

## History Overview

### Intent

Learning history is important at St. Paul's as we believe **inspiring learning** about the past will help our pupils reflect on their own lives in the present. We want to **inspire** pupils' **curiosity** to know more about the past. We believe our teaching of history should **equip** pupils to ask **perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.**

We believe **high quality** teaching of history will help pupils gain an understanding of the modern world. It will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We will articulate our school values of compassion, hope, trust, wisdom, perseverance and respect. We believe the values of **respect, wisdom** and **compassion** are particularly relevant in the history curriculum so that children can learn from the past in order to understand global issues related to the present.

At St. Paul's we believe an **enquiry approach** to the teaching of history is fundamental. Each history unit has key questions which need to be researched and then answered during the course of a unit. As the children progress, more emphasis is placed on independent enquiry. In each year group children are taught important **enquiry skills** so that by the time they reach Year 6, they are given the opportunities to frame their own enquiries about particular topics of interest.

### Implementation

Our history long term overview and skills progression document help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. Our curriculum aims to **develop historical skills and concepts** which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which

are revisited throughout different units, are: Historical Interpretations; **Historical Enquiry; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.**

The coverage of recent history in KS1 such as 'Toys' and 'Travel and Transport' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. The intent in KS2 is to provide a range of historical topics which allow children to build on their understanding of chronology and provide units which provide coverage of different periods and societies. In upper key stage 2 there is a mix of ancient and modern history allowing children to truly develop and embed a sense of time and how civilisations were interconnected.

In all our teaching and learning, we intend to **inspire** pupils and practitioners to develop a **love** of history and see how it has **shaped** the world they live in.

## **Impact**

The impact of good quality teaching following the progression grid and the curriculum overview as well as the use of resources such as espresso, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent, with historical technical vocabulary displayed, spoken and used by all learners. There will be a clear progression throughout the school in the key skills with Year 6 having a sound grasp of chronology as well as a sound grasp of the other key skills particularly the ability to construct and complete a historical enquiry.

## **Rationale for History Teaching at St Paul's Primary**

We use the National Curriculum (NC) for history as the basis for our teaching and we cover the entire curriculum content specified.

The aims of history at St. Paul's are:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of vocabulary
- understand historical **concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts

### **Historical Enquiry**

At St. Paul's we believe an enquiry approach to the teaching of history is fundamental. Each history unit has key questions which need to be researched and then answered during the course of a unit. In each year group children are taught important enquiry skills so that by the time they reach Year 6, they are given the opportunities to frame their own enquiries about particular topics of interest. Our progression grid illustrates how we model historical enquiry throughout the school to enable children to become more independent learners.

### **Links with English, maths and other subjects**

The progression grid highlights the importance of organisation and communication and this aspect of the history curriculum is fundamentally linked to English. We also link to the maths curriculum through the study of chronology. Where appropriate we make links with other subjects, e.g. with science when investigating people who have developed useful new materials, e.g. John Dunlop, John McAdam and in R.E when exploring key dates and personalities.

### **Progression**

In our planning, we aim to integrate essential knowledge with key elements of historical thinking, such as chronological understanding, historical enquiry, cause, consequence, change, continuity, significance and interpretation. It is the key elements of historical thinking that inform our progression framework (see separate section outlining progression in history) and it is by use of this that teachers are able to ensure that each topic is taught at an appropriate level and are able to differentiate work in history.

### **Developing Chronology**

We endeavour to develop children's understanding of chronology as it is something with which many of them struggle. We note that it is a key aspect of history that Ofsted history reports have indicated is of national concern. The progression of skills outlined below shows how we develop this important skill.

### **SMSC**

History has many links to SMSC. In particular, we aim to ensure that through history, children engage with the British values of democracy, the rule of law & individual liberty. Our intention is that through this they will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. [L]  
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### **Links to School Values**

History also has many links to our school values of perseverance, trust, hope, respect and Wisdom and Compassion. During the teaching of history these school values will be explored. For example in the teaching of Florence Nightingale the values of compassion and trust will be explored. Similarly in the teaching of World War 2 the value of perseverance will be explored with links to the perseverance shown by soldiers and civilians at the time.

In the teaching of history we also aim to focus on the school aims of Inspiring Learning; Nurturing Wholeness. We aim for the teaching and learning in history to be engaging and thought provoking inspiring children to want to find out more about particular topics of interest.

### **Out of Classroom Learning and use of the Local Community**

Where possible we endeavour to bring history alive in lessons by use of artefacts, our expert local museum staff (Dorking) and the staff of Surrey History Centre. We also try to use other local expertise when we can, e.g. using parents who are nurses so we can compare nursing in different eras when looking at Florence Nightingale. We invite Grandparents to provide eyewitness accounts of key events. Further, during a unit there will often be a discovery day where an outside company will be used to enhance the learning. EG: Greek theatre company, Roman Re-enactment Company. We also try to ensure that children have opportunities to work outside the classroom, e.g. local buildings historical survey, visit Butser Ancient Farm, Imperial War Museum.

### **History Monitoring**

The history leader monitors the quality of history teaching and learning.

## Curriculum Overview

	Autumn		Spring		Summer	
<p>Reception Understanding the World</p> <p>PSED</p>	<p>In my house lives... Looking at different family members Our bodies – observing changes over time (eg using baby photos to compare</p> <p>People and Communities Range 6</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<p>Discuss family customs- past and present events Looking at different events such as Christmas and comparing the differences over time Remembrance Sunday People and Communities Range 6</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<p>Chinese new year- looking at different celebrations</p> <p>People and Communities Range 6</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<p>Spring- Look at growth – I was a baby, now I am four</p> <p>Pancake Day and Easter Traditions Describe special times Discuss similarities and differences with others</p> <p>People and Communities Range 6</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul> <p>Statutory ELG: Past and Present Children at the expected level of development will: -</p>	<p>Shows interest in occupations and looking at different occupations around the world</p> <p>People and Communities Statutory ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> </ul>	<p>Talking about the past – what people used to wear at the beach compared with now Comparing what you find at the seaside/countryside.</p> <p>People and Communities Statutory ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

				- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;		
<b>Year 1</b>		Famous explorers from history. Asking questions.		Toys through time. Simple timelines		History of different types of transport
Chronological Understanding	Recognise and use everyday terms about the passing of time, e.g. old, new, today, yesterday, a long time ago, earlier, later, before, after, next, first, and including days of the week, weeks, months and years ( <i>maths Y1</i> ) Sequence a few events, pictures or objects in chronological order ( <i>maths Y1</i> ) Show awareness that things may be different today compared to earlier times					
Knowledge and understanding of events, people and changes in the past	Show some knowledge and understanding of stories about the past e.g. by retelling in own words Recognise that their own lives are different from the lives of people in the past Show knowledge of changes in their own lives					
Historical interpretation	Begin to understand that the past can be seen in different ways. Understand some of the ways in which we find out about the past and identify different ways in which it is represented Understand some of the ways in which we find out about the past and identify different ways in which it is represented					
Historical enquiry	Ask questions about the past Find answers to some simple questions about the past from sources of information					
Organisation and communication	Talk about stories about the past					
<b>Year 2</b>		Important People – study of Guy Fawkes, Valentine Joe Strudwick, Florence Nightingale and Mary Seacole.	Great Fire of London		Seaside then and now.	

Chronological Understanding	Use common words and phrases relating to the passing of time including use of numbers, e.g. one year ago, 10 years after, 5 months before ( <i>maths Y2</i> ) Arrange events or objects in chronological order on a simple timeline, e.g. one showing: now, when I was born, when mummy was born, when grandpa was born Identify similarities and differences between ways of life in different periods				
Knowledge and understanding of events, people and changes in the past	Choose and use parts of stories and other sources, e.g. pictures, to show knowledge and understanding of key features of events in the past Show awareness that actions have consequences Recognise differences and similarities between ways of life in the past Talk about who was important, e.g. in a simple historical account				
Historical interpretation	Understand some of the ways in which we find out about the past and identify different ways in which it is represented				
Historical enquiry	Ask more open questions about the past. Use sources such as artefacts, pictures and stories to help answer historical questions				
Organisation and communication	Use a wide vocabulary of everyday historical terms to write simple sentences ( <i>English Y2</i> ) about selected appropriate knowledge and understanding of history				
<b>Year 3</b>		Local history, Victorian Dorking	Stone Age to Iron Age This topic will cover the whole of the spring term. Time lines, pre-history and looking at how human life changed across Britain. ~This covers aspects such as housing, tools, food and farming	Stone Age to Iron Age This topic will cover the whole of the spring term. Time lines, pre-history and looking at how human life changed across Britain. ~This covers aspects such as housing, tools, food and farming	
Chronological Understanding	Show understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time Use dates to place events, people and features of particular eras on a timeline including BC and AD dates ( <i>maths Y4</i> ), compare durations of eras or events ( <i>maths Y3</i> ) and make correct use of historical period terms such as ancient, medieval, modern, century and decade Describe similarities and differences within and across different periods and suggest reasons for them				
Knowledge and understanding of events, people and changes in the past	Use simple evidence to show knowledge of some of the main events, people and changes studied Give a reason for the occurrence of an event or action relating to other people in different times and say what happened as a result Demonstrate knowledge of concrete examples of continuity and change over time by identifying what has stayed the same and what has changed, e.g. what clothes rich and poor people wore, how fires were dealt with in different eras				
Historical interpretation	Identify some of the different ways in which the past is represented and interpreted				



Historical enquiry	Ask appropriate historical questions, e.g. about a picture, artefact or story; after research or using sources, propose some additional questions for future consideration Use research skills to answer questions and give some valid reasons to substantiate answers					
Organisation and communication	Communicate knowledge clearly, using paragraphs to organise ideas around a theme and use and spell historical terms accurately					
<b>Year 4</b>	Placing Ancient Egypt on a timeline. Ancient Egyptian houses and settlements. Ancient Egyptian culture and leisure activities. Ancient Egyptian clothes and way of life. Ancient Egyptian hierarchy, religion, and belief system. Ancient Egyptian artefacts	Ancient Egypt · Continued from Autumn 1		Romans in Britain - timeline - who they were - when they were around - What is an Emperor and Empire - Roman army - Boudicca - roads and legacy	Romans in Britain - timeline - who they were - when they were around - What is an Emperor and Empire - Roman army - Boudicca - roads and legacy	
Chronological Understanding	Show understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time Use dates to place events, people and features of particular eras on a timeline including BC and AD dates (maths Y4), compare durations of eras or events (maths Y3) and make correct use of historical period terms such as ancient, medieval, modern, century and decade Describe similarities and differences within and across different periods and suggest reasons for them					
Knowledge and understanding of events, people and changes in the past	Use evidence from sources to show knowledge by being able to describe in detail the stories of events, people and places Show historical understanding by identifying and explaining causes of events and changes and describing and explaining what happened as a consequence. Demonstrate knowledge of continuity and change over time, making links to show how one thing may depend upon another Identify historically significant people and events					
Historical interpretation	Understand some of the ways in which we find out about the past and identify different ways in which it is represented					
Historical enquiry	Devise historically valid questions about change, cause, similarity, difference and significance Begin to construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources					
Organisation and communication	Begin to produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly.					

Year 5		Who were the Anglo Saxons?	Who were the Vikings?		When did the Ancient Greeks live? · Using evidence to learn about the Ancient Greeks · · Ancient Greek beliefs · · Every day life in Ancient Greece · Athens vs Sparta · Legacy of the Ancient Greeks · Greek workshop	
Chronological Understanding	<p>Use dates precisely including BC and AD and say, read and write dates accurately (<i>maths Y6</i>)</p> <p>Have a secure knowledge and understanding of the chronology of the British, local and world history studied</p> <p>Recognise characteristic features of periods and societies studied</p> <p>Pick out connections, contrasts and trends over time within and across different periods</p>					
Knowledge and understanding of events, people and changes in the past	<p>Use secure knowledge and understanding of history to describe and analyse past societies and periods to suggest links between features within and across different periods with reference to some sources used</p> <p>Show understanding of cause and consequence of the main events and changes by showing that some causes and some consequences may be linked, i.e. how one action or event may be dependent upon another</p> <p>Demonstrate knowledge of continuity and change over time, showing understanding of their complexity by, for example, describing them as gradual or rapid, important or unimportant, economic, religious, etc.</p>					
Historical interpretation	<p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Begin to understand how the past can be interpreted in different ways.</p>					
Historical enquiry	<p>Construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources</p> <p>Understand historical enquiry and begin to frame valid enquiries</p>					
Organisation and communication	<p>Produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly, with ideas linked across paragraphs</p>					
Year 6		World War 1 – Trench study.	World War 2 – Impact of War		Mayan Civilization.	
Chronological Understanding	<p>Describe characteristic features of periods and societies studied and place them in a chronological framework</p>					
Knowledge and understanding of events, people and changes in the past	<p>Use secure knowledge and understanding of history to describe and analyse past societies and periods to suggest links between features within and across different periods with reference to some sources used</p> <p>Show understanding of cause and consequence of the main events and changes by showing that some causes and some consequences may be linked, i.e. how one action or event may be dependent upon another</p>					

Historical interpretation	Recognise that the past is represented and interpreted in different ways and suggest reasons for this
Historical enquiry	Use a range of sources and evaluate them to identify those that are most useful and reliable for specific enquiries Use a range of sources to find out about the past.
Organisation and communication	Recall, select, organise and communicate historical information supported by reference to some of the sources they have used, to produce structured work, making appropriate use of dates and historical terms