

St Margaret's Academy - History Policy

School Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well -equipped to participate positively in the community and wider society.

Curriculum intent

What is History?

History is the study of the past in order to better understand the present and prepare individuals for the future as more informed citizens.

At St Margaret's we want to inspire our children's excitement and curiosity to learn about the past in their local area, in Britain and the wider world. We want them to understand significant aspects of history, as well as the features and achievements of past cultures and civilisations. We strive to develop our children's awareness of chronology and help them to make connections and draw contrasts between historical events. Throughout our teaching, our aim is for children to understand core concepts (most notably cause and consequence, similarity and difference, continuity and change) and develop the skills of historical enquiry, as well as to understand how our knowledge of the past is constructed from a range of sources. They should be able to describe and explain the past based on imaginative reconstruction and draw their own conclusions based on asking questions and weighing evidence. We expect our children to recognise that history, whilst being a record of what happened and why, is based upon socially constructed knowledge and may be open to interpretation.

Aims:

We learn about History at St Margaret's in Foundation Stage so that we can:

- talk about past and present events in our own lives and in the lives of people in our families
- talk about a past event in the correct order and use language related to time
- ask questions about why things happen and give explanations

We learn about History at St Margaret's in Year 1/2 so that we can:

- compare two versions of a past event
- observe and use pictures, photographs and artefacts to find out about the past
- explain that there are different types of evidence that can be used to help represent the past
- observe or handle evidence to ask and find answers to questions about the past
- order events and dates from earliest to latest on simple timelines
- describe memories and changes that have happened in our own lives
- use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
- recognise some similarities and differences between the past and the present
- know and recount episodes from stories and significant events in history
- understand that there are reasons why people in the past acted as they did
- describe important people from the past

We learn about History at St Margaret's in Year 3/4 so that we can:

- develop our knowledge and understanding of British, local and world history
- find out about the everyday lives of people in time studied compared with our life today
- understand how to use a timeline to sequence several events, artefacts or historical figures using dates
- use vocabulary linked to different periods in history and the passing of time
- recognise key changes over a period of time and be able to give reasons for those changes
- explain how people and events in the past have influenced life today
- identify key features, aspects and events of the time studied
- describe connections and contrasts between aspects of history, people, events and artefacts studied
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different

- gather more detail from sources such as maps to build up a clearer picture of the past
- answer and sometimes create our own questions to find answers about the past
- begin to carry out our own research
- note key changes over a period of time and be able to give reasons for those changes

We learn about History at St Margaret's in Year 5/6 so that we can:

- continue to develop our knowledge and understanding of British, local and world history
- order an increasing number of significant events and dates on a timeline accurately
- use specialised vocabulary linked to historical periods and events
- understand and describe in some detail the main changes to an aspect of life in a particular period of history
- understand how some historical events/periods occurred at the same time in different locations across the world
- examine the causes and results of great events and the impact these had on people
- use a wide range of different sources to collect evidence about the past, such as photographs, artefacts, historic sites, printed sources, posters and online material
- use our understanding of the past and a range of evidence to offer some clear reasons for different interpretations of events
- start to understand the difference between primary and secondary evidence and begin to evaluate the usefulness and accuracy of different sources
- have an awareness of what propaganda means and know that people in the past represented events or ideas in a way that may have been to persuade others
- think of our own questions about history and carry out our own enquiry to try to answer them.

Inclusion, equality of opportunity and differentiation

At St Margaret's, we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide. Ensuring differentiation is a fundamental and core element of inclusion, so in planning activities we take due regard of factors such as classroom organisation, learning materials and the learning environment, to enable all pupils to make good and sustained progress in History.

Best Practice in History

In History, we teach the learning objectives of the 2014 National Curriculum. Learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school therefore we seek to encourage pupils to learn their History through question-led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in History), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes.

In line with the school's learning and teaching policy, in History, teachers:

- Design enquiries to pursue which are relevant, engaging and appropriately challenging in terms of anticipated outcomes which help pupils answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Ensure that objectives for lessons always define the outcomes to be achieved and are presented in the form of "key questions" that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- Key question led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations and use our performance descriptors at EYFS and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are always sufficiently challenging;
- Provide pupils with regular feedback about their work and about what they need to do next in order to improve;
- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work;
- Expect pupils to record their work in a variety of ways, on paper or electronically, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and oral accounts and presentations of their work.

Assessment

In our assessment (our evaluation of whether the pupil has achieved the subject outcome shown in the objective) the school ensures that a wide range of evidence is used when making judgements. It is critical that pupils are offered a wide range of ways in which to demonstrate what they now know can do and feel as a result of their learning. No pupil must be excluded from demonstrating their achievements through an over emphasis on just one or two methods of recording, particularly writing.

Consequently, a range of assessment tasks involving written work, annotated sketches and diagrams, photograph interpretation, improvised plays, film animations, news reports, PowerPoint presentations, talks, discussions and questioning are used to assess the performance of pupils against objectives. In order to avoid an over emphasis on assessment to the detriment of learning in History, a balance is maintained between ensuring we understand how a pupil is progressing and allowing sufficient time and space for progress to occur. To this end all of our routine day to day assessment is Assessment for Learning (judging where a pupil has reached at one moment in time and determining what they need to do next to progress) other than a summative statement of attainment which occurs only at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

Measuring and recording progress against subject performance descriptors

Teachers make routine formative assessments of pupil performance against the outcomes detailed in the objectives of each half termly enquiry and use these to make ongoing evaluations about progress in History based on their professional judgement. These judgements are generated from the scrutiny of a range of evidence generated by the pupil including oral responses and discussions, practical activities such as model making, graphical outputs like annotated diagrams, concept maps, drama pieces and PowerPoints as well as written narratives.

Summative judgements of pupil attainment are made on just three occasions during the course of a pupil's progress through the school:

- At the end of Key Stage 1
- At the end of Lower Key Stage 2
- At the end of Upper Key Stage 2

Summative judgements based on a 'best fit' evaluation are made against performance descriptors and are based on the accumulated professional judgement of teachers built up over the preceding two years of facilitating learning in History with the pupils. At these three points such this professional judgement will be used to make a considered decision as to whether a pupil has:

- Achieved the expected level of achievement for History outlined in the relevant performance descriptors;
- Exceeded the expectations of achievement of the performance descriptors;
- Yet to achieve the expected measure of achievement in History, for this stage of learning.

Performance descriptors for the end of Key Stage 1

At the end of Key Stage 1 our expectation is that all pupils will possess an awareness of some of the ways in which historians find out about the past. They will have shown as well that they can ask and answer simple questions about historical sources to help them learn about people and key features of events that they have studied. Pupils will also demonstrate that they can use simple and appropriate historical words and phrases correctly and have established a sense of chronology and change both in relation to their own lives and that of the country of the United Kingdom.

- In relation to changes within living memory our pupils will know some of the significant events, people and changes which occurred in Britain in the 1960s and recognise the main similarities and differences between technology of the 1950s/1960s/1970s/1980s and now;
- In relation to events beyond living memory our pupils will know the location of the start of the fire; suggest reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after its discovery; identify, describe, compare and contrast, observe and sequence the most significant events that occurred in the Great Fire of London; describe and explain why the Great Fire of London spread so quickly and took so long to extinguish.
- In relation to the lives of significant people who have contributed to national and international achievements our pupils will be able to describe and compare the accomplishments of Mary Seacole and Florence Nightingale;
- In relation to significant historical events, people and places in their own locality our pupils will know who Ernest Shackleton was and describe the events which made him famous, as well as describe his link to their own locality.

Performance descriptors for the end of Lower Key Stage 2

At the end of Lower Key Stage 2 our expectation is that all pupils will have developed a more sophisticated knowledge of the events and the lives of people in the past that they have studied, compared with that at Key Stage 1. In particular they will have shown that they can use a broader range of historical sources of evidence to help them construct and organise knowledge and to begin to explain (rather than just suggest reasons for) the processes of change and the actions of people and the causes of events. In doing so it is our expectation that our pupils will learn and apply appropriate and increasingly specialised subject vocabulary and phrases correctly to make informed responses and demonstrate a stronger sense of chronology and sense of identity.

- In relation to changes in Britain from the Stone Age to the Iron Age our pupils will be able to explain how archaeologists have used a

variety of artefacts to understand how Ancient Britons might have lived and some of the ways that life changed for people during this period; identify and describe typical Bronze Age stone monuments and explain why mystery surrounds their exact purpose; and describe a variety of Iron Age artefacts and explain how they reveal how ways of life in Iron Age Britain were different to that in the Bronze Age;

- In relation to the Roman Empire and its impact on Britain our pupils will be able to explain why the Romans invaded Britain in AD 43, why subsequently they were almost defeated by Boudica and how we know so much about the places in which they lived;
- In relation to Britain's settlement by Anglo-Saxons and Scots our pupils will be able to explain why the Romans abandoned Britain in AD 410, understand some of the important ways in which life changed in Britain afterwards and why the discovery at Sutton Hoo is considered to be one of the greatest archaeological finds in Britain;
- In relation to the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor our pupils will be able to explain who the Viking Norsemen were, why they invaded Britain and understand why subsequently King Alfred came to be known as 'The Great';
- In relation to a depth study of the achievements of one of the earliest civilizations (Ancient Egypt) our pupils will be able to describe the discovery made by the archaeologist Howard Carter and explain its historical importance: explain who the pharaoh Tutankhamun was, identify and describe artefacts and make judgements as to their purpose and what they indicate about life in Ancient Egypt; make a judgement as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun and justify their views; consider the evidence of how ancient Egyptians portrayed the stages of entry into the afterlife in a number of murals and make a reasoned and justified judgement as to what they might represent; describe and explain the most likely cause of Tutankhamun's death at just eighteen years of age and make and justify a judgement as to most plausible explanation; understand why the cause of the death of Tutankhamun is a contentious issue through critiquing the available evidence and evaluating the conflicting arguments; present their hypothesis as to what may have happened to cause the death of Tutankhamun.

Performance descriptors for the end of Upper Key Stage 2

At the end of Upper Key Stage 2 our expectation is that all pupils will have demonstrated that they can interpret and evaluate more complex sources of evidence to reach conclusions and make judgements, which they can justify, about events and the actions of people in the past. In doing so they will understand and apply correctly specialised subject vocabulary. In constructing knowledge pupils will indicate that they understand that different arguments and perspectives surround the changes caused by events or people in the past and that the meaning or significance that people attach to such changes will vary.

- In relation to a local history study our pupils will be able to explain how World War 2 affected the lives of people living in Torbay and Devon; and explain the connection between our locality and the achievements of Brunel and Singer.

- In relation to a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 our pupils will be able to: (Y6) use evidence to explain how children were treated in Victorian times; make reasoned judgements about whether children's rights have changed since then;
- In relation to Ancient Greece our pupils will be able to
- In relation to a non-European society that provides contrasts with British history (Mayan Civilization) our pupils will be able to weigh evidence to describe the design of the ancient cities of the Maya in Central America and reach a judgement as to both their possible purpose and eventual abandonment

Progression of Skills and Knowledge

Foundation Stage			
30-50 Months	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time.
		The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
40-60 Months	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions

ELG	Understanding the World	The World	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. 			
<u>Chronological understanding</u> <ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Talk about a past event in the correct order Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. 			<u>Knowledge and understanding of events, people and changes in the past</u> <ul style="list-style-type: none"> Talk about significant events in their own experience Talk about past and present events in their own lives Talk about a past event in the correct order 	<u>Historical interpretation and enquiry</u> <ul style="list-style-type: none"> Ask questions about why things happen and give explanations Talk about the photos of a past event involving their family or friends Talk about differences between old black and white photos and colour photos of the present day 	<u>Organisation and communication</u> <ul style="list-style-type: none"> Build up vocabulary that reflects the breadth of their experience Use past, present and future forms accurately when talking about events that have happened 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
C h r o n o l o g i c a l U n	<ul style="list-style-type: none"> Recognise the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events Sequence 3 or 4 artefacts from distinctly different periods of time 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Describe and recount changes in their own life over time. Sequence photographs etc. from different periods of their life Understand how to put people, events and objects in order of when they happened, using a 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Place the time studied on a timeline. Begin to describe dates of, and order significant events from, the period studied Use dates and appropriate terms 	<ul style="list-style-type: none"> Recall that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates from the period studied on a timeline. Describe the main changes in a period in history. Use appropriate terms related to the period. 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. Know and sequence key events of time studied. Use specialised terms and period labels. Make comparisons and contrasts between different times in the past. 	<ul style="list-style-type: none"> Place current period studied on a timeline in relation to other studies. Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Demonstrate understanding of how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

d e r s t a n d i n g	<ul style="list-style-type: none"> • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. 	<p>scale the teacher has given them.</p> <ul style="list-style-type: none"> • Use a timeline to place important events. • Sequence artefacts closer together in time - check with a reference book/internet. 	<p>related to the study unit and passing of time.</p> <ul style="list-style-type: none"> • Sequence several events or artefacts. 			<ul style="list-style-type: none"> • Use relevant dates and specialised terms/vocabulary related to the period studied.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kn ow le dg e a n d u n de rs ta	<p>Recall some facts about people/events before living memory</p> <ul style="list-style-type: none"> • Offer reasons/speculate why people may have acted the way they did. • Recognise the difference between past and present in their own and others' lives 	<ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. • Observe evidence to offer reasons for/speculate and 	<ul style="list-style-type: none"> • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of 	<ul style="list-style-type: none"> • Identify key features and events of time studied. • Use evidence to describe what was important to people from the past. • Compare and contrast similarities and differences between people, 	<ul style="list-style-type: none"> • Select reliable sources of information to find out about the past. • Compare an aspect of life with the same aspect in another period. • Make reasoned judgements about why changes may have occurred, backed up by evidence. • Describe how historical events studied 	<ul style="list-style-type: none"> • Select reliable sources of information to find out about the past. • Explain a past event in terms of cause and effect, using evidence to support and illustrate their explanation. • Compare and contrast similarities and differences between some people, events and artefacts

nd in g of ev en ts , pe op le an d ch an ge s in th e pa st	<ul style="list-style-type: none"> • Know and recount episodes from stories about the past. 	<p>explain reasons why people in the past may have acted in the way they did and what happened as a result.</p> <ul style="list-style-type: none"> • Recount the main events from a significant event in history. • Identify differences between ways of life at different times. 	<p>people from the past.</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied. • Compare and contrast with our life today. • Identify reasons for, and the results of, people's actions in the past. • Demonstrate understanding of why people may have wanted to do something. 	<p>events and artefacts studied.</p> <ul style="list-style-type: none"> • Describe how some of the things they have studied from the past affect/influence life today. • Use evidence to reconstruct life in the period of time studied. • Offer a reasonable explanation for some events. 	<p>affect/influence life today.</p> <ul style="list-style-type: none"> • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Compare and contrast different aspects of different people - eg differences between men and women/rich and poor. • Examine causes and results of great events and the impact on people. • Compare life in early and late 'times' studied. 	<ul style="list-style-type: none"> • studied. • Describe how some of the things studied from the past affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • 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. • Know and recall key dates, characters and events of time studied.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Histo rical interp retati on	<ul style="list-style-type: none"> • Observe books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> • Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, 	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. Distinguish between different 	<ul style="list-style-type: none"> • Observe different versions of the same event in history and identify differences. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources - fact or fiction. Demonstrate understanding of the fact that that some evidence from the 	<ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable forms. • Know that people in the past have a point of view and that this can affect interpretation. Be aware that different evidence will

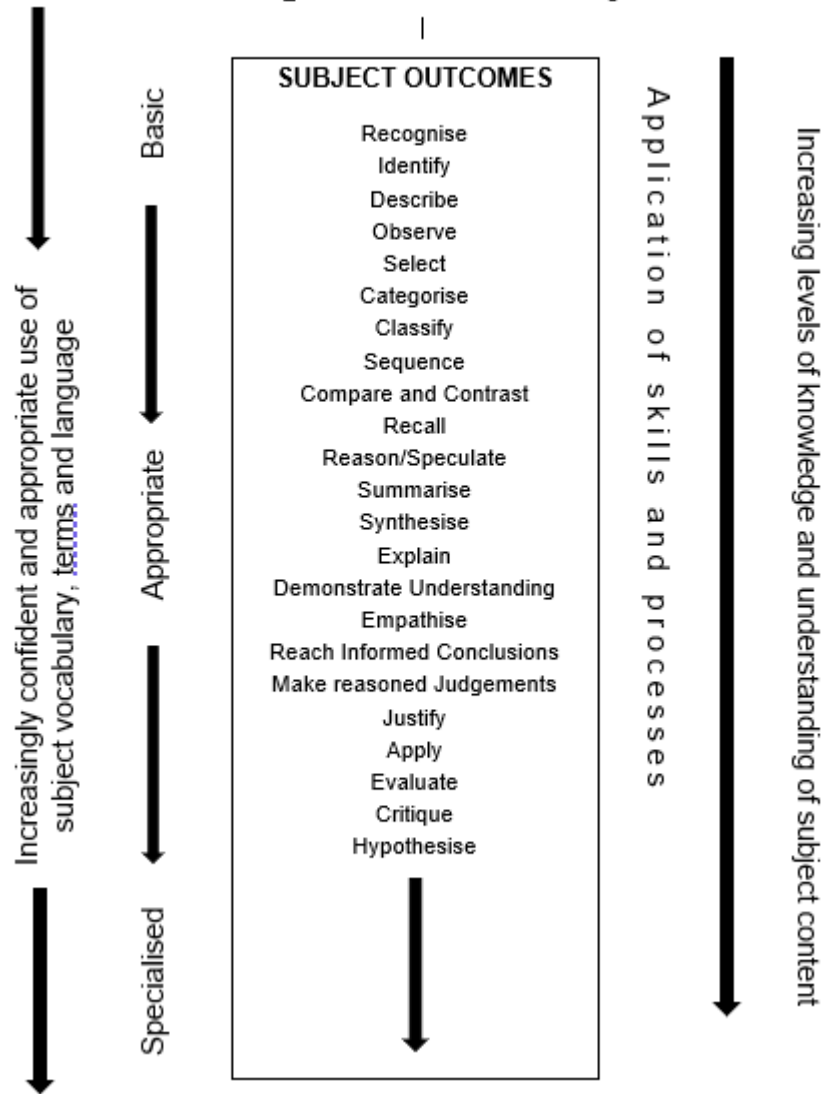
	<ul style="list-style-type: none"> • Use stories to help them to distinguish between fact and fiction • Compare adults talking about the past - question how reliable are their memories? 	<p>galleries, historical sites and the internet to find out about the past.</p> <ul style="list-style-type: none"> • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. 	<p>sources -</p> <ul style="list-style-type: none"> • compare and contrast different versions of the same story. • Identify and give reasons for different ways in which the past is represented. • Look at representations of the period - museum, cartoons etc. 	<ul style="list-style-type: none"> • Begin to evaluate the usefulness of different sources. • Demonstrate understanding of the fact that people in the past represented events or ideas in a way that persuades others. 	<p>past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <ul style="list-style-type: none"> • Reach informed conclusions about why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. 	<p>lead to different conclusions.</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. • Consider ways of evaluating the accuracy of interpretations - fact or fiction and opinion. • Confidently use the library and internet for research.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<ul style="list-style-type: none"> • Identify different ways in which the past is represented • Explore events, look at pictures and ask questions 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about the past. • Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> • Use a range of sources: documents, printed sources (e.g. archive materials) the internet, databases, pictures, 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, • pictures, photographs, 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use documents, printed sources (e.g. archive materials) the internet, databases, pictures,

	<p>i.e, "Which things are old • and which are new?" or "What were people doing?"</p> <p>• Observe objects from the past and ask questions i.e, "What were they used for?"</p> <p>• Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>• Observe small details in artefacts, pictures.</p> <p>• Select and record information relevant to the study.</p> <p>• With adult guidance to choose sources, begin to use the library and internet for own research.</p> <p>• Ask questions and find answers about the past.</p>	<p>music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence and build up a picture of a past event.</p> <p>• Ask questions and find answers about the past.</p> <p>• Select relevant material to present a picture of one aspect of life in time past.</p> <p>• Ask a variety of questions.</p> <p>• Begin to use the library and internet for research.</p>	<p>• Begin to identify primary and secondary sources.</p> <p>• Select relevant sections of information.</p> <p>• Use the library and internet for research with increasing confidence.</p> <p>• Select reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>• Investigate own lines of enquiry by speculating and posing questions to answer.</p>	<p>photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>• Synthesise knowledge gathered from several sources together in a fluent account.</p> <p>• .Suggest omissions and the means of finding out.</p> <p>• Select reliable sources of evidence to answer questions, realising that there is often not a single answer to historical question.</p> <p>• Investigate own lines of enquiry by speculating and posing questions to answer.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Org ani sati on and com muni cation	<ul style="list-style-type: none"> • Classify events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. • Communicate their knowledge about the past through talking, drawing pictures, role play, making models, writing and using ICT. 	<ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, • drawing, role-play, making models and using ICT. 	<ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, • diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, • diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. • Select and organise information to produce structured work, making appropriate use of dates and terms.

Progression in History



EYFS and KS1

Skills progress from *Recognise* to *Reason/Speculate*

Year 3 and 4

Skills progress from *Summarise* to *Demonstrate Understanding*

Year 5 and 6

Skills progress from *Empathise* to *Hypothesise*

Subject skill	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	‘Say what you see’. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil’s school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.

Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.

History Curriculum Map

St. Margaret's KS1 and KS2 History Curriculum 2020-2021

	Autumn term	Spring term	Summer term
Year 1		Spring 2: Hi1/1.3 <u>Lives of significant individuals</u> Mary Seacole and Florence Nightingale (<i>writing in other subjects</i>)	Hi1/1.1 <u>Changes within living memory</u> Technology
Year 2	Hi1/1.3 <u>Significant historical events, people and places in their own locality</u> Ernest Shackleton	Hi1/1.2 <u>Events beyond living memory that are significant nationally</u> Great Fire of London King Charles II/ Thomas Farriner/ Samuel Pepys	
Year 3	Hi2/1.1 <u>Pre-Roman Britain</u> Changes in Britain from Stone to Iron Age	Hi2/1.2 <u>Roman Britain</u> - Roman empire and its impact on Britain	
Year 4	Autumn 1: Hi2/1.3 (Anglo-Saxons and Scots) Autumn 2: Hi2/1.4 (Anglo-Saxons and Vikings)		Hi2/2.3 <u>Ancient Egypt</u>
Year 5	Hi2/2.1 <u>Local History</u> WW2: eg St. Marychurch bombing, Torquay blitz		Hi2/2.4 <u>Ancient Greece</u>
Year 6	Hi2/2.2 <u>Extended chronological study: Victorians</u> <u>2.2b (changes in an aspect of social history</u> - eg crime and punishment/tourism and leisure Hi2/2.1 <u>Local History</u> (linked to Victorians: Brunel, Singer)		Hi2/2.4 <u>Ancient Greece (2021 only)</u>

<u>St. Margaret's KS1 and KS2 History Curriculum from 2021-2022 onwards</u>			
	Autumn term	Spring term	Summer term
Year 1		Spring 2: Hi1/1.3 <u>Lives of significant individuals</u> Mary Seacole and Florence Nightingale (<i>writing in other subjects</i>)	Hi1/1.1 <u>Changes within living memory</u> Technology
Year 2	Hi1/1.3 <u>Significant historical events, people and places in their own locality</u> Ernest Shackleton	Hi1/1.2 <u>Events beyond living memory that are significant nationally</u> Great Fire of London King Charles II/ Thomas Farriner/ Samuel Pepys	
Year 3	Hi2/1.1 <u>Pre-Roman Britain</u> Changes in Britain from Stone to Iron Age	Hi2/1.2 <u>Roman Britain</u> - Roman empire and its impact on Britain	
Year 4	Autumn 1: Hi2/1.3 (Anglo-Saxons and Scots) Autumn 2: Hi2/1.4 (Anglo-Saxons and Vikings)		Hi2/2.3 <u>Ancient Egypt</u>
Year 5 (Year A of 2-year rolling programme)	Hi2/2.2 <u>Extended chronological study: Tudors</u> 2.2a - the changing power of monarchs (Henry VIII)		Hi2/2.4 <u>Ancient Greece</u>
Year 5 (Year B of 2-year rolling programme)	Hi2/2.1 <u>Local History</u> WW2: eg St. Marychurch bombing, Torquay blitz, Exercise Tiger		Hi2/2.4 <u>Ancient Greece</u>
Year 6	Hi2/2.2 <u>Extended chronological study: Victorians</u> (including Hi2/2.1 - Local history (Brunel, Singer)		Hi2/2.5 <u>Non-European Study</u> - Mayans

National Curriculum

Key Stage 1

Hi1/1.1 **(Year 1 - technology)** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 **(Year 2- Great Fire of London, Samuel Pepys, Christopher Wren, King Charles II)** events beyond living memory that are significant nationally or globally *e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

Hi1/1.3 **(Year 1 - Nightingale and Seacole)** 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 *e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, 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 and Edith Cavell*

Hi1/1.3 **(Year 2 - explorers -Shackleton)** significant historical events, people and places in their own locality.

Key Stage 2

Hi2/1.1 Pre-Roman Britain (Year 3)

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age *This could include:*

- a. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- b. *Bronze Age religion, technology and travel, for example, Stonehenge*
- c. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

Hi2/1.2 Roman Britain (Year 3)

Pupils should be taught about the Roman empire and its impact on Britain. *This could include:*

- a. *Julius Caesar's attempted invasion in 55-54 BC*
- b. *the Roman Empire by AD 42 and the power of its army*
- c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
- d. *British resistance, for example, Boudica*
- e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

Hi2/1.3 Anglo-Saxons & Scots (Year 4)

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots *This could include:*

- a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- b. *Scots invasions from Ireland to north Britain (now Scotland)*
- c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- d. *Anglo-Saxon art and culture*
- e. *Christian conversion – Canterbury, Iona and Lindisfarne*

Hi2/1.4 Anglo-Saxons & Vikings (Year 4)

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- a. *Viking raids and invasion*
- b. *resistance by Alfred the Great and Athelstan, first king of England*
- c. *further Viking invasions and Danegeld*
- d. *Anglo-Saxon laws and justice*
- e. *Edward the Confessor and his death in 1066*

Hi2/2.1 Local History (Year 5 -WW2; Year 6 - Victorians)

Pupils should be taught about an aspect of local history *For example:*

- a. *a depth study linked to one of the British areas of study listed above*
- b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

Hi2/2.2 Extended chronological study (Year 5 – Tudors; Year 6 - Victorians)

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- a. **(Y5 Tudors - Henry VIII)** *the changing power of monarchs using case studies such as John, Anne and Victoria*
- b. **(Y6 Victorians - crime and punishment/tourism and leisure)** *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
- c. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- d. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

Hi2/2.3 Ancient Civilizations (Year 4 - Ancient Egypt)

Pupils should be taught about 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:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

Hi2/2.4 Ancient Greece (Year 5)

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Hi2/2.5 Non-European Study (Year 6 Mayans)

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300

Examples of History Collectables and Planning

Collectables

Timeline of key events

1837	Victoria becomes queen at the age of 18.
1838	Charles Dickens' 'Oliver Twist' is published
1840	Victoria marries her German cousin, Prince Albert.
1842	Mines Act ends child labour
1845-1849	Ireland suffers the Great Potato Famine - about 800,000 people died
1851	1 May: The Great Exhibition opens
1854-1856	Crimean War The Crimean War was fought between Russia and an alliance of Britain, France and Turkey.
1854	A cholera epidemic led to demands for a clean water supply and proper sewage systems in the big cities
1859	Charles Darwin's 'On the Origin of Species' is published
1860	The first public flushing toilet opens
1861	Prince Albert, dies aged 42. Victoria begins a long period of mourning and withdrawal from public life.
1870	Education Act means school for everyone. Charles Dickens dies.
1891	Free education for every child
1901	22 January: Victoria dies and is succeeded by Edward VII

The Victorians

Prominent Figures



Queen Victoria
The Victorians are named after Queen Victoria. She ruled Britain and the British Empire for 64 years.

Charles Dickens

He was a famous author, who wrote *Oliver Twist* and a *Christmas Carol* as well as many other famous novels. He campaigned for better treatment of children.



Charles Darwin
Darwin created the theory of 'evolution' and is viewed as one of the greatest scientists.



Isambard Kingdom Brunel
Isaac Merritt Singer
We will learn more about these two very important men and their local connections.



Key Vocabulary

Monarch— The King or Queen of a country. *Queen Victoria was the monarch.*

Reign— How long someone is in charge. *Victoria's reign lasted over 60 years.*

Social class— When people are put into groups according to the amount of money they have or whose family they are in.

Industry— A group of businesses that make the same thing. *The cotton industry produced lots of clothing in Victorian times.*

Revolution— When things completely change.

Reform— When someone changes something to try to make it better.

Poverty— The state of being incredibly poor.

Big Questions

Would you like to be a Victorian child?

Were the Victorians *vile*, villainous or victorious?

Why were Brunel and Singer important people?

What did the Victorians do for us?

ANGLO SAXONS AND THE VIKINGS

A ST MARGARET'S ACADEMY YEAR 4 HISTORY COLLECTIBLE

Key Vocabulary

Danegeld	"Paying the Dane". King Etheric paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.
exile	To be sent away.
invade	To enter and occupy land.
kingdom	An area ruled by a king.
longship	A long, wooden, narrow boat used by the Vikings.
outlawed	Having all property taken away and no longer being able to live in the community.
papans	A religion where many gods and goddesses are worshipped.
pillaged	To violently steal something.
raid	A surprise attack.
wergild	A payment system used to settle disputes between a criminal and the victim or their family.

The Early Vikings

The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called **longships** and first arrived in Britain around AD 787. The Vikings **raided** places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.



The Vikings also wanted to claim land and tried to take over much of Britain. They **invaded** and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.

Anglo-Saxon Kings

The kings of Anglo-Saxon Britain each ruled their own **kingdom** and the people in it. They fought to defend their **kingdom** or take control of other **kingdoms**. When the Anglo-Saxons first settled in Britain, there were seven **kingdoms**, but by AD 878 there was just one **kingdom** left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.



KEY SKILLS

Offer a reasonable explanation for some events.
Demonstrate understanding of the fact that people in the past represented events or ideas in a way that persuaded others.
Use evidence to reconstruct life in the period of time studied.

KNOWLEDGE

To understand why the Vikings came to Britain and how it impacted on the culture there.
To know what led to the eventual conquering of the Vikings.

OUTCOMES

To write a diary entry following a hard-fought battle (English).
To create a stop-frame animation of a Viking invasion. (ICT/Art)



Planning

Link to FS and KS1 long term plans: https://drive.google.com/drive/folders/1O3JP-TCsLd6u0bppP0QCyEmtE6F1_vml

Link to KS2 long term plans: https://drive.google.com/drive/folders/1h_eWCJZEiuA3rKo7MFv6EHs0pgQsA5iu

Link to example KS2 medium term plan: https://docs.google.com/document/d/12t4ptTIRa3Ns0IDNcjaPx80FHhY_43Mi/edit