**Intent:**

At New Brighton Primary School, History is a valued part of the curriculum, we believe that high-quality history lessons ignite children’s curiosity and inspire them to want to learn about the past and the wider world and to think and act as historians. Our children become historians through opportunities to investigate and interpret the past; develop an understanding of chronology and use of historical vocabulary; build an overview of Britain’s history as well as that of the wider world; know about significant people and events from the past, and think critically about history and communicate their ideas confidently. Children are encouraged to develop their skills and knowledge, through researching, exploring artefacts and other historical sources of evidence and engaging in discussion. We believe it is crucial to develop children’s understanding of the importance of the past and how it affects the way that we live today. Learning from the past develops pupils’ moral, social and cultural awareness, valuable skills that will prepare them for their future.

**Implementation:**

Our history projects are well sequenced to provide a coherent subject scheme that develops children’s historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project *Dynamic Dynasties* is taught alongside the art and design project *Taotie* to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities to revisit historical concepts in some of the spring term geography projects.

Key Stage 1

In Year 1, children begin the autumn term by studying the project *Childhood*. This project builds on children’s past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project *School Days*. This project enables children to learn the history of our school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project *Movers and Shakers*. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project *Magnificent Monarchs*. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project *Through the Ages*. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge ofthe chronology of British history in the project *Emperors and Empires*. This project teaches children about theRoman Empire, its invasion of Britain and Britain’s ensuing Romanisation.

In the autumn term of Year 4, children resume their learning about British history in the project *Invasion*. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project *Ancient Civilisations*. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project *Dynamic Dynasties*. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project *Groundbreaking Greeks*. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project *Maafa*. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain’s role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project *Britain at War*. This project enables children to study the role war has played in Britain’s history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

**Impact:**

Our History curriculum provides a clear progression of knowledge and skills across the year groups and is designed with opportunities to build on previous learning, deepening children’s knowledge and skills. Formative and summative assessments allow teachers to identify gaps in knowledge and learning to ensure all children make at least good progress from their starting points, so children reach at least age-related expectation. Our History curriculum will lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.

Children will also develop:

* A good knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain’s past;
* A secure knowledge and use of a range historical vocabulary;
* A good understanding of chronology;
* A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and how and why people interpret the past in different ways;
* A respect for historical evidence and the ability to make effective use of it to support their learning;
* The ability to think critically about history and communicate ideas confidently;
* The ability to support, evaluate and challenge their own and others’ views using historical evidence from a range of sources;
* The ability to think, reflect, discuss and evaluate the past by formulating questions and lines of enquiry;
* An understanding of the importance of the past and how it affects the way that we live today.

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| **Key Skills: EYFS** |
| Explore and discuss similarities between aspects of their life in the past, using book, stories and pictures. |
| Order and sequence a familiar evet using words relating to the passage of time, including yesterday, last week, before, then. |
| Say how they have changed over time. |
| Be aware of people and events from the past by sharing books and looking at photographs. |
| Explore and talk about pictures, storie and information book on the theme of royalty. |
| Share stories and talk about events in the past. |
| Share stories and talk about significant people who lived in the past. |
| Describe some similarities and differences between things in the past and the present. |
| Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. |
| Begin to notice similarities and differences betweeb life now and in the past. |
| Begin to spot similarities and differences between pictures of the past and the modern day. |
| Begin to use words relating to the passage of time when retelling a past event. |
| Comments and asks questions about objects from the past. |
| Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celbrations. |
| Talk about past and present events in their own lives and those who are important to them. |
| Put familiar events in chronolgical order, using pictures and discussion. |
| Explore and talk about important events in the school or locality’s history. |
| Recognise and discuss how they have changed from when they were babies. |
| Discuss how the local environment hachanged over time using photographs and first-hand experiences. |
| Recognise and begin to talk about how their lives have changed as they have grown. |
| **Vocabulary.** |
| compare now past modern old change yesterday next king royaldifferent then present new older before last week after that queen crownsimilar future oldest last year first prince castle long ago finally princess |

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| **Key Skills: YR1** |
| Identify similarities and differences between ways of within or beyond living memory. |
| Describe changes within or beyond living memory. |
| Describe a significant historical event in British history. |
| Create stories, pictures, independent writing and role-play about historical events, people and periods. |
| Order information on a timeline. |
| Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, yesterday, last week, last year. years ago and a long time ago). |
| Use a range of historical artefacts to find about the past. |
| Express an opinion about a historical source. |
| Describe the role of a monarch. |
| Identify some key features of a significant historical event beyond living memory. |
| Understan the tern significant and explain why a significant individual is important. |
| Vocabulary. |
| compare here before today first artefact family tree stage British Empiredifference now after yesterday next object baby generation Victorian era similarity then tomorrow after that museum toddler order Queen Victoriaclue past last week finally evidence child decade Prince Albertobservation present last month timeline adult rulechange future weeks ago elderly last year parent a year ago grandparent many years ago great grandparent a long time ago |

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| **Key Skills: YR2** |
| Describe how an aspect of life has changed over time. |
| Sequence significant information in chronological order. |
| Use historical models to make judgements about significance and describe the impact of a significant historical individual. |
| Describe and explain the importance of a significant individual’s achievements on British history. |
| Describe, in simple terms, the importance of local events, people and places. |
| Present historical information in a simple non-chronological report, indpendent writing, chart, structural model, fact file, quiz, story or biograchy. |
| Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. |
| Use historical sources to begin to identify viewpoint. |
| Describe the everyday lives of people in a period within or beyond living memory. |
| Describe what it was like to live in a different period. |
| Explain why an event from the past was significant. |
| Describe the hierarchy of a past society. |
| Use the historical terms, year, decade and century. |
| **Vocabulary.** |
| compare past order artefact achievement exploration monarch hierarchydifference present chronological order object impact discovery sovereign powersimilarity present day chronology museum action technology reign ruleevidence in the past historical period monument importance voyage ruler wealthrank year century significant kingdom societypositive date decade parliament class negative sequence government absolute power timeline |

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| **Key Skills: YR3** |
| Describe the everyday lives of people from past historical periods. |
| Describe the roles of tribal communities and explain how this influenced everyday live. |
| Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. |
| Describe ways in which human invention and ingenuity have changed how people live. |
| Describe how a significant event or person in British history changed or influenced how past people live today. |
| Sequence dates and information from several historical periods on a timeline. |
| Explain the similarities and differences between two periods of history. |
| Summarise how an aspect of British or world history has changed over time. |
| Use historical terms to describe different periods of time. |
| Explain the cause and effect of a significant historical event. |
| Make deductions and draw conclusions about the reliability of a historical source or artefact. |
| Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. |
| Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. |
| Describe the hierarchy and different lives in past civilisations. |
| Describe the significance and impact of power struggles on Britain. |
| Describe the ‘Romanisation’ of Britain, including the impact of technology, cultures and beliefs. |
| Describe the achievements and influences of the ancient Romans on the wider world. |
| Explain the cause, consequences and impact of invasion and settlement in Britain. |
| Analyse a range of historical information to explain how an international event has impacted the locality. |
| Make choices about the best ways to present historical accounts and information. |
| Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. |
| Ask well composed historical questions about aspects of everyday life in ancient periods. |
| **Vocabulary.** |
| analyse historical source century cause settlement invasion social hierarchy emperorcontrast primary source decade consequence slavery conquest status empireconsider secondary source era effect trade discovery tribe monarchyevaluate accurate millennia impact druid rebellion chief kingdomenquiry reliability prehistory influence pagan short term upper class republicpro interpretation circa continuity long term lower class reigncon viewpoint AD extinct Romanisation freedom governmentclarify biased BC Roman freemen judgeinterpretation proof Bronze Age slaves governor Iron Age absolute power senate Stone Age senator |

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| **Key Skills: YR4** |
| Describe the ‘Romanisation’ of Britain, including the impact of technology, cultures and beliefs. |
| Explain the cause, consequences and impact of invasion and settlement in Britain. |
| Describe the significance and impact of power struggles on Britain. |
| Describe and explain the impact of a past society on a local settlement or community. |
| Describe a series of significant events, linked by a common theme, that show changes over time in Britain. |
| Compare and contrast two civilisations. |
| Sequence significant dates about events within a historical time period on historical timelines. |
| Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. |
| Construct a profile of a significant leader using a range of historical sources. |
| Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object’s owner. |
| Identify bias in primary and secondary sources. |
| Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint. |
| Explain in detail the multiple causes and effects of significant events. |
| Describe the hierarchy and different lives in past civilisations. |
| Construct an narrative, chronolgical or non-chronological account of a past civilisation, focusing on tehri features and achievements. |
| Create an indepth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hieracrchy). |
| Use more complex historical terms to explain and present historical information. |
| Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. |
| Explain how artefacts provide evidence of everyday life in the past. |
| **Vocabulary.** |
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| **Key Skills: YR5** |
| Describe the significance, impact and legacy of power in ancient civilisations. |
| Create an indepth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hieracrchy). |
| Study a feature of a past civilisation or society. |
| Explain why an aspect of world history is significant. |
| Articulate and organise important information and detailed historical accounts using topic related vocabulary. |
| Compare and contrast an aspect of history across two or more periods studied. |
| Sequence significant dates about events within a historical time period on historical timelines. |
| Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. |
| Use range of historical sources or artefacts to build a picture of a historical event or person. |
| Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. |
| Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. |
| Describe the achievements and influence of the ancient Greeks on the wider world. |
| Explain how everyday life in an ancient civilisation changed or continued during different periods. |
| Frame historically valid questions about continuity and change and construct informed responses. |
| Sequence and make connections between periods of world history on a timeline. |
| Find evidence from different sources, identify bias and for balanced arguments. |
| **Vocabulary.** |
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| **Key Skills: YR6** |
| Articulate the significance of a historical person, event, discovery or invention in British history. |
| Create an indepth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hieracrchy). |
| Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. |
| Describe and explain the common traits and motives of leaders and monarchs from different historical periods. |
| Articulate and present a clear, chronological world history narrative within and across historical periods studied. |
| Use abstract terms to express historical ideas and information. |
| Describe the causes and consequences of a significant global event. |
| Describe the growth of the British economy and the ways in which its growth impacted on British life. |
| Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. |
| Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. |
| Ask perceptive questions to evaluate an artefact or historical source. |
| Identify different types of bias in historical sources and explain the impact of the bias. |
| Describe some significant achievements of mankind and explain why they are important. |
| Present a detailed historical narrative about a significant global event. |
| Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. |
| Present an in-depth study of a local town or city, suggesting how to source the required information. |
| Articulate the significance of a historical person, discovery or invention in British history. |
| Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. |
| Describe the causes and consequences of a significant event in history. |
| Describe or explain the significance of a leader or monarch. |
| **Vocabulary.** |
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