give reasons for main events and changes</p> <p>Begin to understand why some people acted as they did and give reasons</p> | <p>Sort events or objects into groups</p> <p>Use dates and terms accurately, using key dates when describing events</p> <p>Use some dates on a time line</p> <p>Understand the concept of decades and centuries and use this to divide the past into periods of time</p> <p>Use a timeline with dates, including both BC and AD</p> <p>Use evidence to describe changes within a time period</p> |
| <p>Use a range of documents and printed sources</p> <p>Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task</p> <p>Use graphs and charts to confirm information from different sources</p> <p>Give reasons for change through analysing evidence</p> <p>Support own point of view using evidence</p> <p>Understand that some evidence is limited</p> | <p>Understand differences in social, religious, political and cultural history</p> <p>Understand links between history and geography</p> <p>Know some similarities and differences within a period of time- e.g. the lives of rich and poor</p> <p>Describe how some things from the past affect life today</p> <p>Understand the relationship between beliefs and action in historical change</p> | <p>Use a full range of dates and historical terms</p> <p>Use a time line to place events, periods and cultural movements</p> <p>Show changes on a time line</p> <p>Describe and make links between events and changes</p> |

| HISTORICAL STUDY | HISTORICAL KNOWLEDGE AND AWARENESS | CHRONOLOGY AND CHANGE |
|---|--|---|
| <p>Rank sources of information in order</p> <p>Identify differences between different versions of the past</p> <p>Give a balanced view of interpretations of the past, using different points of view</p> <p>Make conclusions with evidence as to the most likely version of events</p> | <p>Organise a series of relevant historical information, and check this for accuracy</p> <p>Describe the main changes in a period of history, from several perceptions – e.g. political, cultural</p> <p>Explain their own point of view, justifying this with a broad range of evidence</p> <p>Adapt their ideas and viewpoints as new information arises</p> | <p>Identify changes across periods of time, using chronological links</p> <p>Begin to identify causal factors in change</p> |
| <p>Devise historically valid questions about change, cause, similarity and difference</p> <p>Interpret the past using a range of concepts and ideas</p> <p>Understand the role of opinion and propaganda</p> | <p>Begin to understand significance</p> <p>Understand and use the concept of legacy, including Royal families and dynasties</p> <p>Speculate and hypothesise about the past, formulating their own theories about reasons for change</p> | <p>Note connections, contrasts and trends over time</p> <p>Speculate how present events and actions might be seen and judged in the future</p> <p>Speculate – what if? What if England lost the war ... what if Jane Seymour had not died ...</p> |