

Ecclestone Primary School

History Curriculum

Whole school definition: **History** is the study of the past, in particular the changes over time that have occurred within human society.

History Curriculum Progression

National Curriculum History - Purpose of study

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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands 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.

EYFS – see Development Matters 2021 for detailed examples of how to support learning in EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

History Curriculum Progression

Whole school definition: History is the study of the past, in particular the changes over time that have occurred within human society.

Intent

At Eccleston Primary School, we want our pupils to be inspired to know more about Britain's past and that of the wider world. Knowledge of Britain's past can help them to understand the challenges of our own time. It engages pupils in questions about people and events in the past and helps pupils to understand the present and prepare them for the future. We want all pupils to develop a deep sense of life-long historical knowledge enabled by skills that they use for the rest of their lives.

We encourage all pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. The programme of study for history states that 'History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationship between different groups, as well as their own identity and the challenges of their time.'

At Eccleston Primary School, our History curriculum builds a strong foundation of knowledge and skills through an approach that teaches both the substantive knowledge and disciplinary skills that pupils will need. Pupils are taught to approach their learning as a Historian. Both the knowledge and skills build sequentially as pupils move through each year and are mapped to ensure that pupils can make links with what has already been taught. Within the History curriculum, pupils are taught subject specific vocabulary and are able to use this within their explanations, giving them the cultural capital they will need to be successful in society.

Implementation: How is History taught at Eccleston Primary School?

The core of the History provision at Eccleston Primary School is based on the subject content that should be taught within each Key Stage as outlined in the National Curriculum (2014).

At Eccleston Primary School pupils are taught History through discrete lessons. The curriculum is carefully sequenced to ensure that pupils build on the knowledge and skills they have previously been taught.

In EYFS, pupils start by making connections between the features of their family and other families, make sense of their own life story and family history. Then in Reception, pupils focus on 'Past and Present', then 'Old and New' and then familiar situations from 'Past Events'.

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In Key Stage 1, pupils develop an awareness of the past (Toys and Games), events beyond living memory (Great Fire of London), changes within living memory and lives of significant individuals (King Charles III), significant individuals from the past (Rosa Parks) and significant places in their locality (Local History Study: The History of our High Street).

From Year 3, units of work are taught in chronological order which enables pupils to understand the 'bigger picture' and to support them to develop a coherent understanding of the past. For example, in Year 3 pupils learn about the Stone Age followed by the Bronze Age and Iron Age, they then move on to learn about the Ancient Egyptians. This then progresses in Year 4 where pupils learn about the Romans and the Anglo Saxons. A full breakdown of progression can be seen in the table below.

Through History, the children learn a range of skills, concepts, attitudes and methods of working. We use a variety of teaching and learning styles in History lessons to develop children's knowledge, skills and understanding.

These include:

- Use of story, including story telling.
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources
- Fieldwork, including visits to museums and historic sites
- Having access to and are able to handle artefacts
- Use of non-fiction books to aid research
- Having visitors talk about their personal experiences.

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Impact:

At Eccleston Primary School, pupils complete termly assessments in History. These show the amount of pupils who are working beyond the expected standard, working at the expected standard and working towards the expected standard.

Our concepts are used to make connections through year groups and themes. Pupils begin each lesson by revisiting the 'big question' where they review their learning in the sequence so far, including key vocabulary.

The Subject Leader has outlined the substantive knowledge for each year group in each unit of work. Teachers have clear exit points for the unit of work and understand the key knowledge pupils must ascertain.

Throughout the year, teachers revisit previous learning within the subject to check pupil ability to recall the substantive knowledge identified.

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Progression Overview

	0 – 3 years Understanding of the world – Development Matters		3 – 4 years Understanding of the world – Development Matters		Reception Understanding of the world – Development Matters	
	<ul style="list-style-type: none"> ● Make connections between the features of their family and other families ● Notice differences between people. 		<ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family's history. 		<ul style="list-style-type: none"> ● Autumn - How we've grown – Past & present ● Development Matters: Comment on images of familiar situations in the past. ● Spring – Old and New ● Development Matters: Compare and contrast characters from stories, including figures from the past. ● Summer – Where I've been – Past events ● Development Matters: Comment on images of familiar situations in the past. <p>FAMILY TREE?</p>	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	Toys and Games <i>How have toys and games changed?</i>	The Gun Powder Plot <i>Was Guy Fawkes responsible for the gunpowder plot?</i>	The Stone Age, to the Iron Age <i>What was different about the Stone Age, Bronze Age and Iron Age?</i>	The Romans <i>Did the Romans have a positive or negative impact on life in Britain?</i>	Mayan and Aztec Civilisation <i>Why should we study the Maya?</i>	The Impact of War <i>What were the causes and consequences of World War 2?</i>

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	<p><u>Concepts:</u> Main Events Artefacts Location Cultures and pastimes Society</p> <p>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><u>Concepts:</u> Main Events Artefacts Location Beliefs Conflict</p> <p>NC: Events beyond living memory that are significant nationally or globally</p>	<p><u>Concepts:</u> Main Events Artefacts Location Food and farming Settlements</p> <p>NC: Changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Concepts:</u> Main Events Artefacts Location Conflict Society</p> <p>NC: The Roman Empire and its impact on Britain</p>	<p><u>Concepts:</u> Main Events Artefacts Location Beliefs Cultures and pastimes</p> <p>NC: 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.</p>	<p><u>Concepts:</u> Main Events Artefacts Location Society Conflict</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [A significant turning point in British history, for example, the first railways or the Battle of Britain]</p>
<p>Spring Term 1</p>	<p>Significant people King Charles III</p> <p><i>What can you tell me about King Charles III and what has changed in our country since he became King?</i></p>	<p>Local History Study: The Story of our High Street</p> <p><i>How does Eccleston High Street differ now than in the past?</i></p>	<p>Ancient Egypt</p> <p><i>What were the achievements of the Ancient Egyptians?</i></p>	<p>Anglo-Saxons</p> <p><i>Can we identify the changes Anglo-Saxons brought to Britain after Roman Times?</i></p>	<p>Local History Study The Tudors - Heskin Hall</p> <p><i>How significant was Heskin Hall in the Tudor period?</i></p>	<p>The Windrush Story</p> <p><i>How did the Windrush generation change Britain for the better?</i></p>

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	<p><u>Concepts:</u> Main Events Artefacts Location Society Culture and pastimes</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. (King Charles III comparison with King Charles I or II)</p>	<p><u>Concepts:</u> Main Events Artefacts Location Food and farming Travel and exploration</p> <p>NC: Significant historical events, people and places in their own locality.</p>	<p><u>Concepts:</u> Main Events Artefacts Location Food and farming Beliefs</p> <p>NC: 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</p>	<p><u>Concepts:</u> Main Events Artefacts Location Cultures and pastimes Conflict</p> <p>NC: Britain’s settlement by Anglo-Saxons and Scots</p>	<p><u>Concepts:</u> Main Events Artefacts Location Society Food and farming</p> <p>NC: a local history study [a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.]</p>	<p><u>Concepts:</u> Location Travel and exploration Society Conflict Main events Settlements</p> <p>NC: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
Summer Term 1	<p>The Great Fire of London</p> <p><i>What happened to London during the fire of 1666?</i></p>	<p>Rosa Parks</p> <p><i>How did Rosa Parks help to change the law in America?</i></p>	<p>Ancient Greece</p> <p><i>Who were the Ancient Greeks?</i></p>	<p>The Vikings</p> <p><i>Prove it! The Vikings invasions were a</i></p>	<p>Victorians</p> <p><i>How was the industrial revolution a significant</i></p>	<p>Leisure and entertainment in the 20th Century</p> <p><i>How has leisure and entertainment</i></p>

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	<p><u>Concepts:</u> Main Events Artefacts Location Settlements</p> <p>NC: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p>	<p><u>Concepts:</u> Main Events Artefacts Location Society</p> <p>NC: The lives of significant individuals in the past who have contributed to national and International achievements. (Rosa Parks comparison Emily Davison)</p>	<p><u>Concepts:</u> Main Events Artefacts Society Culture and pastimes</p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><i>significant part of British History</i></p> <p><u>Concepts:</u> Main Events Location Beliefs Travel and exploration</p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><i>turning point in British history?</i></p> <p><u>Concepts:</u> Main Events Artefacts Location Culture and pastimes Settlements</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [A significant turning point in British history, for example, the first railways or the Battle of Britain]</p>	<p><i>evolved through the 20th Century?</i></p> <p><u>Concepts:</u> Cultures and pastimes Society Main events Artefacts</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Changes in an aspect of social history, leisure and entertainment in the 20th Century</p>
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History Curriculum Progression

Concepts that underpin all historical enquiry

Settlements

Throughout history people have organised themselves into settlements. Aspects of knowledge that may be included in this category are:

- homes (including the types of materials used and construction techniques)
- sanitation
- heating
- public facilities (e.g. libraries, bath houses)
- monuments and memorials
- gathering places (e.g. citadels, amphitheatres, town squares)
- the nature of a settlement (e.g. villages, towns, cities)
- defences

Beliefs

Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did. Aspects of knowledge that may be included in this category are:

- pagan practices
- organised religions
- key events (e.g. sacrifice)
- ideologies
- symbols.

Cultures and pastimes

Evidence of culture and pastimes exists from some of the earliest civilisations. Aspects of knowledge that may be included in this category are:

- artworks
- artists and artisans
- jewellery
- architecture and architects
- games
- sports
- plays and theatre
- music and instruments

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- great thinkers and big ideas (e.g. the Enlightenment)
- stories and books.

Location

It is a common misconception that events or periods in history were widespread or even global. For example, we sometimes think that the Romans ruled the whole world until the Anglo-Saxons came along to oust them, followed by the Vikings. Knowing that history involves both time and place is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are:

- modern geographical locations (e.g. Iran)
- historical geographical locations (e.g. Mesopotamia)
- multiple locations, including the associated terminology (e.g. empire, commonwealth, union)
- movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest).

Main events

History is often thought of in terms of events and when they took place. Aspects of knowledge that may be included in this category are:

- key 'stories' and events
- dates and durations
- key figures
- the changes (or continuity) brought about by events (including achievements and legacies)
- significant events that happened elsewhere at the same or a similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ).

Food and farming

How people throughout history have found food to sustain themselves is an important part of historical knowledge. Aspects of knowledge that may be included in this category are:

- main food groups (e.g. grains, fish)
- popular foods and dishes
- methods of collection (e.g. hunter-gatherers, farming)
- important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation)
- use of animals
- trade in foods and spices.

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Travel and exploration

How people have travelled, and how far they have travelled, has developed dramatically throughout history. Aspects of knowledge that may be included in this category are:

- types of transport and how they were powered (e.g. foot and animals)
- technological advancements and their pioneers
- breakthrough events (e.g. the Moon landings)
- reasons for travel (e.g. to explore, conquer, trade, survive)
- trade routes
- holidays and how they have changed because of transport.

Conflict

Conflict has affected human behaviour throughout history. Aspects of knowledge that may be included in this category are:

- historic events
- reasons for conflict (e.g. invasions)
- weapons
- defences
- resistance
- tactics
- types of conflict (e.g. battles, wars)
- resolutions to conflicts.

Society

Society is the way that groups organise themselves.

Aspects of knowledge that may be included in this category are:

- life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural)
- education
- crime and punishment
- health and medicine
- clothing
- social organisation (e.g. nation states, systems of government).

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Artefacts

Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. Artefacts, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like.

Aspects of knowledge that may be included in this category are:

- tools
- ornaments
- household items
- coins
- diaries
- historical accounts
- newspaper reports.