

Frizinghall Primary School - History Curriculum

Intent, Implementation and Impact

Intent

The History Curriculum at Frizinghall Primary School is underpinned by the History National Curriculum and its intent is primarily to prepare our children to understand the concept of history through linking past and present in order to foster historical knowledge and enquiry. Our children are equipped with the knowledge and understanding of Britain's past as well as the wider world as our history curriculum is designed to inspire pupils to wish to know more about the past and to find ways to understand the complexity of people's lives, the process of change, the diversity of world societies as well as the interaction between them. Our history curriculum serves also as a tool, which will maximise the outcomes for all children so that they know more, remember more and understand more. Consequently, our children will:

- Develop and use their skills in enquiry, analysis and argument
- Develop a sense of identity through learning about the past
- Increase and develop their historical skills, concepts and knowledge
- Increase their understanding of the present using the past as a tool
- Develop their chronological skills through comparing past and present
- Understand the passing of time through the use of relevant historical vocabulary

History teaching in our school is underpinned by the whole school SCARF values and the use of dialogic teaching in order to develop historical enquiry and good questioning. It is enhanced by meaningful experiences, including visits, visitors, relevant links in the activity passports as well as the use of historical artefacts in classrooms. The teaching of history in Frizinghall Primary School should equip children to ask perceptive questions, think critically, analyse evidence and discuss arguments.

Implementation

History is planned through theme topics throughout the academic year and it is set in a way, which allows our learners to link past knowledge to current themes through the historical links which each topic brings (See historical links map in appendix 1). This way, children will always have a chance to consolidate past learning and engage in new enquiry related to new learning. There is a curriculum map, for each year group, which includes historical topics and the context of the learning. The curriculum map also provides links with English, dialogic teaching and the experiences which will be covered through each theme. Historical knowledge and subject-specific skills are set out in the long-term plans, which provide compulsory coverage and progression of the National Curriculum. (See Year Group LTP).

All the historical themes/topics contain the specific knowledge and skills to be developed and these are used by teachers to map the learning journey. The learning journey is sequenced and adapted by the teacher to meet the needs and build on the interests of the class. The history planning for each topic is shared with parents and children at the beginning of the theme.

In line with the Teaching and Learning Policy, when teaching history, teachers can:

- make use of previous learning assessment sheets such as KWL charts and other examples, before starting each theme in order to inform planning as well as entice children to remember past knowledge.
- Use a range of strategies such as outdoor learning, WOW starters, debates, questioning, online research and many more in order to ensure that all children are actively engaged in the lesson;

- Use knowledge organisers so that children have access to key knowledge, language and meanings to understand history and to use these skills across the curriculum.
- Identify subject-specific vocabulary through knowledge organisers and visual displays at the beginning of themes. These key words are revisited in lessons and knowledge quizzes. (See appendix 2)
- Make a historical timeline available in class in order to aid the teaching of chronology. This timeline will incorporate records of previous history learning and will allow children to put new learning in the context of the current theme.
- Provide a selection of historical books in class so that children will have constant access to a wide variety of subject-specific knowledge through reading.
- Use artefacts in lessons so that children can explore, investigate and improve their enquiry skills (See appendix 3). When children are presented with real objects and artefacts, they are automatically placed in a rich learning environment, which will enhance their historical knowledge, understanding and skills.
- Create a history display which will focus on key historical knowledge, chronology, vocabulary, questions and examples of children work.
- Use the class Big Book to showcase whole class work as well as new history learning in the subject.
- Use the 'progression in skills' document to ensure that historical skills are appropriate to the needs of all groups of children.
- Ensure each lesson begins with a clearly articulated purpose relating to both knowledge and skills.
- Encourage children to ask and answer historic-valid questions using subject-specific vocabulary.
- Assess learning and use this to help pupils move on to the next stage.

Assessment - We assess history in our school on an on-going basis but mainly termly using assessment papers. The knowledge and skills developed through each history theme are tracked on the relevant history assessment grid and the overall achievement is then tracked for each child. In EYFS, this is done through Tapestry, which is a website where teachers assess, track, document and report children's learning from birth to 5. Learning in EYFS is documented through the use of pictures, videos and other assessment tools, which will inform teacher's planning and teaching.

The assessment will allow:

- Teachers to identify gaps and areas of weakness and adjust future planning accordingly.
- The history leader to identify groups/cohorts where achievement is not as expected and through this to work with teachers to resolve problems/issues.
- Themes and long-term plans to be reviewed annually.
- Teachers to measure and assess skills and knowledge from each history theme.

Impact

As historians, children will learn lessons from history to influence the decisions they make in their daily lives. The impact will be that our children will know more, remember more and understand more about history. They will be able to understand and use the skills of chronological understanding, knowledge of events in the past, and historical enquiry in order to foster their wider learning.

We will use a range of strategies such as work scrutiny, pupil and teacher discussions, data analysis and observations to monitor the impact of the history curriculum. We will consider the impact on progress against the knowledge and skills objectives, the aims of the history curriculum, pupil's readiness for the next stage of learning and whole school priorities. This information will feed into school self-evaluation, areas for further development and curriculum review. We believe that by offering the right learning tools to our children, we will impact their long-life learning for the future.

History Curriculum – Overview & Links

Nursery	<u>Getting to know you</u>	<u>If you need a friend</u>	If you are afraid of the dark.	<u>A long and winding road</u>	Giants	A garden adventure
Reception	<u>Once upon a time</u>	<u>Let's celebrate</u>	Adventure in Space.	<u>Animals big and small.</u>	How does your garden grow?	Off on an adventure

Links: *Getting to Know You* links well with Y1's *Ourselves*; *Adventures in Space* links with *Explorers* in Y2; Many experiences played at this stage (i.e. 50 things to do before you are 5, birthday celebrations will provide the foundations/links for/with Y1's learning about *old and new*.

EYFS Framework – Knowledge and Understanding the world: People & Communities

- Children learn to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.
- Children learn to know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Examples:

Children to bring in a photo of them as a baby and one of them (now and then/chronology/old and new/present and past); family members to come in and share stories from their days. Artefacts and pictures are also shared (**Getting to Know You and If You Need a Friend** - Valuing Difference/Friends and family. Through the other topics, children are exposed to now and then/past and present through experiences such as Caterpillar to Butterfly life cycle (**A Garden Adventure**), 50 things to do before you are 5 (**All topics**) and Life Stages: Human life stage - who will I be when I grow? (**Off to an Adventure**). Children also hear the stories about events in the past and present such as Bonfire night, Halloween, Remembrance Day, Mother's Day and Father's Day (**A Long Winding Road and Giants**). They are exposed to books/texts about events from the past such as dinosaurs (**Off to and Adventure**). They use the topic **Adventures in Space** to set classroom up as a spaceship and blast off into space in order to explain changes to environment and people.

Year 1	<u>Ourselves</u> NC-Changes within living memory - Finding about 'old' and 'new' Links: It starts the journey regarding our historical topics so in that sense, it links with all our history topics.	What do we do in winter?	Are we nearly there yet?	<u>People who are famous in Bradford</u> NC-Significant historical events, people and places in their own locality. Links: It links with the Linking Project in Year 3(local history study)	Will it grow?
Year 2	<u>Explorers</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should	What do we do in winter?	The Animal Kingdom	<u>The Great Fire of London</u> Events beyond living memory	Africa

	<p>be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus (1492-1503) and Neil Armstrong (1969), William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Links: It links with Roaming Romans in Y4(the Romans exploring other lands) and the Anglo Saxon and Viking Invasion in Y5 (the Normans exploring other lands). It links with Adventures in Space(Reception)</p>			<p>that are significant nationally or globally [for example, the Great Fire of London (1666), the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Links: It links with the The Battle of Britain in Y4, London as a background.</p>	
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History Curriculum – Overview & Links

Year 3	<p>The Ancient Greek Legacy</p> <p>NC-A study of Greek life and achievements and their influence on the western world</p> <p>Links: It links with the Ancient Egyptians in Year 5(marble sculptures, pottery painting, Alexander the Great taking over Egypt, slavery ...). It links with the Romans in Year 4 (Romans taking over Greece, Greek influence on Roman art, slavery...). It also links to Reception's Animal/Transport/People when they look at a mythical creature – a mermaid.</p>	<p>May the force be with you</p>	<p>Dem bones, Dem bones.</p>	<p>Settlements</p> <p>NC-Changes in Britain from Stone Age to Iron Age - Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>Links: It links with the Vikings and Anglo-Saxons in Year 5 and the Romans in Year 4 (invasions, weaponry, jewellery and art as well as the epic battles)</p>	<p>Plant Life</p>	<p>Switch it on</p>	<p>How much has our local area changed? <u>Linking Project</u></p> <p>Frizinghall – Bingley – Cononley NC-A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Links: It links with Famous Bradfordians in Year 2(significant local people). During the topic of Off to an Adventure (RECEPTION) children visit the local train station.</p>
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History Curriculum – Overview & Links

Year 4	Natural Disasters	Good vibrations	<p><u>Roaming Romans</u></p> <p>NC-The Roman Empire and its impact on Britain - successful invasion by Claudius and conquest and the British resistance, for example, Boudicca.</p> <p>Links: It links with the Ancient Egyptians in Year 5 (other notable female leaders such as Hatshepsut and Cleopatra) as well as other important male rulers such as Ramses II and Tutankhamun. It also links with Ancient Greece in Year 3 (important rulers such as Alexander the Great) and it links with the Anglo Saxons and Viking invasions in Year 5 (successful invasions).</p>	"Past the teeth and over the gums: look out, stomach, here it comes."	Dangerous Planet	<p><u>The Battle of Britain</u></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>Links: It links with other planned historical invasions to Britain (though not by air) such as the Romans in Year 4 (Claudius' invasion) and the Anglo-Saxon and Viking in Year 5 (Norman's invasion (Battle of Hastings) during Edward the Confessor's reign).</p>
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History Curriculum – Overview & Links

Year 5	The wonders of Ancient Egypt	Could you be a crime scene investigator?	Blast Off!	Anglo Saxon and Viking Invasion	If you go down to the woods today...
	<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>Links: It links with the Romans in Year 4 (other notable female leaders such as Boudicca) as well as other important male rulers such as Claudius and Julius Cesar. It also links with Ancient Greece in Year 3 (important rulers such as Alexander the Great; the rich architecture of Greek temples and palaces; pottery painting, Alexander the Great taking over Egypt and slavery).</p>			<p>NC-Britain’s settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Viking raids and invasion</p> <p>Links: It links with the Romans in Year 5 (successful invasion by Claudius) and the From Scavengers to Settlers in Year 3 (invasions, weaponry, jewellery and art as well as the epic battles)</p>	

History Curriculum – Overview & Links

Year 6	Game Designer	London or Paris?	Have we always looked like this?	Blood!	The light at the end of the tunnel	Islamic Civilisation
						<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>Links: It links with the ancient Egyptians in Year 5(another non - European society).</p>

Progression Vocabulary - History						
Nursery	<u>Getting to know you</u>	<u>If you need a friend</u>	If you are afraid of the dark.	<u>A long and winding road</u>	Giants	A garden adventure
Reception	<u>Once upon a time</u>	<u>Let's celebrate</u>	<u>Adventure in Space.</u>	<u>Animals big and small.</u>	How does your garden grow?	<u>Off on an adventure</u>
Vocabulary Progression – today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday, day, week, month, year, long ago, old, new, history, modern, before and after.						

Progression Vocabulary - History			
Year 1	<u>Ourselves</u> NC-Changes within living memory - Finding about 'old' and 'new'		<u>Famous Bradfordians</u> NC-Significant historical events, people and places in their own locality.
	Vocabulary Progression – old, new, a long time ago, today, yesterday, birthday, when, born, tomorrow, mill, local, before and after.		

Year 2	<u>Explorers</u> NC-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus (1492-1503) and Neil Armstrong (1969) , William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.		<u>The Great Fire of London</u> NC-Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London (1666), the first aeroplane flight or events commemorated through festivals or anniversaries]
	Vocabulary Progression – Words from year 1 plus: <u>Theme Specific:</u> rocket, engineer, mission, launch, land, astronaut, spaceship, Apollo 11, world, ship, London, leather bucket, River Thames, diary, fire, plague, Tower of London, firefighter, cart, bakers, queen, king and explorers. <u>Passing of Time:</u> day, week, month, year, ancient, within and beyond living memory, past, present and future. <u>Other Key Vocabulary:</u> artefact, museum, timeline, achievement, history, difference, similarity, significant and British.		

Year 3	<u>The Ancient Greek Legacy</u> NC-A study of Greek life and achievements and their influence on the western world	<u>Settlements</u> NC-Changes in Britain from Stone Age to Iron Age - Iron Age hill forts: tribal kingdoms, farming, art and culture.	<u>How has our local area changed? Linking Project</u> Frizinghall – Bingley – Cononley NC-A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
	<p><u>Vocabulary Progression</u> – words from year 2 plus:</p> <p><u>Theme Specific:</u> vase, Olympics, coins, pottery, chiton, city-state, myths, conquer, temple, Acropolis, Parthenon, architecture, agora, truce, civilisation, archaeologist, soldier, democracy, kingdom, invasion, nobleman, slave, helmet, phalanx, hoplite, Doric, empire, emperor, ruler, reign, battle, settler, hunter-gathers, mammoth, hill fort, arrow, fur, cave, axe, grain and farming.</p> <p><u>Passing of Time:</u> period, BC, AD, pre-historic, century, decades, chronology as well as all vocabulary from previous years.</p> <p><u>Other Key Vocabulary:</u> Britain, source, UK, event, Palaeolithic, Mesolithic, Neolithic, locality and changes.</p>		

Year 4	<u>Roaming Romans</u> NC-The Roman Empire and its impact on Britain - successful invasion by Claudius and conquest and the British resistance, for example, Boudicca.	<u>The Battle of Britain</u> 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><u>Vocabulary Progression</u> – words from year 3 plus:</p> <p><u>Theme Specific:</u> chariot, tunic, resistance, conquest, toga, peasant, Coliseum, amphitheatre, Romanisation, trade, travel, battle, gladiator, Pantheon, warrior, armistice, Romans, raids, Blitz, RAF, Luftwaffe, Spitfire, allies, blackout, gas mask, army, prisoner, shelter, artillery, refugee and evacuee.</p> <p><u>Passing of Time:</u> earliest, current, modern plus all vocabulary from previous years.</p> <p><u>Other Key Vocabulary:</u> cause, consequence, connections, contrasts, impact, influence, Prime minister, power and parliament.</p>	

Year 5	<u>The wonders of Ancient Egypt</u> 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	<u>Anglo Saxon and Viking Invasion</u> NC-Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Viking raids and invasion
	<p><u>Vocabulary Progression</u> – words from year 4 plus:</p> <p><u>Theme Specific:</u> monarch, settlements, jewellery, longboat, shield, sword, raid, settler, peasantry, archer, runes, invaders, pharaoh, hieroglyphics, cuneiform, pyramid, Sumerians, valley, dynasty, irrigation, canopic jar, sarcophagus, camel, servant, scarab, papyrus, amulet, mummification and many more</p> <p><u>Passing of Time:</u> millennium, calendar, era, earliest, interval, duration, prior, eventually as well as all vocabulary from previous years.</p> <p><u>Other Key Vocabulary:</u> continuity, achievements, society, religion, beliefs, significance and trends</p>	

Year 6	Islamic Civilisation 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>Vocabulary Progression – words from year 5 plus:</p> <p><u>Theme Specific</u>: Islamic, caliph, mosque, water mill, rebab, calligraphy, manuscript, Baghdad, territory, coronation, monarch, monarchy, squire, heir, crown, jewels, guard, royal, throne, parliament, successor, and many more.</p> <p><u>Passing of Time</u>: all time vocabulary from previous years to indicate the passing of time.</p> <p><u>Other Key Vocabulary</u>: validity, world history, changing power, wealth, political, concept and aspect.</p>

History Vocabulary Progression Chart v2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Passing of Time	today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday, day, week, month, year, long ago, old, new, history, modern, before and after.	old, new, a long time ago, today, yesterday, birthday, when, born, tomorrow, mill, local, before and after.	day, week, month, year, ancient, within and beyond living memory, past, present and future.	period, BC, AD, pre-historic, century, decades and chronology. <u>PLUS</u> : all vocabulary from previous years.	earliest, current and modern. <u>PLUS</u> : all vocabulary from previous years.	millennium, calendar, era, interval, duration, prior and eventually. <u>PLUS</u> : all vocabulary from previous years.	all time vocabulary from previous years to indicate the passing of time.
Conceptual			artefact, museum, timeline, achievement, history, difference, similarity, significant and British.	Britain, source, UK, event, Palaeolithic, Mesolithic, Neolithic, locality and changes.	cause, consequence, connections, contrasts, impact, influence, Prime minister, power and parliament.	continuity, achievements, society, religion, beliefs, significance and trends.	validity, world history, changing power, wealth, political, concept and aspect.
Theme specific			rocket, engineer, mission, launch, land, astronaut, spaceship, Apollo 11, world, ship, London, leather bucket, River Thames, diary, fire, plague, Tower of London, firefighter, cart, bakers, queen, king and explorers.	vase, Olympics, coins, pottery, chiton, city-state, myths, conquer, temple, Acropolis, Parthenon, architecture, agora, truce, civilisation, archaeologist, soldier, democracy, kingdom, invasion, nobleman, slave, helmet, phalanx, hoplite, Doric, empire, emperor, ruler, reign, battle, settler, hunter-gathers, mammoth, hill fort, arrow, fur, cave, axe, grain and farming.	chariot, tunic, resistance, conquest, toga, peasant, Coliseum, amphitheatre, Romanisation, trade, travel, battle, gladiator, Pantheon, warrior, armistice, Romans, raids, Blitz, RAF, Luftwaffe, Spitfire, allies, blackout, gas mask, army, prisoner, shelter, artillery, refugee and evacuee.	monarch, settlements, jewellery, longboat, shield, sword, raid, settler, peasantry, archer, runes, invaders, pharaoh, hieroglyphics, cuneiform, pyramid, Sumerians, valley, dynasty, irrigation, canopic jar, sarcophagus, camel, servant, scarab, papyrus, amulet and mummification.	Islamic, caliph, mosque, water mill, rebab, calligraphy, manuscript, Baghdad, territory, coronation, monarch, monarchy, squire, heir, crown, jewels, guard, royal, throne, parliament, successor, and many more.

Historical Enquiry

EYFS

- Ask questions about themselves, their families, the world around them as well as questions about today and tomorrow.

KS1

- Ask questions such as what happened? How long ago?
- Begin to understand that they can find historical information in books.
- Begin to identify different representations of the past such as books, visual clips, letters, museums and some historical items.
- Use resources such as artefacts, pictures, stories and online resources to justify answers to most questions
- Answer simple questions related to an area of study most accurately.

LKS2

- Write, answer questions and start to justify answers using different resources such as artefacts, pictures, stories and online sources.
- Record their knowledge and understanding of the past in at least one way, including telling past stories, using books, visual clips, letters and other recounts.
- Justify answers to historical questions using different resources such as artefacts, visual clips, letters, posters, pictures and online sources.
- Suggest one cause and one consequence for a historical event.

UKS2

- Justify answers to historical questions using different sources such as artefacts, visual clips, letters, posters, pictures and online sources and showing a purposeful selection of the information used in responses.
- Use different sources of information to write and answer historically valid questions.
- Make purposeful links between historical periods, identifying differences and similarities between them as well as significance.
- Identify different ways we gather information about the past.
- Start my own research about the past.

Teaching of chronology

EYFS	<p>Begin to understand the passing of time by talking about today and tomorrow.</p> <p>Use words and phrases such as today, yesterday and tomorrow.</p>
Year 1	<p>Begin to compare two events saying which one happened first</p> <p>Begin to understand a simple personal timeline</p> <p>Use words and phrases such as a long time ago, recently, when I was born, when my parents/carers were children to describe the passing of time.</p>
Year 2	<p>Explain that some events happened in the past while others are happening in the current year</p> <p>Order more than 3 historical events they have learnt, most accurately, on a timeline from furthest away to most recent</p> <p>Start to create simple timelines</p>
Year 3	<p>Begin to develop their knowledge of chronology and changes over time, being able to place periods of history they have learnt on a timeline with some accuracy.</p> <p>Create timelines, which include the birth of Christ and some dates.</p> <p>To be introduced to the terms BC and AD.</p>
Year 4	<p>Develop their knowledge of chronology and changes over time by being able to place periods of history on a timeline.</p> <p>Draw timelines, which include dates, BC, AD and the current year.</p>
Year 5	<p>Place events with dates accurately on a historical timeline in order to apply their knowledge of chronology and changes over time.</p> <p>Create a timeline with accurate intervals adding more to it as they learn about new periods of history.</p> <p>Draw timelines accurately including several dates, BC, AD and the current year.</p>
Year 6	<p>Describe and compare historical events on a timeline confidently</p> <p>Place events from around the world, including dates, on a historical timeline in order to apply their knowledge of chronology and changes over time</p> <p>Create timelines, vertically and horizontally, with accurate time intervals, several dates, BC, AD and the current year and adding more to them as they learn new historical periods</p>