

Curriculum Intent Statement for History

Our School Vision

“We aim to inspire the members of our community to follow God’s light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility.

In achieving our mission, we can all make a positive contribution to our global society.”

“I am the light of the world. If you follow me, you won’t have to walk in the darkness, because you will have the light that leads to life.” John 8:12

Curriculum Intent

At Seend C of E Primary School, our curriculum pledge is;

- We promise that we will have the highest expectations for all
- We promise we will uphold our school Christian values
- We promise we will all be inspired, excited, engaged and curious learners
- We promise to nurture lifelong learning.

History intent

History should inspire children to become keen historians by stimulating their curiosity to find out about the past and to recognise its influence on the world today. Through studying History, children should develop a sense of their own place in time and of their cultural identity and that of others. They should gain a coherent knowledge and understanding of significant aspects of Britain’s past and of that of the wider world - developing an understanding of chronology as appropriate. History will equip children to ask perceptive questions, interrogate historical sources, make comparisons, recognise change, interpret the past, think critically, empathise and make reasoned judgements. History helps children to understand the complexity of people’s lives, the diversity and interdependence of societies, relationships between different groups and the challenges of their own time.

Through high quality teaching, we will develop the following essential characteristics of historians:

- A genuine interest in the subject and a real sense of curiosity about the past and about how they can find out about it
- The ability to talk about past and present events in their own lives and in the wider community
- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, covering some local history and significant events in Britain’s past and in the past of other countries
- An understanding of the interdependence of nations and recognition that the constant migrations of peoples throughout time has contributed to the mixed heritage of countries today

- The ability to make critical use of primary and secondary historical sources to carry out research and to support their learning
- To begin to recognise that people interpret the past in different ways and begin to understand why
- To make comparisons between life in the past and in the present;
- To recognise change and continuity;
- To recognise cause and effect
- To begin to develop historical empathy and respect in order to understand why people in the past acted as they did
- To develop understanding of abstract terms (*civilisation, migration, settlers, invasion, war, democracy, government, monarchy, slavery, diversity*)
- To employ an extensive historical vocabulary

Implementation

- Teachers plan a two year rolling cycle of investigation-based topics. Some investigations are History led and others deliver History in a cross curricular context.
- From this, teachers plan a cycle of lessons which ensure progression in skills and knowledge and suited to mixed age classes. **This should be recorded on a *Knowledge Map*.**
- ***Knowledge Organisers* may be developed with children as way of embedding what has been learnt (knowledge and skills). These could be used as a method of assessing learning in History.**
- Lessons will be creative and engaging, using a variety of the best teaching techniques to ensure children's understanding and development as historians.
- **Understanding of chronology will be developed at the beginning of a unit by ordering previous History topics and looking at where new topics fit in.**
- Planning will include elements of whole school learning approaches such as learning powers, growth mindsets, top talking and learning outside the classroom.
- Effective questioning will be planned for in order to deepen children's understanding and to encourage them to develop their own questioning skills.
- **Teachers will explore ways to embed new knowledge in the long term memory and to assess how fully it has been learnt with an aim to developing strategies further in the future (e.g. revisiting, quizzes, floor books, incidental recall opportunities).**
- Trips with a historical focus will be used to enhance children's learning experience when appropriate. Other trips will be explored for incidental historical outcomes.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan.

Impact

- Teacher assessment, throughout the year, will be formative and ongoing.
- Summative assessment will take place at the end of the year and pupil attainment is recorded on assessment grids and reported to parents.
- Floor books will be used to display children's learning and to evidence the range of stimulating activities in which pupils have been engaged. Children will be able to access these books to reflect upon their previous learning.
- Anecdotal evidence of the wider impact of the History curriculum will be noted and appropriate records kept (e.g. in a worship diary of reflection).
- Delivery of the curriculum and pupil progress is monitored by the subject lead and head teacher, through discussion with pupils using the evidence in the floor books as a starting point
- The governing body will monitor the school's progress in developing and implementing the Geography curriculum through the sharing of floor books, discussion with the subject leader and head, link governor visits, pupil voice and the sharing of end of year data.
- This policy will be routinely reviewed every two years.

History Curriculum Map Overview

Thinking Skills Progression (across both Cycles)

Recognise	<i>Name and point out who or what something is</i>
Identify	<i>Distinguish something or someone from others that may be similar</i>
Describe	<i>'Say what you see'. Give an account in words of something or someone</i>
Observe	<i>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</i>
Select	<i>Decide upon and choose that information considered most suitable or relevant to answer a question</i>
Categorise/ Classify	<i>Arrange information into particular groups according to shared qualities or characteristics</i>
Sequence	<i>Place a set of related events or things that follow each other into an order</i>
Compare/ contrast	<i>Find similarities and differences</i>
Recall	<i>Remember and recount something learned or experienced</i>

Lower KS2

Reason/ speculate:	<i>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing</i>
Summarise	<i>Outline or sum up briefly the main points about something</i>
Synthesise	<i>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something</i>
Explain	<i>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above)</i>

Upper KS2

Informed conclusion	<i>A knowledgeable summing up of the main points or issues about something</i>
Reasoned judgement	<i>A personal view or opinion about something supported by factual evidence</i>
Justify	<i>Give reasons to show or prove what you feel to be right or reasonable</i>
Apply	<i>The transfer of knowledge and/or skills learned in one context to a different context</i>
Evaluate	<i>Weigh up and judge the relative importance of something in relation to counter ideas and arguments</i>
Critique	<i>Review and examine something critically particularly to gain an awareness of its limitations as evidence</i>
Hypothesise	<i>Come up with an idea, question or theory that can be investigated to see whether it has any validity</i>

Cycle A

	Enquiries / Knowledge	Skills / concepts
Holly	<p>*Begin each topic with Elicitation*</p> <ul style="list-style-type: none"> • How have you changed from when you were a baby? • What are the similarities and differences between these toys? • Who was Guy Fawkes? • Remembrance Sunday: Why do we wear poppies? • What did houses used to look like in the past? • How have submarines changed over time? • What is the Chinese Zodiac – The Great Race? • The Great Barrier Reef: How has it changed over the years? • Famous pirates: How did pirates dress? • Extinction: How do we know about extinct animals (fossils)? How have zoos changed over time? 	<p>General on-going skills (for all enquiries)</p> <p>Develop a sense of time and the language to discuss and explore it:</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in lives of family members • Use everyday language related to time (after, before, then, now, past, a long time ago, times of day e.g. morning, days of the week) • Recognise and describe special times and events for themselves, family and friends • Talk about their ideas <p>Question:</p> <ul style="list-style-type: none"> • Be curious about people • Answer how and why questions in response to stories or events • Question why things happen and give simple reasons (including for events in stories) <p>Order and sequence:</p> <ul style="list-style-type: none"> • familiar events (eg within a school day or week) • Stories <p>and talk about how they are making their decisions as they sequence events or order objects by age</p> <ul style="list-style-type: none"> • Create a simple timeline using photographs - baby to now <p>Know about similarities and differences:</p> <ul style="list-style-type: none"> • between themselves and others (knowing what makes them unique) • among families and communities • Between traditions (eg Chinese New Year, Remembrance Sunday, famous pirates) <p>Recognise, observe (and describe) change:</p> <ul style="list-style-type: none"> • in their everyday life • in other things (e.g. growth, decay, seasons, characters in stories, Great Barrier Reef, extinction – endangered animals, dinosaurs - zoos, seasons, habitats) <p>Find out:</p> <ul style="list-style-type: none"> • Know that information can be retrieved from books and computers • Observe, describe and identify some historical artefacts Identifying characteristics of old and new and making comparisons (toys, houses, submarines) <p>Points of view:</p> <ul style="list-style-type: none"> • Recognise that different people/characters in books might explain things differently <p>Record: Record some ideas using marks or manipulatives that they can explain</p>
Oak	The Moon Landings: Why did the Americans go to the Moon?	<p>General on-going skills (for all enquiries)</p> <ul style="list-style-type: none"> • Work on historical enquiry with support

- Where have humans been in space?
- Who went to the Moon (animals, USA, USSR)
- When did humans go to the Moon and why have they not been back recently?
- The Space Race
- What was it like to go to the Moon? How can we find out and how do we know that evidence is reliable (NATO photos, conspiracy theories)
- How did people feel about it at the time?

- *Ask and answer questions*

Chronological reasoning, chronological language, and dates:

- *Use common words and phrases related to the passing of time (later, earlier, chronological order, past, present, timeline, days and months, longer and shorter periods of time, during, meanwhile/at the same time)*
- *Develop an awareness of the past*
- *Begin to use dates (and understand the current date)*
- *Sequence events/people studied in History*
- *Discuss their **reasons** for ordering events*
- *Begin to recognise that some events are more significant than others*

Timelines

- *Place short series of events on simple, given timelines (including events in stories)*
- *Know that a series of important events may occur closer or further apart (rather than at steady intervals)*

Using primary and secondary sources as evidence:

- *Understand some ways in which we find out about the past*
- *Use the terms “sources” and “artefacts”*

Communicating ideas:

- *Observe, describe, select and compare *artefacts* and other sources and suggest what we might learn from them*
- *Record some ideas in a variety of ways*

Moon Landings

- *Ask and answer questions*

Using primary and secondary sources as evidence, communicating and interpreting

- *Understand some ways in which we find out about the past (inc witnesses)*
- *Use the terms “sources”*
- *NASA photographs and suggest what we might learn from them*
- **Record** some ideas using a variety of media

Interpretation of History

- *Identify different ways in which the past is represented (eg Mr De V’s scrapbook, NASA photos, press accounts, videos of the event)*

Chronology

- *Sequence events*
- *Discuss their **reasons** for ordering events*

Using and interpreting timelines

- *Place short series of events on simple, given timelines*

		<ul style="list-style-type: none"> • Know that a series of important events may occur closer or further apart (rather than at steady intervals) <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Space race dominated by white men but women did/have been into space <p>Cause, consequence, significance of events/people</p> <ul style="list-style-type: none"> • Begin to recognise why people did things, why some events happened and what happened as a result
	<p>Schools: <i>Should children have to go to school?</i></p> <ul style="list-style-type: none"> • Has there always been a school in Seend? • When and why was a school started in Seend? • Who went to school in the Victorian times (gender / social background) • What did Victorian children who did not go to school do? (child labour) • Why did children start going to school? (reformers /legislation) • Were Victorian schools like schools today? 	<ul style="list-style-type: none"> • Ask and answer questions • understand what Local History means <p>Continuity/change and similarity/difference between periods</p> <ul style="list-style-type: none"> • Compare everyday life by Identifying similarities and differences in schooling between early/late Victorian period and today <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Recognise different types of people, events and beliefs within past societies and compare with today (diversity – boys and girls schools, women teachers can't marry, rich/poor experiences at work and in school) <p>Using primary and secondary sources as evidence, communicating and interpreting (<i>Sevington Victorian School, library resources, family photos, old school photos, Seend School building</i>)</p> <ul style="list-style-type: none"> • Understand some ways in which we find out about the past (re-creation/ role play, photos, memories, buildings) • Use the terms "sources" and "artefacts" • Observe, describe, select and compare artefacts and other sources and suggest what we might learn from them (photos of Seend, Victorian artefacts) • Record some ideas using a variety of media <p>Significance of events/people</p> <ul style="list-style-type: none"> • Recognise important events in the past and begin to say why they were important (establishment of schooling for all)
	<p>Famous People, Shakespeare: <i>Why are these words from A Midsummer Night's Dream Special?</i> (<i>short topic</i>)</p> <ul style="list-style-type: none"> • Who was Shakespeare? When did he live? • Why did he write these words? • What was the theatre like in Elizabethan times? 	<p>Interpretation of History</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented (plays, theatre, library visitor) <p>Using primary and secondary sources as evidence, communicating and interpreting</p> <ul style="list-style-type: none"> • Understand some ways in which we find out about the past (Shakespeare's original play, drama and role play) • Use the terms "sources" and "artefacts" • Observe, describe, select and compare artefacts and other sources and suggest what we might learn from them (Library visitor brings artefacts)

		<p>Continuity/change and similarity/difference between periods</p> <ul style="list-style-type: none"> • Compare everyday life in and between different periods and notice some things that changed and some that stayed the same (Elizabethan theatre) • Identify similarities and differences in ways of life between different periods (Elizabethan and modern day theatre) <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Recognise different types of people, events and beliefs within past societies and compare with today (diversity – women in theatre, position of actors and theatre, Shakespeare’s characters eg laugh at the poorer people – use Drama) <p>Significance of events/people</p> <ul style="list-style-type: none"> • Recognise important people the past and begin to say why they were important (Shakespeare – Uk famous for him today)
<p>Chestnut</p>	<p>Prehistory (local: Avebury): Who first lived in Britain?</p> <ul style="list-style-type: none"> • Who built Avebury? • Supplementary questions if needed? 	<p>General on-going skills (for all enquiries)</p> <ul style="list-style-type: none"> • <i>Begin to recognise, work on and ask historically valid questions about the past</i> <p>Chronological reasoning, chronological language, and dates:</p> <ul style="list-style-type: none"> • <i>Use correct terminology to describe the past (chronological order, chronology, BC/AD, BCE, CE*, decade, century, millennium, period, recent, ancient, era)</i> • <i>Use and understand dates</i> • Sequence periods of history studied so far and events within a period • <i>Begin to apply chronological reasoning to explain where they think familiar and less familiar events should be placed on a timeline – beginning to draw on historical knowledge when appropriate</i> <p>Timelines:</p> <ul style="list-style-type: none"> • <i>Begin to construct simple timelines identifying and describing familiar and less familiar events in the order in which they occurred (short-and long-term timescales) using a given line of equidistant intervals (could be a physical line in class, on field)</i> • <i>Interpret a given timeline running from the Stone Age to the present day</i> • <i>Select the most important events to place on a timeline/ include in a chronology and explain the reasons for their choices</i> <p>Using primary and secondary sources as evidence:</p> <ul style="list-style-type: none"> • <i>Understand how knowledge of the past is constructed from a range of sources</i> • <i>Begin to distinguish between primary sources (contemporaneous, witnesses) and secondary sources (created after the event by people who were not there)</i> <p>Communicating ideas:</p>

- *Select and organise relevant historical information to summarise and explain their ideas (communicated in a variety of ways)*
- *Record some ideas in different ways including writing (if appropriate to child's ability in Literacy)*

Prehistory

- Recognise the distinction between "history" and "**prehistory**"
- Understand what **Local History** is

Using primary and secondary sources as evidence, communicating and interpreting (*Sources - Devizes Museum? Avebury Museum and looking at the site and stones*)

- Understand how knowledge of the past is constructed from a range of sources
- Begin to distinguish between primary sources (artefacts and Avebury site) and secondary sources (created after the event by people who were not there)- possibly look at **Alexander Keiller** and what he did when he excavated Avebury

Timelines

- Interpret a timeline going from prehistory to modern day (Encourage children to notice how "long" the stone age is and how periods (eg Tudors) become much shorter as we approach the modern day. What does this look like on a Timeline?
- Select the **most important events** to place on a timeline/ include in a chronology and explain the **reasons** for their choices (Maybe the building of key prehistorical monuments OR history of Avebury). Scale/divisions should be provided for the children

Similarity and difference within past societies (diversity)

- Describe the social, cultural, religious and ethnic diversity of past societies and recognise that different individuals had different experiences of the same events e.g evidence of individuals who had come from far afield (the **Amesbury Archer** - originated from an alpine region of central Europe) - diversity

Continuity/change and similarity/difference between periods

- Make connections and contrasts over time
- Describe how some things have changed or stayed the same within and across different periods (Briefly look at periods of prehistory ie **Stone Age, Bronze Age, Iron Age** and locate Avebury. Discuss changes in society over time)

Interpretation

- Understand that different versions of the past may exist and give reasons for this (eg lots of uncertainty about **why stones were erected**)

	<p>Plague (1665 -6) and fire of London (1666):</p> <p>Why was London a dangerous place to live in the 17th Century?</p> <ul style="list-style-type: none"> • What was learned from the Great Fire in London in 1666? • <i>Supplementary questions if needed?</i> 	<p>Using primary and secondary sources as evidence, communicating and interpreting</p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Begin to distinguish between primary sources (contemporaneous, witnesses eg Samuel Pepys's diary, artefacts from Library, drawings, maps of London) and secondary sources (created after the event by people who were not there – Espresso has games and videos, books, Internet, Museum of London website) <p>Timelines:</p> <ul style="list-style-type: none"> • Construct a timeline of events (on a given template marked in equal distances eg days of the fire?). Explore how events are not equally spaced out – some things happened closer together than others. What does this look like on a timeline. Explore scale – we need “days” for the fire itself but months for the Plague and years for what changed etc – but children do not need to draw their own scales yet!) • Select the most important events to place on a timeline/ include in a chronology and explain the reasons for their choices (Maybe the building of key prehistorical monuments OR history of Avebury). Scale/divisions should be provided for the children. <p>Continuity/change and similarity/difference between periods</p> <ul style="list-style-type: none"> • Make connections and contrasts over time • Describe how some things have changed or stayed the same within and across different periods (Did London change/ the plague end because of the fire or was it changing anyway? Links to interpretations below) <p>Cause and consequence (of the Plague and the Fire)</p> <ul style="list-style-type: none"> • Identify and give reasons for and results of historical events and changes (noticing that there are often several reasons or consequences and that interpretations may differ) <p>Interpretation</p> <ul style="list-style-type: none"> • Understand that different versions of the past may exist and give reasons for this (How did the 3 myths grow up?) <p>Significance</p> <ul style="list-style-type: none"> • Identify historically significant people and events and explain why they are important (Was the fire important? Why do you think? Why is Pepys so important? - He left such a good first hand account of life at the time etc)
<p>Sycamore</p>	<p>A significant event/ turning point in British History: WW2: What was it like being a child in World War 2?</p> <ul style="list-style-type: none"> • Why did WW2 start? (brief) 	<p>General on-going skills (for all enquiries)</p> <ul style="list-style-type: none"> • <i>Pursue historical valid enquiries (including some aspects that they have framed themselves)</i> <p>Chronological knowledge, language and dates:</p>

- Why were children evacuated in the UK?
- How did The Blitz effect children? (What was it like being an evacuee?)
- Why were some children evacuated from Europe? (anti-Semitism/ kinder transports)
- What was it like for children who stayed in Germany or occupied Europe? (Anne Frank, Hitler Youth?)

- Secure, apply and deepen terminology associated with chronology (see Y3/4 list) so that they can describe and explain accurately how and why particular events unfolded over time
- Use dates accurately
- Sequence periods of history studied so far with awareness of timescales

Chronological reasoning

- Draw on historical knowledge to reason about the placing of events on a timeline
- Reason about which are the most important events to include on a timeline/in a chronology and understand how viewpoints vary

Timelines

- Construct timelines over and within periods (short- and long-term timescales) sometimes creating their own scale
- Understand and explain how the scale of a timeline relates to the passage of time and make comparisons (e.g. the relative length of different historical "periods")

Using primary and secondary sources as evidence

- Understand how different types of sources are used to make historical claims
- Compare and evaluate usefulness and accuracy of primary and secondary sources

Communicating ideas

- Communicate their conclusions and judgements
- through evidentially supported accounts (communicated in a variety of ways)
- Record some of the above in written accounts (if appropriate to child's ability in Literacy)

WW2

Similarity and difference within past societies (diversity)

- Explain and analyse the social, cultural, religious and ethnic diversity of past societies
- Begin to understand how an individuals' background affects their experience and interpretation of events
- Begin to understand how social diversity impacted upon events in the past

Using primary and secondary sources as evidence

- Compare and evaluate usefulness and accuracy of primary and secondary sources (Anne Frank's Diary)

Interpretation of History

- Apply empathy to better understand and explain why different interpretations of the past exist
- (Become aware that Holocaust deniers exist – an extreme version of diff interpretations of History)

Timelines

		<ul style="list-style-type: none"> (What sort of scale would we use for WW2 or Anne Frank's life? Compare to timeline we have on wall) <p>Significance</p> <ul style="list-style-type: none"> Explain the significance of historical events/ people within their own time and in the present (eg the Holocaust increased awareness of racism, Israel set up, Anne's diary significant as a constant "reminder")
	<p>History of medicine (theme over time): <i>How do we know what we know about our bodies?</i></p> <ul style="list-style-type: none"> What were the four humours and where did they come from? What is the Hippocratic oath? Why is Pasteur's 'accident' so important? Why were the Covid-19 hospitals called Nightingales? What did Fleming use mould for? Why did Marie Curie lose her hair? How many people would not be alive today without these people and others? 	<p>Chronological reasoning, knowledge, language and dates</p> <ul style="list-style-type: none"> Excellent opportunity to order all that they have learnt before and fill in "gaps". Discuss when they think certain things might have been discovered and why they think that. Give pictures of medical milestones and ask them to order them before they start (saying why they think what they do). <p>Similarity and difference across and within periods</p> <ul style="list-style-type: none"> Explain why some things have changed and some things have stayed the same within and across periods Recognise and analyse trends within periods and over long arcs of time <p>Timelines</p> <ul style="list-style-type: none"> Work out scale and compare to that used for WW2. Where would WW2 timeline be along this timeline? <p>Cause and consequence</p> <ul style="list-style-type: none"> Analyse and explain reasons for, and results of, historical events and changes (eg medical advances, epidemics) <p>Significance</p> <ul style="list-style-type: none"> Explain the significance of historical (medical) events/ people within their own time and in the present
	<p>Mayan history: <i>What was the Mayan civilization and why did it end?</i></p> <ul style="list-style-type: none"> Who were the Mayans and where did they live? What do we mean by civilisation? What was the Mayan civilisation like? How do we know? Why did it end? (respecting the environmental link) Did it end? What was the legacy? 	<p>Using primary and secondary sources as evidence</p> <ul style="list-style-type: none"> Understand how different types of sources are used to make historical claims Compare and evaluate usefulness and accuracy of primary and secondary sources <p>Timeline</p> <ul style="list-style-type: none"> Interpret timelines showing Mayan civilisation looking at scale and relating to wall timetable. What does it "overlap" with in the UK? <p>Interpretation of History</p> <ul style="list-style-type: none"> Compare arguments and different interpretations of the past Apply empathy to better understand and explain why different interpretations of the past exist Make judgements and draw reasoned conclusions of their own <p>Similarity and difference within past societies (diversity)</p>

		<ul style="list-style-type: none"> • Explain and analyse the social, cultural, religious and ethnic diversity of past societies • Begin to understand how an individuals' background affects their experience and interpretation of events <p>Cause and consequence</p> <ul style="list-style-type: none"> • Analyse and explain reasons for, and results of, historical events eg end of Mayan civilisation (explaining some differences of interpretation)
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Cycle B

	Enquiries / Knowledge	Skills
Holly	<p>*Begin each topic with Elicitation*</p> <ul style="list-style-type: none"> • How have you changed from when you were a baby? • What are the similarities and differences between these toys? • Who was Guy Fawkes? • Remembrance Sunday: Why do we wear poppies? • What did houses used to look like in the past? • What is the Chinese Zodiac – The Great Race? • What famous landmarks do you recognise? • Castles – Which castle is the oldest castle in England? • Who are the Royal Family? 	<p>General on-going skills (for all enquiries)</p> <p>Develop a sense of time and the language to discuss and explore it:</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in lives of family members • Use everyday language related to time (after, before, then, now, past, a long time ago, times of day e.g. morning, days of the week) • Recognise and describe special times and events for themselves, family and friends • Talk about their ideas <p>Question:</p> <ul style="list-style-type: none"> • Be curious about people • Answer how and why questions in response to stories or events • Question why things happen and give simple reasons (including for events in stories) <p>Order and sequence:</p> <ul style="list-style-type: none"> • familiar events (eg within a school day or week) • Stories <p>And talk about how they are making their decisions as they sequence events or order objects by age</p> <ul style="list-style-type: none"> • Create a simple timeline using photographs - baby to now <p>Know about similarities and differences:</p> <ul style="list-style-type: none"> • between themselves and others (knowing what makes them unique, the Royal family) • among families and communities • Between different traditions (eg Chinese New Year, Remembrance Sunday) <p>Recognise, observe (and describe) change:</p> <ul style="list-style-type: none"> • in their everyday life • in other things (e.g. growth, decay, seasons, characters in stories, Great Barrier Reef, extinction – endangered animals, dinosaurs – castles, seasons, habitats) <p>Find out:</p> <ul style="list-style-type: none"> • Know that information can be retrieved from books and computers

		<ul style="list-style-type: none"> • <i>Observe, describe and identify some historical artefacts Identifying characteristics of old and new and making comparisons (toys, houses, castles, famous landmarks)</i> <p>Points of view:</p> <ul style="list-style-type: none"> • <i>Recognise that different people/characters in books might explain things differently</i> <p>Record:</p> <ul style="list-style-type: none"> • <i>Record some ideas using marks or manipulatives that they can explain</i>
<p>Oak</p>	<p>The Romans: <i>Why were there Italians living in Bath 2,000 years ago?</i> ()</p> <ul style="list-style-type: none"> • How can we find out? (focus on artefacts and the role of archaeologists and museums) • Why didn't the Romans stay in Italy? (trade, invasion, empire) • Who lived in England before the Romans invaded? • Who was Boudicca? • Was the Roman Army Roman? What was life like in Roman Wiltshire? • Why did the Romans settle in Bath? 	<p>General skills (for all enquiries)</p> <ul style="list-style-type: none"> • <i>Work on historical enquiry with support</i> • <i>Ask and answer questions</i> <p>Chronological reasoning, chronological language, and dates:</p> <ul style="list-style-type: none"> • <i>Use common words and phrases related to the passing of time (later, earlier, chronological order, past, present, timeline, days and months, longer and shorter periods of time, during, meanwhile/at the same time)</i> • <i>Develop an awareness of the past</i> • <i>Begin to use dates (and understand the current date)</i> • <i>Sequence events/people studied in History</i> • <i>Discuss their reasons for ordering events</i> • <i>Begin to recognise that some events are more significant than others</i> <p>Timelines</p> <ul style="list-style-type: none"> • <i>Place short series of events on simple, given timelines (including events in stories)</i> • <i>Know that a series of important events may occur closer or further apart (rather than at steady intervals)</i> <p>Using primary and secondary sources as evidence:</p> <ul style="list-style-type: none"> • <i>Understand some ways in which we find out about the past</i> • <i>Use the terms "sources" and "artefacts"</i> <p>Communicating ideas:</p> <ul style="list-style-type: none"> • <i>Observe, describe, select and compare artefacts and other sources and suggest what we might learn from them</i> • <i>Record some ideas in a variety of ways</i> <hr/> <p style="text-align: center;">The Romans</p> <p>Using primary and secondary sources as evidence, communicating and interpreting</p> <ul style="list-style-type: none"> • <i>Understand some ways in which we find out about the past</i> • <i>Use the terms "sources" and "artefacts"</i>

		<ul style="list-style-type: none"> • Observe, describe, select and compare artefacts and other sources and suggest what we might learn from them (from Library and Museum visit) • Record some ideas using a variety of media <p>Continuity/change and similarity/difference between periods</p> <ul style="list-style-type: none"> • Identify similarities and differences in ways of life between different periods (How was Roman life similar or different to ours?) • Compare everyday life between different periods and notice some things that changed and some that stayed the same (Celts before Romans, the Romans and after the Romans) <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Recognise different types of people, events and beliefs within past societies and compare with today (Diverse nature of Roman army in Britain and of Roman society) <p>Cause and consequence</p> <ul style="list-style-type: none"> • Begin to recognise why the Romans invaded (trade, resources, slaves) and what happened as a result <p>Significance of events/people</p> <ul style="list-style-type: none"> • Recognise important events in the past and begin to say why they were important (the Roman conquest) <p>Interpretation of History</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented (Do people think the Romans were a good or bad thing?) <p>Using and interpreting timelines</p> <ul style="list-style-type: none"> • Place several key events on a simple timeline (timeline provided)
	<p>(short topic) Seend (local history): What clues can we find that tell us about Seend's history?</p> <ul style="list-style-type: none"> • Which parts of the village are old and which parts are modern? • Why was Seend village built where it is and why did it grow? (greensand bank, between Roman cities of London and Bath) 	<p>Using primary and secondary sources as evidence, communicating and interpreting</p> <ul style="list-style-type: none"> • Understand some ways in which we find out about the past (eg Use the Geography of Seend to inform Historical enquiry – greensand bank, between London and Bath) <p>Communicating ideas</p> <ul style="list-style-type: none"> • Record some ideas using a variety of media (possibly put in Seend Wabi Sabi book – or in floor book) <p>Cause and consequence</p> <ul style="list-style-type: none"> • Begin to recognise why some events happened (eg why was Seend an attractive place to develop/grow a village)
	<p>Famous people: Why do we remember Mary Seacole and Florence Nightingale?</p>	<p>Using primary and secondary sources as evidence, communicating and interpreting</p> <ul style="list-style-type: none"> • Understand some ways in which we find out about the past (secondary sources emphasis)

	<ul style="list-style-type: none"> • How can we find out about these women? • What did they do? • Where did they work and why? • How were hospitals different in the past? • What is their legacy? 	<ul style="list-style-type: none"> • Use the terms “sources” and “artefacts” • Record some ideas using a variety of media <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Recognise <i>different types of people</i>, within past societies and compare with today (Why do we often hear less about Mary Seacole? <i>Diversity</i>) <p>Continuity/change and similarity/difference between periods</p> <ul style="list-style-type: none"> • Compare hospitals in the Crimea before and after Florence N and Mary S and notice what changed (compare to hospitals today) <p>Significance of events/people</p> <ul style="list-style-type: none"> • Recognise important events in the past and begin to say why they were important (How nursing changed – nursing colleges)
<p>Chestnut</p>	<p>Invaders and settlers - Saxons and Vikings:</p> <p>Who were the Anglo-Saxons and why did they come to Great Britain?</p> <ul style="list-style-type: none"> • What evidence of the Anglo-Saxons and Vikings is still around today? 	<p>General on-going skills (for all enquiries)</p> <ul style="list-style-type: none"> • <i>Begin to recognise, work on and ask historically valid questions about the past</i> <p>Chronological reasoning, chronological language, and dates:</p> <ul style="list-style-type: none"> • <i>Use correct terminology to describe the past (chronological order, chronology, BC/AD, BCE, CE*, decade, century, millennium, period, recent, ancient, era)</i> • <i>Use and understand dates</i> • Sequence periods of history studied so far and events within a period • <i>Begin to apply chronological reasoning to explain where they think familiar and less familiar events should be placed on a timeline – beginning to draw on historical knowledge when appropriate</i> <p>Timelines:</p> <ul style="list-style-type: none"> • <i>Begin to construct simple timelines identifying and describing familiar and less familiar events in the order in which they occurred (short-and long-term timescales) using a given line of equidistant intervals (could be a physical line in class, on field)</i> • <i>Interpret a given timeline running from the Stone Age to the present day</i> • <i>Select the most important events to place on a timeline/ include in a chronology and explain the reasons for their choices</i> <p>Using primary and secondary sources as evidence:</p> <ul style="list-style-type: none"> • <i>Understand how knowledge of the past is constructed from a range of sources</i> • <i>Begin to distinguish between primary sources (contemporaneous, witnesses) and secondary sources (created after the event by people who were not there)</i> <p>Communicating ideas:</p> <ul style="list-style-type: none"> • <i>Select and organise relevant historical information to summarise and explain their ideas (communicated in a variety of ways)</i>

- Record some ideas in different ways including writing (if appropriate to child's ability in Literacy)

Invaders and settlers - Saxons and Vikings

Using primary and secondary sources as evidence, communicating and interpreting (Devizes Museum? Library resources?)

- Understand how knowledge of the past is constructed from a range of sources
- Begin to distinguish between primary sources (contemporaneous, witnesses) and secondary sources (created after the event by people who were not there)

Timelines

- Interpret timelines – find relevant periods on a given timeline
- Select the most important events to place on a timeline/ include in a chronology and explain the **reasons for their choices**. (Choose their own most important events to put on a timeline about what they have studied)

Cause and consequence

- Identify and give **reasons for** and **results** of historical events and changes - noticing that there are often several reasons or consequences and that interpretations may differ. (Trade? Invasion? Plunder? to get slaves?)

Similarity and difference within past societies (diversity)

- Describe the social, cultural, religious and ethnic diversity of past societies and recognise that different individuals had different experiences of the same events (and notice how series of invasions: Romans, Anglo-Saxons, Vikings changed the ethnic makeup of British society)

Continuity/change and similarity/difference between periods

- Make connections and contrasts over time (From end of Romans to last Viking raids)
- Describe how some things have changed or stayed the same within and across different periods (what do we still have from Roman, Saxon, Viking times? Is society still as diverse or more so. Is there still migration of people?)

Interpretation

- Understand that different versions of the past may exist and give reasons for this (The "dark ages" were always believed to have little culture etc (compared to the Romans/ Greeks) What do we believe now?)

Significance

- Identify historically significant events (and people?) and explain why they are important (ie

	<p>Ancient civilisations – the Ancient Egyptians:</p> <p>How can we know so much about a civilisation, such as the Ancient Egyptians, that lived so long ago?</p> <ul style="list-style-type: none"> • Why do some people consider the Ancient Egyptians intelligent people? • <i>Supplementary questions if needed?</i> 	<p>Why was arrival of Anglo-Saxons/Vikings significant. AS establishing fundamentals of government for future, notable individuals eg Alfred the Great, Offa, Canute, Queen Æthelflæd)</p> <p>Using primary and secondary sources as evidence, communicating and interpreting</p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources (Will Devizes Museum have any contemporaneous evidence from Ancient Egypt? Why not? Why do they have Roman but not Egyptian artefacts?) • Begin to distinguish between primary sources (contemporaneous, witnesses) and secondary sources (created after the event by people who were not there). Some focus on the Rosetta Stone – why was it such an excellent source of evidence? <p>Continuity/change and similarity/difference between periods</p> <ul style="list-style-type: none"> • Make connections and contrasts over time (compare with other societies studies eg Romans, Saxons, Vikings, stone age? today?) Pyramids were great monuments – like stone circles? • Describe how some things have changed or stayed the same within and across different periods (How did Ancient Egyptians live compared to us today or other people we have studied?) Good chances for religious comparisons and beliefs in the afterlife dominating life) <p>Similarity/difference within societies (<i>diversity</i>)</p> <ul style="list-style-type: none"> • Describe the social, cultural, religious and ethnic diversity of past societies and recognise that different individuals had different experiences of the same events e.g rich or poor/ Egyptian slaves/ kingdom of Kush (next to/ part of Egypt / ruled over Egypt but started earlier – black history) <p>Interpretation</p> <ul style="list-style-type: none"> • Understand that different versions of the past may exist and give reasons for this (different ideas about how pyramids were built)
<p>Sycamore</p>	<p>The Tudors (local History study: Lacock and emphasis on religious change): How did one man’s marriages change British history?</p> <ul style="list-style-type: none"> • Who were the Tudor monarchs? • Who was William Sharrington? • What was the reformation? • Who impacted modern Britain more, Henry VIII or Elizabeth I? Why? • Why did the Spanish want to invade Britain? • Why was Mary Queen of Scots killed? 	<p>General on-going skills (for all enquiries)</p> <ul style="list-style-type: none"> • <i>Pursue historical valid enquiries (including some aspects that they have framed themselves)</i> <p>Chronological knowledge, language and dates:</p> <ul style="list-style-type: none"> • <i>Secure, apply and deepen terminology associated with chronology (see Y3/4 list) so that they can describe and explain accurately how and why particular events unfolded over time</i> • <i>Use dates accurately</i> • <i>Sequence periods of history studied so far with awareness of timescales</i> <p>Chronological reasoning</p> <ul style="list-style-type: none"> • <i>Draw on historical knowledge to reason about the placing of events on a timeline</i> • <i>Reason about which are the most important events to include on a timeline/in a chronology and understand how viewpoints vary</i>

- How did your wealth affect the day-to-day lives of Tudors?
- What can we tell from buildings and artefacts from that time?

Timelines

- *Construct timelines over and within periods (short- and long-term timescales) sometimes creating their own scale*
- *Understand and explain how the scale of a timeline relates to the passage of time and make comparisons (e.g. the relative length of different historical “periods”)*

Using primary and secondary sources as evidence

- Understand how different types of sources are used to make historical claims
- Compare and evaluate usefulness and accuracy of primary and secondary sources

Communicating ideas

- *Communicate their conclusions and judgements through evidentially supported accounts (communicated in a variety of ways)*
- *Record some of the above in written accounts (if appropriate to child’s ability in Literacy)*

The Tudors

- Understand what **Local History** means

Using primary and secondary sources as evidence

- Understand how different types of sources are used to make historical claims
- Compare and evaluate usefulness and accuracy of primary and secondary sources

(particularly using Lacock and buildings as evidence)

Timelines

- Work on scale

Cause and consequence/ similarity and difference within past societies (diversity)

- Explain and analyse the social, cultural, religious and ethnic diversity of past societies
- Begin to understand how an individuals’ background affects their experience and interpretation of events
- Begin to understand how social diversity impacted upon events in the past
- Analyse and explain reasons for, and results of, historical events and changes (explaining some differences of interpretation)

Interpretation of History

- Compare arguments and different interpretations of the past
- Apply empathy to better understand and explain why different interpretations of the past exist

		<ul style="list-style-type: none"> • Make judgements and draw reasoned conclusions of their own <p>Significance</p> <ul style="list-style-type: none"> • Explain the significance of historical events/ people within their own time and in the present
	<p>Chinese History: <i>What can we tell about modern China from learning about the Shang Dynasty?</i></p> <ul style="list-style-type: none"> • What is a dynasty? • Why was the female archaeologist Zheng Zhenxiang's discovery in 1976 so important? • What was the discovery and what why was it different to similar discoveries? (not looted) • Who was Fu Hoa and why is she important? • What does she tell us/ her tomb tell us about when she lived Shang Dynasty? • How is modern Chinese culture effected by Ancient Chinese culture? (Writing, pottery, gods and goddesses) 	<p>Using primary and secondary sources as evidence</p> <ul style="list-style-type: none"> • Understand how different types of sources are used to make historical claims • Compare and evaluate usefulness and accuracy of primary and secondary sources <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Explain and analyse the social, cultural, religious and ethnic diversity of past societies • Begin to understand how social diversity impacted upon events in the past <p>Significance</p> <ul style="list-style-type: none"> • Explain the significance of historical events/ people within their own time and in the present
	<p>Ancient civilisations – The Ancient Greeks: <i>What is the legacy of the Ancient Greeks?</i></p> <ul style="list-style-type: none"> • Who were the ancient Greeks? • How did Ancient Greeks live? • Who did the Ancient Greeks worship? What impact did these gods and goddess have on us? • Did the Greeks invent democracy? • What happened at the first Olympic games? • What is a marathon? • Which city state was better – Athens or Sparta? 	<p>Using primary and secondary sources as evidence</p> <ul style="list-style-type: none"> • Understand how different types of sources are used to make historical claims • Compare and evaluate usefulness and accuracy of primary and secondary sources <p>Similarity and difference within past societies (diversity)</p> <ul style="list-style-type: none"> • Explain and analyse the social, cultural, religious and ethnic diversity of past societies • Begin to understand how social diversity impacted upon events in the past <p>Significance</p> <ul style="list-style-type: none"> • Explain the significance of historical events/ people within their own time and in the present