

National Curriculum

History Programme of Study

Purpose:

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

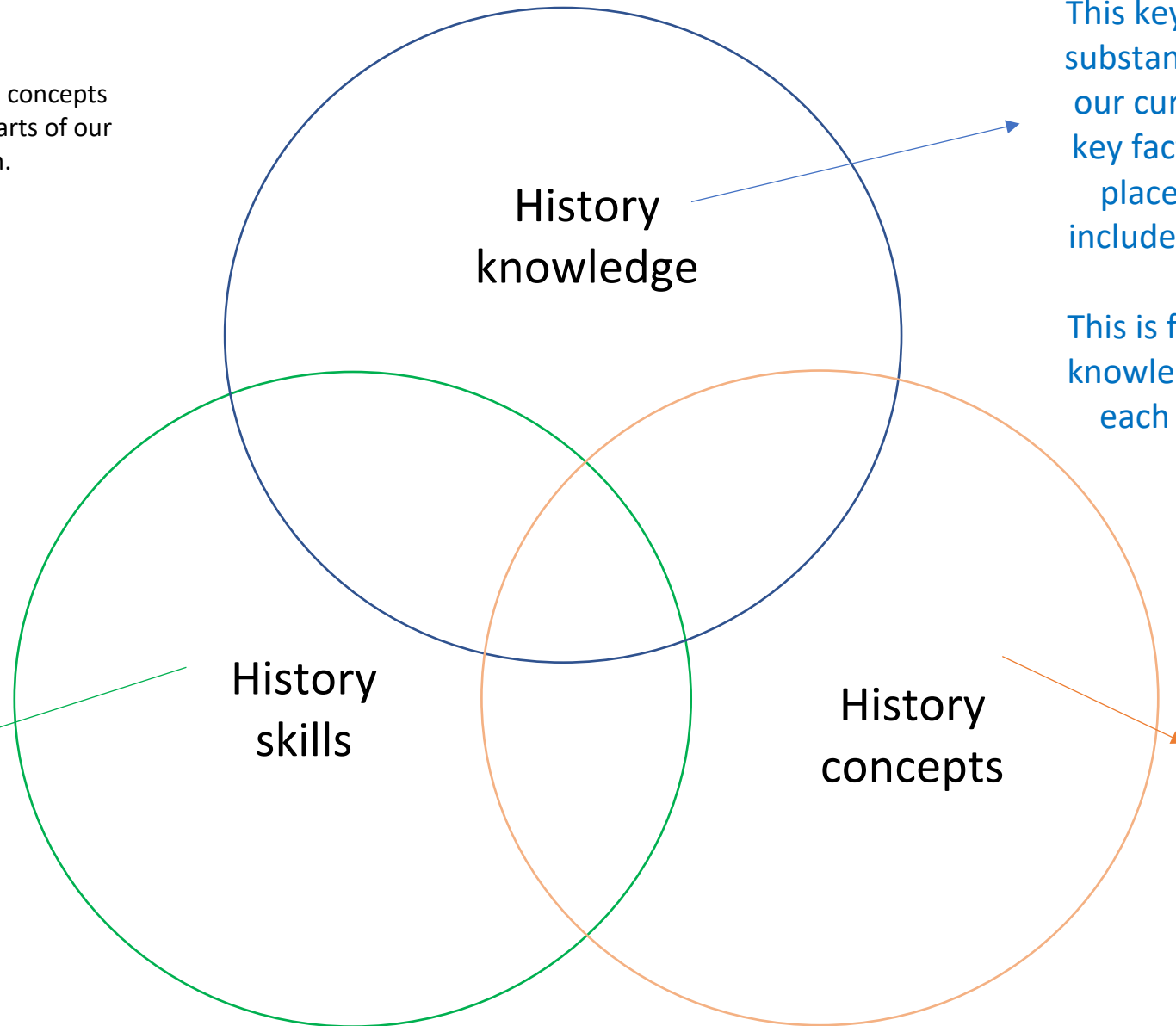


Working like a historian at Warren

History knowledge, skills and concepts are the three fundamental parts of our History curriculum at Warren.

These are key skills specific to history:

- Enquiry
- Using evidence
- Communicating about the past



This key knowledge is the substantive knowledge of our curriculum including key facts such as people, places, dates etc and include what the content is about.

This is found on our topic knowledge organisers for each half term/term.

Our curriculum is substantive knowledge and substantive concepts. Each topic also then has disciplinary concepts

Developing Knowledge and Understanding:

Through the study of history, we aim for children to build coherent knowledge and understanding of **Characteristics, Chronology and Influences** :

- Local History
- British History
- World History

Thinking and working as a Historian:

Key Historical Disciplinary Knowledge and Skills:



Chronology



Similarities and Difference



Interpretation



Significance



Cause and Consequence/
Continuity and Change



Source Enquiry

Sequencing learning in History

Always engage children in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons.
Sometimes, objectives will relate to pupils devising their own enquiry questions and ways of tackling them.



Historical Enquiry

Knowledge of:

- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretation
- Cause
- Change
- Similarity/Difference
- Significance

Communication



Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence.
Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

Always include objectives for building **knowledge of all aspects shown here.**




This knowledge will relate to the period being studied while reinforcing knowledge from earlier work

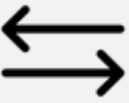





Within any sequence of lessons, **always** include objectives for developing pupils' **understanding of** (usually) **one or two of the listed elements.**


Your selection and precise focus for this will be reflective in the key question.

History Disciplinary Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronology</p> 	<p>Know where people relevant to them fit within a chronological framework</p>	<p>Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.</p>		<p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>		<p>Develop chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	
	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members 	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages • Develop an awareness of the past - Use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Continue to develop chronologically secure knowledge of history 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past • Establish clear narratives within and across periods studied 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line • Note connections, contrasts and trends over time

<p>Cause and Consequence</p> 	<p>Question why things happen and give explanations</p> <ul style="list-style-type: none"> • Explore why people lived in a certain way in the not-so-distant past • Question visitors about their lives 	<p>Recognise why people did things, why events happened and what happened as a result</p> <ul style="list-style-type: none"> • Question and explore why people did things in the past. • Find out about people and events in other times. • Develop empathy and understanding. 	<ul style="list-style-type: none"> • Explore why people did • things in the past. • Find out about people and events in other times. • Develop empathy and understanding through elaboration and exploration. • Recognise why people did things, why events happened and what happened as a result 	<p>Address and devise historically valid questions about cause.</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in times studied and compare to our lives today. • Identify reasons for and results of people's actions. • Understand why someone may have wanted to do something. • Identify key features and events. 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied. • Identify key features and events. • Look for links and effects in time studied. • Offer reasonable explanation for some events. 	<p>Address and devise historically valid questions about cause and effect. Be able to explain more than one opinion</p> <ul style="list-style-type: none"> • Compare life in early and late times studied. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes • Examine causes and results of great events and the impact on people. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
<p>Interpretation</p> 	<p>Ask and answer simple questions about the past that are relevant to them</p> <ul style="list-style-type: none"> • Use stories to question peoples' viewpoints • Compare two different interpretations of a situation- which is true? Why? 	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past How reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories • Identify different ways in which the past is represented 	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources fact or fiction • Offer some reasons for different versions of events • Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research

<p>Significance</p> 	<p>Talk about who is important in our lives and those important family members just beyond living memory</p> <ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<p>Talk about who was important e.g. in a simple historical account</p> <ul style="list-style-type: none"> Name and describe important people from the past Identify why they were important and explore the impact they had Know and recount episodes from stories about the past, knowing and understanding key events. 	<ul style="list-style-type: none"> Identify important figures/events from the past and explain their importance Compare with significant events today Know and recount episodes from stories about the past, knowing and understanding key events and explaining why they were important 	<p>Address and devise historically valid questions about significance. Identify historically significant people and events in situations</p> <ul style="list-style-type: none"> Note connections in Historical periods studied and explain why this is important Compare and explore the links between two significant events/people 	<ul style="list-style-type: none"> Identify historically significant people and events in situations- elaborate on why they were so important Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Identify the significant events 	<p>Address and devise historically valid questions about significance. Consider/explain the significance of events, people and developments in their context and in the present</p> <ul style="list-style-type: none"> Explain the significance of historical situations, events, developments and individuals from more than one viewpoint. 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present. Compare the significance of events, development and people across topics and time periods.
<p>Similarities and Differences</p> 	<p>Identify and describe similarities and differences between themselves and others, both those in the present and comparing them to people in the past</p> <ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society Identify differences between ways of life at different times Sequence artefacts and explain similarities/differences. 	<p>Address and devise historically valid questions about change, similarity and difference.</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world Use evidence to reconstruct life in time studied Identify key features and events of time studied and make comparisons Look for links and effects in time studied 	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied

<p>Source Enquiry</p> 	<p>Start to identify sources that tell us about the past</p> <ul style="list-style-type: none"> • Use stories, photos and non-fiction texts to identify key people from the past 	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 		<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research 		<p>Understand how our knowledge of the past is constructed from a range of sources. Question and challenge the validity of different sources</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account 	
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