



# History

## Curriculum Intent

### Principles

History is a stimulating and engaging subject for children throughout their education. Within our school we view it as a means to broaden the children's explorative approach to learning. We believe that it promotes an inquisitive mind within our pupils and we nurture and develop their curiosity by looking at a range of contexts throughout the school. We intend to develop a passion for history which will enable them to view themselves as 'historians'.

We aim to inspire the children's investigative nature by focussing on the key historical skills and developing their questioning. This will enable them to learn about any historical event or significant individual from the past.

By the time children leave Loughton Manor First School at the age of seven, they will:

- know how to find out about people or events from the past
- understand the differences between primary and secondary sources of evidence
- understand how to decide upon the reliability of sources of evidence
- know how to sequence events within their own life and events in the past
- confidently use historical language
- be able to explore and discuss features of life in various eras
- be aware of famous individuals from their local area and places that were significant in the past, i.e. Bletchley Park
- be able to show an awareness of how events and people in the past have had an impact upon life as we know it



## Progression in Historical Skills and Understanding

KEY VOCABULARY	Foundation Stage	Year 1	Year 2
Vocabulary that children should know, understand and be able to demonstrate practically	Change Time Past Present	As before plus... Decade Event Period Primary resource Secondary resource Reliable resource	As before plus... Chronological Empire Impact* Civilisation Battle
CHANGES WITHIN LIVING MEMORY	Foundation Stage	Year 1	Year 2
	Similarities and differences between the world and life before and after a change.	Similarities and differences between the world and life before and after a change.  Engage in discussion on the changes between eras. Recognise features of different periods of time and the way of life.	Similarities and differences between the world and life before and after a change.  Engage in discussion on the changes between eras.  Changes in national life and the possibility of further change in the future.
EVENTS BEYOND LIVING MEMORY	Foundation Stage	Year 1	Year 2
	Build knowledge on early human life and compare it to the modern world.  Begin to explore the concept of time through the exploration of dinosaurs.	Build knowledge on early human life and compare it to the modern world.  Significant events in history nationally and globally such as a new royal leader/coronation.	Build knowledge on early human life and compare it to the modern world.  Significant events in history nationally and globally such as The Great Fire of London, and the impact of it on the future.

LIVES OF SIGNIFICANT INDIVIDUALS	Foundation Stage	Year 1	Year 2
*	Begin to develop an understanding of the impact of significant individuals. Link this to relationships within their own families and how they are significant to their own lives.	<p>Study the Victorian Era and Queen Victoria as a significant individual. Draw comparisons and differences between Queen Victoria and another individual from the modern world, and make comparisons between aspects of life at the time in which they lived.</p> <p>Explore factual information resources such as photographs, reports, non-fiction books. Start introduce the notion of primary and secondary sources and the reliability of evidence.</p>	<p>Explore the impact of a range of significant individuals in recent history and beyond.</p> <p>Build knowledge on primary and secondary resources and the reliability of information gathered. Understand the methods of gathering historical information and the validity and discuss the contrasting claims.</p>
SIGNIFICANT EVENTS OR PLACES IN LOCALITY	Foundation Stage	Year 1	Year 2
	Explore the local area	Explore the local area and take part in research into significant places or people in the local area. Explore the possibility of primary resources such as interviews or visitation.	<p>Explore the local area and take part in research into significant places or people in the local area. Explore the possibility of primary resources such as interviews or visitation.</p> <p>Explore the development of the local area through history and draw contrasts and comparisons between life in history and life now in the same area.</p>

## **Implementation**

Details of timetabling and organisation of the History Curriculum are to be found in the History Subject Policy

Key implementation principles are:

- History topics are taught in focussed blocks throughout the school
- An annual History Day is planned into each year's diary

## **Differentiation and Inclusion.**

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed. Teachers' should plan lessons and activities that incorporate scope for the deepening of understanding for more able pupils.

## **Assessment**

Assessment in History is light touch, and is via a combination of observation, through discussions and questioning, or through the written outcomes produced within lessons. It is these ongoing assessments that will inform differentiation.

There are key outcomes for each year group upon which observations are built, in the form of the following 'I am a (age group) pupil and I can...' statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or who are clearly exceeding.



## FS2 Assessment – Outcome Statements for History

FS2 Class \_\_\_\_\_

Transfer information for Yr 1 teacher

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations.

### I am a Foundation Stage 2 child. I can...

- Talk about past and present events in my own life and in the lives of my family members
- Use language associated with time – today, tomorrow, yesterday, week, month, year
- Understand and speak about events in the past, present, future.
- Order a sequence of up to five events.
- Discuss why some objects are old and new.

#### Emerging (names and comments)

#### Exceeding (names and comments)



## Year 1 Assessment – Outcome Statements for History

Yr 1 Class \_\_\_\_\_

Transfer information for Yr 2 teacher

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations.

### I am a Year 1 child. I can...

- Place known events and objects in chronological order
- Sequence events and recount changes within living memory
- Use common words and phrases relating to the passing of time
- Find answers to some simple questions about the past from simple sources of information
- Describe some simple similarities and differences between artefacts
- Sort artefacts from 'then' and 'now'
- Ask and answer relevant basic questions about the past
- Relate my own account of an event and understand that others may give a different version
- Talk, draw or write about aspects of the past
- Understand key features of events
- Identify some similarities and differences between ways of life in different periods

### Emerging (names and comments)

### Exceeding (names and comments)



## Year 2 Assessment – Outcome Statements for History

Year 2 Class \_\_\_\_\_ Transfer information to KS2

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations.

**I am a Year 2 child. I can...**

- Show an awareness of the past, using common words and phrases relating to the passing of time
- Identify where the people and events studied fit chronologically and identify similarities and differences between ways of life in different periods
- Ask and answer questions, to show understanding of key features of events
- Discuss some of the ways in which we find out about the past and identify different ways in which it is represented (sources)
- Describe changes within living memory and changes in life within the UK
- Describe events beyond living memory that are significant e.g. The Great Fire of London
- Discuss significant historical events, people and places in my own locality
- Use a wide variety of vocabulary of everyday historical terms
- Record what I have learned by writing or drawing
- Discuss the lives of significant individuals who have contributed to national and international achievements and use some to compare aspects of life in different periods

**Emerging** (names and comments)

**Exceeding** (names and comments)