

**LEARNING
WITHOUT LIMITS**



Successful learners
Confident individuals
Responsible Citizens

Ladybrook Primary School

History



Our school intention for History

Ambitious Curriculum

"I believe that the more you know about the past, the better you are prepared for the future."

Theodore Roosevelt



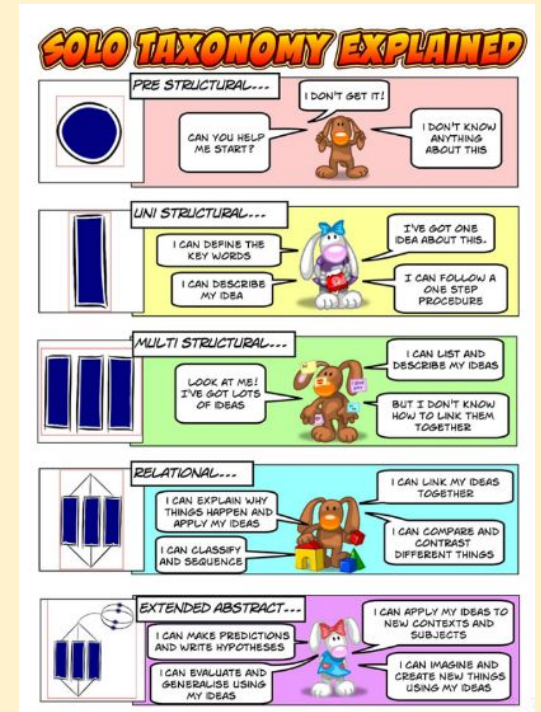
Our children will...

- have a coherent knowledge and understanding of Britain's past and that of the wider world.
- understand the complexity of people's lives and the process of change.
- understand the diversity of societies and relationships between different groups, as well as their own identity and the challenges of time.
- engage in discovery via trips, visitors, artefacts etc.



How have we constructed and renewed the curriculum for History?

- **Brief summary of the story so far:** SOLO Taxonomy / Jonathan Lear
- **Subject leader Training:** Stockport LA
- **Staff Training:** Chris Trevor; SOLO Taxonomy Day ;
- **Culturally Inclusive Curriculum - Ethnic Diversity service**
- **Use of outside expertise:** Chris Trevor ; Historical Association membership; Bramhall High School – History leader





What does our Progression for History look like? Why?

Our starting point in Nursery and Reception is for the children to begin to make sense of their own life story and their family's history and to understand that there is time in the past, time now and time in the future.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name	Marvellous Me	N - Once upon a time R - Let's Celebrate	Make it	Make it	Growing things	Growing things
Main stories Cycle 1	3 little Pigs (T4W) N - You choose book	N - Princess /stick stories R - Celebration/stick stories	Gingerbread man (T4W) N - Harry's home R - Martha Maps it out/The way back home (houses and journeys)	Harry and his bucket full of dinosaurs 1 week transport	<u>Supertato/Superworm</u> (N.I) Nur-Jasper's Beanstalk 1 week - People who help us and Dental Nurse visit	What the ladybird heard (N.I) 1 st week - All around the world
Main stories Cycle 2	Goldilocks (T4W) N - You choose book	N - Princess /stick stories R - Celebration/stick stories	The Runaway Pancake N - Harry's home R - Martha Maps it out/The way back home (buildings and journeys)	Naughty Bus	Oliver's Vegetables/ The Enormous Turnip	The Hungry Caterpillar/ farm stories 1 st week - All around the world
History Objectives and vocab Nursery Reception	Begin to make sense of their own life story and family's history. (3-4yr olds) Name and describe people who are familiar to them. (Rec) <ul style="list-style-type: none"> • mum • dad • brother • sister • aunty • uncle 	Compare and contrast characters from stories, including figures from the past. (Rec) <ul style="list-style-type: none"> • past • present • now • future • long ago • old • new • before Understand the past through settings,	Begin to make sense of their own life story and family's history. (3-4yr olds) Comment on images of familiar situations in the past. (Rec) <ul style="list-style-type: none"> • House • Flat • Bungalow • Home 	Begin to make sense of their own life story and family's history. (3-4yr olds) Comment on images of familiar situations in the past. (Rec) Know similarities and differences between things in the past and now, drawing on their experiences and what has been read	Begin to make sense of their own life story and family's history. (3-4yr olds) Talk about members of their immediate family and community (3-4 yr olds) Talk about members of their immediate family and community (Rec) <ul style="list-style-type: none"> • Occupation • Job • Help 	Science Topic



What does our Progression for History look like? Why?

Our progression map for History has been designed by the team to ensure that steps in learning between year groups for all aspects of the subject are incremental to support sound understanding and long term recall. For example, the use of artefacts and sources has been planned to build from Year 1 to Year 6.

Areas:



- Historical Enquiry
- Chronology
- Historical Knowledge
- Historical Interpretation

History Skills Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Sort artefacts into 'then' and 'now'	Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources.	Use sources of information, including ICT, to find out about events, people and changes.	Use and evaluate sources of information, including ICT, to find out about events, people and changes.	Begin to identify sources and interpretations. Start to consider bias and reliability.	Recognise sources and interpretations]- identify possible bias and the impact of this.
	Ask and answer questions related to different sources including stories and artefacts.	Ask and answer questions about the past to find out information.	Ask and answer different questions.	Ask and answer different questions.	Select and combine relevant information from different sources.	Use, evaluate and link a range of sources to find out about an aspect of
Historical Interpretation	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.	Compare photographs of people or events in the past, to identify differences in the ways of life.	Use books to distinguish between fact and fiction.	Identify different ways in which the past is represented.	Recognise similarities and differences between periods of time.	Identify and describe reasons for and results of historical events, situations and changes in the period studied.
					Begin to give reasons for and results of the main events and changes.	Identify and describe reasons for and results of historical events, situations and changes within and across different periods.
						Give reasons for the main changes and events.
						Show some understanding that aspects of the past have been represented and interpreted in different ways.
						Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them.
						Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied.
						Recognise the past is represented and interpreted in different ways, and give reasons for this.



What essential knowledge* do we want our children to acquire?

We have identified the essential knowledge which our units of work enable children to learn.

Factual knowledge is presented to the children in a precise and concise way.

***Knowledge includes facts, familiarity with situations and practical skills.**

To the right is a snapshot of our document

Year	Theme	History: Key Knowledge
EYFS	Similarities and difference between the past and now.	<ul style="list-style-type: none"> Know similarities and differences between things in the past and now. Know about old and new, past and now.
YEAR 1	The life of significant figures.	<ul style="list-style-type: none"> Know what significant means and name a significant person in their life Know some facts about the lives of the people studied and why they were significant people. Know some similarities and differences between the people studied.
	Changes in hospitals through time	<ul style="list-style-type: none"> Be able to compare life today with those in the periods studied.
YEAR 2	The Great Fire of London	<ul style="list-style-type: none"> Know, and order, facts about The Great Fire of London and know why it was significant. Know about chronology and what a timeline is. Know about changes made as a result of the fire.
	The life of significant figures.	<ul style="list-style-type: none"> Know what significant means and link to people they are familiar with. Know some facts about the lives of the people studied and why they were significant people. Know some similarities and differences between the people studied.



What does our Progression of Historical Vocabulary look like? Why?

Each unit of learning has key words which are explicitly taught and then referred to during the sessions. There is a build up of knowledge as the children progress through the years.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • mum • dad • brother • sister • teacher • friend • now • old • new • before • castle • King • Queen • Princess • Prince • house • home • yesterday • train • bus • car • aeroplane • dinosaur • museum • old • job • help • nurse • doctor • police • teeth • dentist 	<ul style="list-style-type: none"> • aunty • uncle • cousin • grandparents • nephew • niece • older • younger • past • present • future • long ago • wood • past • monarchy • flat • bungalow • in the past • last week • a long time ago • dinosaur names • palaeontologist • Mary Anning • Elizabeth Philpot • rare • extinct • occupation 	<ul style="list-style-type: none"> • war • Florence Nightingale • Mary Seacole • significant • similarity • difference • past • present • achievement • exploration • explorer • evidence 	<ul style="list-style-type: none"> • monarchy • settlement • timeline • chronology • past/present • sequence • significance • exploration • explorer • significant • evidence • similarities / differences • achievements • past • famous • expedition • names of Explorers 	<ul style="list-style-type: none"> • Trade • invasion • conflict (invasion) • settlement • excavation • tribe • agriculture • artefact • hunter gatherer • significance • prehistoric • names of periods • conquest • immigration • rebellion • border • chronology • B.C/BCE/ A.D./ CE • evidence • sources • significance 	<ul style="list-style-type: none"> • civilisation • trade • religion • Empire • state /colonies • government • democracy • culture • influence /legacy • agriculture • ancient • BC/AD/BCE/CE • monarchy • hierarchy (Pharaoh - slave) • irrigation / fertility • transport • latitude • evidence • significance 	<ul style="list-style-type: none"> • conflict (invasion / occupation) • monarchy. • Empire • front / home front • negotiation • battle / army / armed forces • prejudice • perspective • evacuation / refugee • morale • timeline • chronology • bias • significance • source • settlement • religion • treaty • raid • trade • culture • belief • migration/ movement • impact • interpretation • evidence 	<ul style="list-style-type: none"> • conflict (Invasion / Exploration) • civilisation • religion • settlement • trade • tribe • agriculture • hierarchy • culture • lyphs • scribe • similarity / difference • connection / contrast • infer • interpret • society • inheritance • era • transport • economy • continuity / change • cause / consequence • reliability • hearsay



• How have we sequenced learning from EYFS to Year 6? Why?

Our **clear sequence** for learning begins in Nursery and Reception where we have designed a rich early years' curriculum inspired by high quality picture books.

Broad themes for a half term / term are shared between the 2 classes.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use.

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Main stories Cycle 2	Goldilocks (T4W) N - You choose book	N - Princess /stick stories R - Celebration/stick stories	The Runaway Pancake N - Harry's home R - Martha Maps it out/The way back home (buildings and journeys)	Naughty Bus	Oliver's Vegetables/ The Enormous Turnip	The Hungry Caterpillar/ farm stories 1 st week - All around the world
History Objectives and vocab Nursery Reception	Begin to make sense of their own life story and family's history. (3-4yr olds) Name and describe people who are familiar to them. (Rec) <ul style="list-style-type: none"> • mum • dad • brother • sister • aunty • uncle 	Compare and contrast characters from stories, including figures from the past. (Rec) <ul style="list-style-type: none"> • past • present • now • future • long ago • old • new • before Understand the past through settings,	Begin to make sense of their own life story and family's history. (3-4yr olds) Comment on images of familiar situations in the past. (Rec) <ul style="list-style-type: none"> • House • Flat • Bungalow • Home 	Begin to make sense of their own life story and family's history. (3-4yr olds) Comment on images of familiar situations in the past. (Rec) Know similarities and differences between things in the past and now, drawing on their experiences and what has been read	Begin to make sense of their own life story and family's history. (3-4yr olds) Talk about members of their immediate family and community (3-4 yr olds) Talk about members of their immediate family and community (Rec) <ul style="list-style-type: none"> • Occupation • Job • Help 	Science Topic



• How have we sequenced learning from EYFS to Year 6? Why?

We use **SOLO taxonomy** (a model that describes levels of increasing complexity in students' thinking and understanding) to structure our learning objectives. The lesson sequence takes the children from knowing facts about events to being able to apply this knowledge to other situations and draw conclusions. It enables us to assess how deeply children's knowledge is developing in the subject.

Medium Term Planning: History Y6

Procedural Knowledge:		
Multi-Structural	Relational	Extended Abstract
<ul style="list-style-type: none"> Recall and place a range of relevant dates and events on a timeline Recognise and interpret primary and secondary sources to find out about an aspect of the past Use factual knowledge to describe past societies, periods and events Examine and describe the beliefs, behaviour and characteristics of people from the past 	<ul style="list-style-type: none"> Map the current area of study on timeline in relation to other studies Identify bias and reliability of sources Use factual knowledge to describe past societies, periods and events, making connections between them Summarise the beliefs, behaviour and characteristics of people, recognising difference in views and feelings Analyse a range of primary and secondary sources to find out about an aspect of the past 	<ul style="list-style-type: none"> Evaluate the usefulness of primary and secondary sources and consider how conclusions were drawn Use a range of sources to generalise about an aspect of the past, suggesting omissions and the means of finding out missing information Appreciate that aspects of the past have been represented and interpreted in different ways, and give the reasons for this Elaborate on factual knowledge when describing past societies and periods and begin to make links between them Use evidence to hypothesise about the reasons for historical events, situations and the actions of individuals (cause and consequence)
Big Ideas - Disciplinary Knowledge for Y6		

Medium Term Planning: History Y5

Procedural Knowledge:																																		
Multi-Structural	Relational	Extended Abstract																																
<ul style="list-style-type: none"> Recall and place some relevant dates on a timeline Begin to recognise and interpret the possible bias in sources Use factual knowledge to describe different aspects of people's lives, making connections between them Summarise the reasons for and results of historical events, situations and changes 	<ul style="list-style-type: none"> Map the current area of study into the correct period on a timeline, events and changes from different times Begin to recognise and interpret the possible bias in sources Use factual knowledge to describe different aspects of people's lives, making connections between them Summarise the reasons for and results of historical events, situations and changes Analyse information from primary and secondary sources to find out about an aspect of the past 	<ul style="list-style-type: none"> Evaluate the usefulness of a wide range of primary and secondary sources Use more than one source of information to generalise about an aspect of the past Appreciate that aspects of the past have been represented and interpreted in different ways Begin to elaborate on factual knowledge to build up a picture of life in the time studied Hypothesise about the reasons for and results of the main changes and events 																																
Big Ideas - Disciplinary Knowledge for Y5																																		
<table border="1"> <thead> <tr> <th>Evidence</th> <th>Empathy</th> <th>Continuity and change</th> <th>Cause and Effect</th> <th>Interpretations</th> </tr> </thead> <tbody> <tr> <td>Information gathered from historical sources (H2)</td> <td>Understanding the impact of past events on individuals and groups (H3)</td> <td>Understanding that some things change and some things stay the same (H4)</td> <td>Understanding a chain of events and developments (H5)</td> <td>Understanding how and why interpretations of the past can differ (H6)</td> </tr> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>4</td> </tr> <tr> <td>4</td> <td>4</td> <td>4</td> <td>3</td> <td></td> </tr> <tr> <td>5</td> <td>6</td> <td>6</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Evidence	Empathy	Continuity and change	Cause and Effect	Interpretations	Information gathered from historical sources (H2)	Understanding the impact of past events on individuals and groups (H3)	Understanding that some things change and some things stay the same (H4)	Understanding a chain of events and developments (H5)	Understanding how and why interpretations of the past can differ (H6)	3	2	2	2	4	4	4	4	3		5	6	6			6	8							
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Medium Term Planning: History Y4

Procedural Knowledge:																																							
Multi-Structural	Relational	Extended Abstract																																					
<ul style="list-style-type: none"> Recall and place several events into periods of time on a timeline Recognise and interpret different sources of information to find out about events, people and changes Use factual knowledge to describe the similarities and differences between periods of time Examine the reasons for and results of the main events and changes 	<ul style="list-style-type: none"> Map events, dates, people and changes into the correct period on a timeline Use factual knowledge to explain the key features of people's lives or key features of events Ask and answer questions and then summarise the main reasons for and results of historical events, situations and changes Analyse different sources of information to find out about events, people and changes 	<ul style="list-style-type: none"> Create a timeline that reflects some of the people, events and changes from the period studied Begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them Use a range of relevant material to develop a picture of a past event Identify and understand the reasons for, and results of, people's actions 																																					
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Curriculum content: Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty- with a depth study of the ancient Egyptians

Medium Term Planning: History Autumn Y3

Procedural Knowledge:																																												
Multi-Structural	Relational	Extended Abstract																																										
<ul style="list-style-type: none"> Recall and place some events into periods of time on a timeline Identify different sources of information about people and events and begin to explain the differences between them Select and record useful information about events, people and changes Begin to examine the reasons for and results of the main events and changes 	<ul style="list-style-type: none"> Use dates and vocabulary related to the passing of time to map the time studied into a timeline Use factual knowledge to compare different time periods, describing similarities and differences between them Ask and answer questions and then outline some of the reasons for and results of people's actions Analyse a historical source to find out about events, people or places 	<ul style="list-style-type: none"> Create a timeline that reflects some of the people, events and changes from the period studied Begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them Use a range of relevant material to develop a picture of a past event Identify and understand the reasons for, and results of, people's actions 																																										
Big Ideas - Disciplinary Knowledge for Y3																																												
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Medium Term Planning: History Y1

Procedural Knowledge:		
Multi-Structural	Relational	Extended Abstract
<ul style="list-style-type: none"> Sort artefacts into 'then' and 'now' and begin to order within a short timeframe Use some common words and phrases to describe the passing of time (before, after, past, present, then, now) Handle and describe some sources of information to find out about the past Explain some of the things that significant people did in the past 	<ul style="list-style-type: none"> Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking Sequence events and artefacts into chronological order Begin to use a range of sources of information, making appropriate observations about similarities and differences Begin to analyse simple sources (including books) and discuss the difference between fact and fiction. 	<ul style="list-style-type: none"> Reflect on some of the differences between people 'then' and 'now' Create a timeline using common words and phrases related to the passing of time Express an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc. Understand some of the reasons why people did things in the past
Big Ideas - Disciplinary Knowledge for Y1		

Medium Term Planning: History Y2

Procedural Knowledge:																				
Multi-Structural	Relational	Extended Abstract																		
<ul style="list-style-type: none"> Order events, photographs and artefacts chronologically Use common words and phrases to describe the passing of time (before, after, past, present, then, now) Handle and describe a range of sources of information to find out about the past Explain some of the reasons why people did things or why events happened 	<ul style="list-style-type: none"> Sequence events, photographs and artefacts into chronological order within closer time boundaries Use common time related to the period studied onto a timeline Handle a range of sources asking and answering questions demonstrate their thinking Analyse photographs or people or events in the differences in the ways o 	<ul style="list-style-type: none"> Create a timeline using some dates and the unrhakular related to the 																		
Big Ideas - Disciplinary Knowledge for Y2																				
<table border="1"> <thead> <tr> <th>Significance</th> <th>Evidence</th> <th>Empathy</th> </tr> </thead> <tbody> <tr> <td>Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study) (H1)</td> <td>Information gathered from historical sources (H2)</td> <td>Understanding the impact of past events on individuals and groups (H3)</td> </tr> <tr> <td>1, 2</td> <td>1, 2</td> <td></td> </tr> <tr> <td>4</td> <td>2</td> <td></td> </tr> <tr> <td>5</td> <td>4</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> </tbody> </table>	Significance	Evidence	Empathy	Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study) (H1)	Information gathered from historical sources (H2)	Understanding the impact of past events on individuals and groups (H3)	1, 2	1, 2		4	2		5	4		6				
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• How have we sequenced learning from EYFS to Year 6? Why?

We ensured that the big ideas of history are used repeatedly in as many lessons as possible within each unit of work. The numbers are the lesson numbers.


Substantive Concepts	Big Ideas - Disciplinary Knowledge for Y6					
	Significance <i>Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study) (H1)</i>	Evidence <i>Information gathered from historical sources (H2)</i>	Empathy <i>Understanding the impact of past events on individuals and groups (H3)</i>	Continuity and change <i>Understanding that some things change and some things stay the same (H4)</i>	Cause and Effect <i>Understanding a chain of events and developments (H5)</i>	Interpretations <i>Understanding how and why interpretations of the past can differ (H6)</i>
Conflict (Invasion / Exploration)	6	2	5	1	4	3
Civilisation	7	3	8	2	9	4
Religion		5		6		8
Settlement		9		7		
Trade						

We identified our substantive concepts which link directly to our intent for the subject. These concepts are repeated over time to help children group, connect and explain facts and information about the periods they are studying.

Substantive Concepts	Big Ideas - Disciplinary Knowledge for Y6					
	Significance <i>Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study) (H1)</i>	Evidence <i>Information gathered from historical sources (H2)</i>	Empathy <i>Understanding the impact of past events on individuals and groups (H3)</i>	Continuity and change <i>Understanding that some things change and some things stay the same (H4)</i>	Cause and Effect <i>Understanding a chain of events and developments (H5)</i>	Interpretations <i>Understanding how and why interpretations of the past can differ (H6)</i>
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Religion		5		6		8
Settlement		9		7		
Trade						



• How have we sequenced learning from EYFS to Year 6? Why?

Medium Term Planning: History Y4		
Key learning Procedural knowledge	How? What opportunities am I going to give the children so that they can learn?	Outcome What will the children know or be able to do?
<ul style="list-style-type: none"> • Recall and place several events into periods of time on a timeline • Map events, dates, people and changes into the correct period on a timeline • Create a timeline that reflects some of the people, events and changes from the period studied • Analyse different sources of information to find out about events, people and changes <p>Vocab: Civilisation Monarchy Trade Religion Culture Agriculture ancient hierarchy (Pharaoh - slave) BC /AD/ BCE/ CE irrigation / fertility transport latitude evidence significance ancient</p>	<p>1. When were the first cities built? Introduce the topic - children to complete a <u>mindmap</u> to show what they already know.</p>  <p>Analyse the source.</p> <p>Recap timelines. Discuss what has been studied so far and show a timeline. What came before the Egyptians? What came after? Explain AD and BC. Introduce the terms BCE and CE. Explain that <u>here</u> is no "zero" year -- in this system, the year Christ was born is 1 A.D., and the year preceding it is 1 B.C.</p> <p>Activity: Children to complete a timeline activity with the four civilisations on. Show children videos of the four civilisations and discuss similarities and differences. Ancient Egypt</p>	<p>To understand that different civilisations were developing at the same time.</p>

Key vocabulary identified is explicitly taught.

Our sequence of lessons in a unit of work always begin with recapping prior knowledge as a baseline for new learning.

Lessons are connected with prior learning influencing and supporting the next step taught.

Learning outcomes are planned for so that misconceptions are dealt with as soon as possible.



• How do children demonstrate that they know more and remember more?

Medium Term Planning: History Y6	
History Assessment	
Threshold Concept:	<p>Pre-threshold</p> <ul style="list-style-type: none">Identify that the original source is a carved stone stelaIdentify that the carvings on it tell us about life in the time of The Maya. <p>eg I can see... The source shows...</p> <hr/> <p>Post-threshold</p> <ul style="list-style-type: none">Identify that the original (primary) source is an example of stela.Identify that the carvings on it tell us about life in times of The Maya.Use knowledge of The Maya to interpret that stone masons were telling stories and sharing events that had happened during these times.Use knowledge of the Maya to know that this was probably limestone - soft to carve, hardens over time which is why it may have survived.Use knowledge to explain that this was probably a free standing stone slabBe able to explain why they are an important artefact for historians <p>eg This is because This is why... I think that it means... This might suggest that... This might mean...</p>



AT THE BEGINNING: Children are asked to recall prior learning and complete a mind map to show what they already know...

THROUGHOUT: mini quizzes, plenaries, definitions etc. Designed to assess learning and then the teacher can make adjustments to teaching as required/ if necessary.

AT THE END: The children analyse a source.

Based on quality teaching, most children are expected to meet the threshold statements. This assessment provides evidence of the application of a range of knowledge that has been taught.



How do we ensure inclusion in History?



- Use of additional resources eg: – scaffolding (eg; key word lists, visual representations)
- Teacher expertise – eg; additional processing time, use of talk partners, Kagan teams, modelling.
- Referring back to previous learning and vocabulary.
- Making parallels with the present day – linking the past to the present or the present to the past.
- Use of artefacts, visits and visitors.



What policy decisions have we made about History?

- **History is recognised as a discrete discipline.**
- **Teaching and Learning must engage** through AFL; Teacher's toolkit (Market Place / Quick on the Draw etc).
- **Vocabulary is a priority within our curriculum design** – must be taught explicitly and assessed ongoing.
- **Investment in high quality resourcing throughout** – resources in school and membership of library service for additional artefacts and books.
- **Opportunities to experience trips and visitors relating to the periods being studied** – opportunities to observe and handle artefacts and find out more about the period.
- **Analysis of a source** – assessed at end of unit.