

History at Egginton Primary School



Intent

At Egginton Primary School it is our aim to instil in our pupils a love of history, a curiosity and fascination about history, which will remain with them for the rest of their lives. We believe that the delivery of high quality history lessons will inspire our pupils to want to know more about the past and, in turn, enable them to think and act as historians, leading to a better understanding of the society in which they live. We aim to fulfil the requirements of the National Curriculum for history, providing a broad, balanced and differentiated curriculum that ensures the progressive development of historical concepts, knowledge and skills from EYFS up to the end of KS2 that is inclusive of all pupils. Through the delivery of a high-quality history education, using our thematically linked curriculum as a platform, we want our pupils to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to provide our pupils with the appropriate historical vocabulary they need to note connections, contrasts and trends over time. We want them to develop the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation; skills they can one day deploy in all aspects of their lives.

Implementation

With our current year groups and mixed classes, we have implemented either a two-yearly cycle of curriculum themes that ensure consistently high standards of teaching and learning in history and an assurance that all aspects, knowledge and skills of the subject are being taught progressively and in depth. History is taught as a series of lessons and, usually, on a termly basis. Our history subject focus sits within the overall termly curriculum theme. For example, in our curriculum theme ‘Power’ our lower Key Stage 2 pupils explore this concept within the context of World War 2 including the physical power demonstrated by nations as they clashed on the battlefield as well as the spiritual and emotional power required by children and families torn apart by the war and evacuation. Elsewhere in school our Upper Key Stage 2 reflect on the plague and the power of the community of Eyam to resist it, contain and fight it. Wherever possible, enrichment visits are carried out to further deepen pupils historical understanding.

Curriculum Map

	Autumn Cycle 1	Spring Cycle 1	Summer Cycle 1	Autumn Cycle 2	Spring Cycle 2	Summer Cycle 2
Whole School Theme	<i>In Their Shoes</i>	<i>Out of This World</i>	<i>On Our Doorstep</i>	<i>Power</i>	<i>Long, Long Ago</i>	<i>Amazing Journeys</i>
Key Stage 1 Core Learning	Significant person in history	Famous scientist Changes within living memory.	Significant events in history	Kings and Queens The lives of significant individuals in the past	Significant events in history	

<p>Content and Aims in History</p>	<p><i>Samuel Pepys and the Great Fire of London</i></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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</p>	<p>Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>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</p> <p>Significant historical events, people and places in their own locality.</p>	<p>who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p>	
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<p>Lower Key Stage 2 Core Learning Content and Aims in History</p>	<p><u>THE ROMANS</u> Describe when the Romans conquered Britain & recall facts about the Romanisation of Britain. Describe aspects of Roman Britain. Ask and answer questions to show understanding. Use sources to appreciate how an accurate picture of the past can be built up. Recognise how Britain has been influenced and shaped by the Roman occupation.</p>			<p><u>WWII</u> The outbreak of War – To explain why WWII began, know the main countries involved and order key events on a timeline. The Home Front – To describe how people on the home front contributed to the war effort during World War II. The Armed Force – To describe the roles and responsibilities of the armed forces during World War II. The Battle of Britain -To describe events of the Battle of Britain and explain why it was a turning point in the war. Entertainment in War Time Britain – To describe what people did for entertainment during wartime Britain. Commemorative Events - To describe how and why World War II events are commemorated and plan a commemorative event of my own.</p>	<p><u>Ancient Greeks</u> Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline. Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the</p>	
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					<p>ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p>Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases.</p> <p>Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same?</p> <p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts,</p>	
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					<p>including written narratives and analyses of the Battle of Marathon. Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses. Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War.</p>	
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<p>Upper Key Stage 2 Core Learning Content and Aims in History</p>	<p>Ancient Egypt</p> <p><i>Understand what was important to people during ancient Egyptian times.</i></p> <p><i>Compare the powers of different Egyptian gods.</i></p> <p><i>Find Egypt on a map.</i></p> <p><i>Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.</i></p>			<p>Local History Study (Eyam and the Plague)</p> <p>Develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and 	<p>Maya Civilisation</p> <p>Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.</p> <p>Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.</p> <p>Research and provide some of their own ideas about the significance of corn and chocolate. Describe the different features of Maya cities and be able to appreciate what it would have been like to live</p>	

				<p>describe in some detail the main changes to an aspect in a period in history;</p> <p>Compare and contrast people's responses to the plague with the modern pandemic.</p>	<p>there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation</p>	
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Progression of knowledge and skills

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Historical Interpretations	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past;

			<ul style="list-style-type: none"> d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as

		<p>such as maps to build up a clearer picture of the past;</p> <ul style="list-style-type: none"> d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> d order an increasing number of significant events, movements and dates on a timeline using dates accurately; e accurately use dates and terms to describe historical events;

	<ul style="list-style-type: none"> e 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. 		<ul style="list-style-type: none"> f understand and describe in some detail the main changes to an aspect in a period in history; g understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p>Knowledge and understanding of events, people and changes in the past</p>	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

<p>Key Vocabulary Progression (Pupils will understand the concept behind the word)</p>	<p>By the end of Key Stage 1: history past present future timeline old new compare sources cause effect era period</p>	<p>By the end of Lower Key Stage 2: ancient civilisations archaeology achievements chronology comparison similarities differences primary sources secondary sources reliability modern time period century decade significant impact consequence facts opinion influence</p>	<p>By the end of Upper Key Stage 2: civilisation archaeologists artefacts achievements legacy reign millennium comparison primary evidence secondary evidence period era century decade monarch society legacy comparison consequences impact cause and effect bias point of view objectivity subjectivity</p>

