



History

Statement of Intent, Implementation and Impact

Intent

Our aim is for all children at Humshaugh C of E (Aided) First School to develop a deep love of History. We strive to engage our children in learning about the past, how it has shaped our present and its impact on our future. We hope to provide children with the knowledge and understanding they need to successfully evaluate the significance of past events. In line with our Vision – ‘Being Good Soil’, our primary aim is that we can learn from the historical lives of others and significant events to help shape our own lives and build better futures by being stewards of the past.

Implementation

We promote passion for History by delivering a range of rich, well-planned historical learning experiences to provide stimulating, real-life contexts for our children. We create opportunities for our children to use their own understanding of our world to meaningfully acknowledge the impact of the past. We establish the chronology of significant historical moments (both nationally and around the world) to create a virtual roadmap for children to use when sequencing events of the past. We host themed whole-school history events that immerse children into various historical concepts and link topics progressively across year groups. We are proud of our heritage and our history curriculum incorporates the significance of the Romans and their impact in Britain. This is enhanced by visits which include, Chesters Roman Fort, Vindolanda and Housesteads.

Our History curriculum is further enriched by our Forest School programme which enables us to ‘bring history to life’ for our children, with afternoons spent in Saxon settlements, Roman camps, Viking villages, or as prehistoric hunter-gatherers. The children leave the world of school behind as they take part in immersive activities, for example foraging for wild food, making their own Viking weapons

and tools, or taking part in archaeological digs. In this setting, children are able to role play and imagine freely and to let the awe and wonder of this subject really sink in.

Impact

Our children are passionate historical learners who enjoy understanding more about the past. They are able to successfully sequence significant moments within our country's history and can establish clear links between 'then' and 'now'. Our children are enthusiastic to work collaboratively as a whole school and can create a fuller picture, as a team, through research and feedback assemblies.

TOPIC OVERVIEW

CYCLE A

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS (Knowledge and Understanding)	ALL ABOUT ME Look at simple calendars and talk about what they did yesterday Compare themselves as a baby to now Simple family tree Toys from the past	TRADITIONAL TALES 1	WHAT IS IT LIKE IN THE WOOD AND IN THE JUNGLE?	WEATHER AND GROWING THINGS	PIRATES AND THE SEA	PIRATES AND THE SEA
YEAR 1/2	GREAT FIRE OF LONDON		SIGNIFICANT FIGURES IN HISTORY e.g. NEIL ARMSTRONG MOON LANDINGS		SIGNIFICANT FIGURES IN HISTORY e.g. GRACE DARLING	
YEAR 3/4	ANGLO SAXONS / VIKINGS		VIKINGS/IRON AGE		ROMAN EMPIRE	

CYCLE B

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS (Knowledge and Understanding)	MAGICAL ME/HOW I AM CHANGING	TRADITIONAL TALES 2	WHAT IS IT LIKE IN THE WINTER IN THE UK AND ARCTIC?	PEOPLE WHO HELP US Learn about helpful people in the past e.g. Florence Nightingale and Grace Darling	ALL AROUND THE WORLD: WHAT IS IT LIKE IN OTHER COUNTRIES?	ALL AROUND THE WORLD: WHAT IS IT LIKE IN OTHER COUNTRIES?
YEAR 1/2	SIGNIFICANT FIGURES IN HISTORY GUY FAWKES SAMUEL PEPYS		SIGNIFICANT FIGURES IN HISTORY e.g. CHRISTOPHER COLUMBUS		SIGNIFICANT FIGURES IN HISTORY e.g. MARY SEACOLE FLORENCE NIGHTINGALE	
YEAR 3/4	ANCIENT GREECE		STUDY OF AND ASPECT OR THEME BEYOND 1066		STONE AGE TO BRONZE AGE	

Progression of key skills from EYFS– Y4

	Historical understanding	Concepts	Sources	Interpretations	Vocabulary
Early Years	<ul style="list-style-type: none"> To begin to differentiate between the past and present events in their own lives and in the lives of family members They understand similarities and differences between themselves and others, those of other members of the family or friends and among families, communities and traditions Questions to investigate 'What do you think?', 'Tell me more about?', 'What will happen if?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then' 				past, present, individual, family, then, now, same, different, order, timeline, sequence, culture, significant events, people, communities, culture, relations
Year 1	To begin to describe similarities and differences in artefacts. To use a range of sources to find out characteristics of the past and why people did things in the past.	To sequence events or objects in chronological order.	To understand what a source is and what it is showing. To use a range of sources as possible. To ask and answer questions related to different sources and objects.	To begin to identify different ways to represent the past e.g. photographs, stories, adults talking about the past.	enemy, ruler, rules/law, war, peace, religion, monarchy, government, parliament, timeline, chronology, past, artefact, period

Year 2	<p>To find out about people and events in other times.</p> <p>To be able to confidently describe similarities and differences from a collection of artefacts.</p> <p>To develop a sense of empathy.</p>	<p>To sequence artefacts closer together in time.</p> <p>To sequence events.</p> <p>To sequence photographs from different periods in their life.</p> <p>To discuss memories of key events in lives.</p>	<p>To learn from a historical source through questions such as why, what, who, how and where.</p> <p>To discuss the effectiveness of sources.</p>	<p>To compare pictures and /or photographs of people and events in the past.</p> <p>To be able to identify different ways to represent the past.</p>	
Year 3	<p>To find about everyday lives of people in the timeframes studied.</p> <p>To compare with our life today.</p> <p>To identify reasons for and results of people's actions.</p> <p>To understand why people may have had to do something.</p>	<p>To place the time studied on a timeline.</p> <p>To sequence events or artefacts.</p> <p>To use dates related to the passing of time.</p>	<p>To use a range of sources to find out about a period in history.</p> <p>To make inferences from sources.</p>	<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To distinguish between different sources and evaluate their usefulness.</p> <p>To look at representations of the period e.g. museum, cartoons.</p>	<p>artefact, conflict, conquest, coronation, empire, tribe, settlement, military, century, decade, colony, monarchy, society, parliament, suffrage, revolution, political, migration,</p>

Year 4	<p>To use evidence to reconstruct life in time studied.</p> <p>To identify key features and events.</p> <p>To look for links and effects in times studied.</p> <p>To offer a reasonable explanation for events.</p>	<p>To place events from the period studied on a timeline.</p> <p>To use terms related to the period and begin to date events.</p> <p>To understand more complex terms e.g. BC & AD.</p>	<p>To use sources to build up a picture of a period in time.</p> <p>To use sources to explain ideas and present a picture of one aspect of life in time past.</p>	<p>To look at the evidence available.</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>To compare similarities and differences between interpretations including those of historians.</p>	<p>immigration, court, emperor, economic, social class, democracy, era, invaders, settlers, settlement, chronology, artefacts, civilisation, primary, secondary, source, reliability, period</p>
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