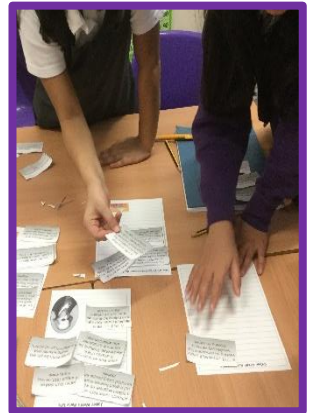
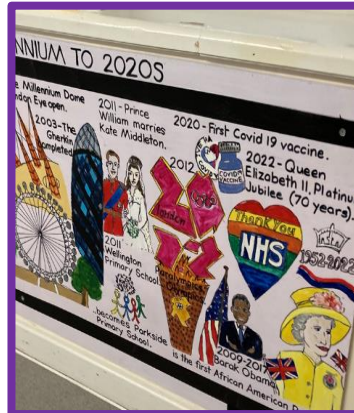
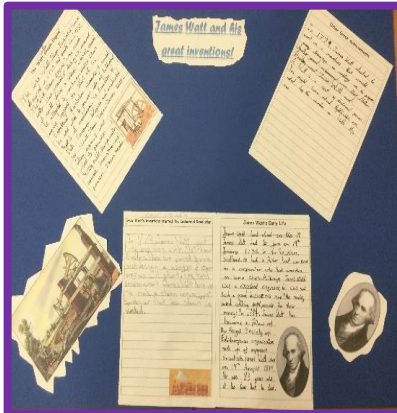


Our History Curriculum



Parkside
Primary School



Our Aim

At Parkside we aim to stimulate our children's interest about the past, and therefore develop an understanding of the present in terms of what has gone before. Through the study of History at Parkside our children will learn:

- A sense of chronology – the ability to place historical events on a timeline.
- To develop a sense of identity and cultural understanding based on their historical heritage.
- To value their own and other people's cultures.
- To understand how events in the past have influenced their lives today.
- To investigate past events and significant historical figures, developing skills of enquiry, analysis, interpretation and problem-solving.

Children from Year 1 to 6 will follow the expectations of the National Curriculum. **Our KS1 and KS2 History curriculum covers all the areas.**

In the Early Years Foundation Stage (EYFS), children in Nursery and Reception will follow the expectations of the EYFS Framework. The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

History learning is covered within the Specific area of **Understanding of the World**. Understanding the World is split into 3 areas: Past and Present, People, Culture and Communities and The Natural World. **Our EYFS History curriculum covers all 3 areas.**

Our History Curriculum Construction

Our aim in constructing our History Curriculum is to give the children of Parkside a picture of the big sweep of time [a big picture of the past]. For example they need to appreciate that while Britain was in the Neolithic period the Egyptian and other advanced cultures existed across the world.

We want the children to develop a mental map of the past whilst also evolving into sophisticated analytical thinkers. It is important for pupils to appreciate that not everything occurs in sequence but that events do overlap. Our History Curriculum aims to impart a sense of historical consciousness in the children and promote intelligent thinkers who understand how to inquire and form their own opinions and understand how and why history has been constructed. The children need to know how the past is organised into time periods and to be able to visualise what each time period looked like and understand why people in different time periods acted as they did.

Chronological narrative and Chronological Understanding

Understanding chronology in history doesn't mean you must teach in absolute chronological order. Children need to observe patterns of growth and development and see how ideas and philosophies affected art, music, and literature. Rather than teaching in strict chronological order we are teaching the children how to understand chronology and that needs to be tackled frequently and at many levels. As well as sequencing, pupils need opportunities to develop an understanding of duration and interval so they appreciate how long a period lasts and also about the time distance in between those areas studied. We aim, using sequencing, events, stories, pictures and periods over time, to show how different times relate to each other and thus contribute to a coherent understanding of the past. Topics are not taught in strict chronological order but are related to the topics taught in terms of their chronological context. Enabling the children to make links will develop their understanding.

By incorporating different approaches to lessons and varied methods of recording we are encouraging the children of Parkside to retain more of what they learn. By building in contextual reference and patterning the children should be able to retrieve what they have learnt.

Further Details

We have constructed our History Curriculum to maximise curriculum coverage. It has been compiled from various sources to provide a cohesive enquiry-based approach to history encouraging a broad acquisition of skills [spiral] whilst immersing the children in the requisite knowledge for their age and ability [always aiming for the highest expectations].

The historical skills taught are spiral in nature. The knowledge component is not spiral but should be integrational and patterned – maximising the links able to be made.

The first two Year 1 units are subjects the younger children will feel comfortable with and will enjoy because they will find the units relatable and appealing. This will allow full exploration of the history content while children feel like they are still in their comfort zone even though they are going into their zone of proximal development. The third unit [summer] gives challenge and inculcates the awe and wonder of going into space – magical for Year 1s.

As part of our History offer our Year 2 classes go to visit the local memorial therefore the Remembrance unit is covered in the autumn term.

The study of the Great Fire gives that moment of awe to the Year 2s when they realise that they are hearing words from across time [Samuel Pepys' diary].

The local unit resonates with the children as they are able to incorporate a local trip into this unit.

We have incorporated a local unit into all year groups apart from Year 1 and Year 6. This is to give added context and relevance.

The Year 4 unit about World War 2 builds on the Remembrance unit in Year 2.

The Ancient Greeks is studied in Year 5 which allows a deeper investigation into the differences between Athens and Sparta and encourages children to make personal choices on their preferences between the two cultures.

The Maya is a longer unit to encourage good quality work of depth in Year 6.

Challenge questions and assessment opportunities are built into each unit of work to promote deeper understanding and to encourage the application of skills. Extra challenges are available for each unit.

To aid memory retention and retrieval we use KWL grids which activate prior knowledge, ask the children to summarise their learning and to revisit it. We also use Knowledge Organisers which help children to encode and store the knowledge in their memories in an orderly and methodical manner.

Optional homework ideas are offered to the parents / carers every term to link to our history scheme of work.

History Curriculum Overview

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	MIRACULOUS ME!	TRUSTY TRANSPORT	AWESOME ANIMALS
Reception	ALL ABOUT ME FESTIVALS AND CELEBRATIONS	PEOPLE WHO HELP US MINIBEASTS AND GROWING	WE ARE EXPLORERS! BY THE SEA
1	AT HOME – NOW AND THEN	HOW ARE OUR TOYS DIFFERENT TO THOSE IN THE PAST?	THE MOON LANDING
2	REMEMBRANCE	THE GREAT FIRE OF LONDON – HOW DO WE KNOW WHAT HAPPENED?	LOCAL HISTORY THE LIVES OF THE RICH AND POOR PEOPLE IN TUDOR TIMES [HUNTING LODGE – EPPING]
3	BRITAIN FROM STONE AGE TO IRON AGE	THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN	LOCAL HISTORY THE ARRIVAL OF THE RAILWAYS IN CHINGFORD
4	ANCIENT EGYPT	LOCAL HISTORY WHAT WAS LIFE LIKE IN CHINGFORD DURING WORLD WAR II?	BRITAIN'S SETTLEMENT BY ANGLO-SAXONS AND SCOTS
5	THE VIKINGS AND THE ANGLO- SAXON STRUGGLE FOR ENGLAND	THE ANCIENT GREEKS	LOCAL HISTORY THE CHANGING FACE OF LONDON
6		A CONTRASTING WORLD – THE MAYA	DID LIFE IMPROVE FOR CHILDREN DURING THE 19 TH AD 20 TH CENTURIES?

Year 6=Geography in the Autumn term

Overview of Skills- Understanding the World- EYFS

EYFS Framework Early Learning Goals: Past and Present		EYFS Framework Early Learning Goals: People, Culture and Communities		EYFS Framework Early Learning Goals: The Natural World
• Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.		• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		• Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Before 3 years old	• I can play with objects that are from the past (e.g. an old turn dial phone)			
Nursery (3- 4 years)	• I can play with objects that are from the past and talk about what they would have been used for.	• I can re-tell what my parents/carers have told me about my own life story. • I can re-tell what my parents/carers have told me about my family's history. • I can talk about how my family travels to different places.	• I can show an interest in different occupations including the fire service, the police service and the health service. • I have a basic idea about what a farm looks like and some of the jobs a farmer might do.	
Reception	• I can experience various sources (e.g. artefacts, photographs, paintings, stories, video clips and information texts) that are set in or about the past and comment on how things were different or the same to the present (these must be compared with current examples for a greater depth of understanding). • I can begin to show some understanding of why the past was different. E.g. a simple understanding about not having electricity/batteries so candles needed to be used for lighting.	• I can talk about events/artefacts using everyday words such as 'before I was born' and 'now' • I can talk about how the lives of families were similar and different in the past. • I can talk about how transport was different in the past.	• I know how the police, fire and health services help us. • I can talk about some features of the fire service, police service and health service today and how they used to be different in the past. • I can talk about how school was different in the past. • I can talk about how farming was different in the past. • I know farmers help to provide the food we eat. • I know that artists produce art in the past that we still enjoy today. • I know that some animals change over time. • Play and explore outside in all seasons and in different weather.	

Overview of Skills KS1 – Year 1

KS1 National Curriculum Objectives:

KS1 Areas of study

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- 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.
- Significant historical events, people and places in their own locality.

Knowledge and understanding of events, people and changes in the past

- Tell the difference between past and present in their own and other people's lives.
- Recall some facts about people/events before living memory.
- Say why people may have acted the way they did.
- Begin to describe similarities and differences in artefacts.
- Use a range of sources to find out characteristic features of the past.

Historical enquiry

- Identify different ways in which the past is represented.
- Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"
- Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.

Chronological understanding

- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects.
- Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

Historical interpretation

- Look at books, videos, photographs, pictures and artefacts to find out about the past.
- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).

Organisation and communication

- Sort events or objects into groups (i.e. then and now).
- Use timelines to order events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.

Overview of Skills KS1 – Year 2

KS1 National Curriculum Objectives:

KS1 Areas of study:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- 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.
- Significant historical events, people and places in their own locality.

Knowledge and understanding of events, people and changes in the past

- Use information to describe the past.
- Find out about people and events in other times.
- Describe the differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in history.

Historical enquiry

- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions.
- Discuss the effectiveness of sources.

Chronological understanding

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use a timeline to place important events.

Historical interpretation

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
- Compare pictures or photographs of people or events in the past.
- Be able to identify different ways to represent the past.

Organisation and communication

- Describe objects, people or events in history.
- Use timelines to order events or objects or place significant people.
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Overview of Skills KS2 – Year 3

National Curriculum objectives covered by Year 3:

Year 3 Areas of study:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- A local history study

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe the culture and leisure activities from the past.
- Use evidence to describe the clothes, way of life and actions of people in the past.
- Use evidence to describe buildings and their uses of people from the past
- Compare everyday lives of people in time studied with our life today.
- Identify reasons for and results of people's actions.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.
- Use a range of sources to find out about a period.
- Observe small details – artefacts, pictures.

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Use a timeline to place historical events in chronological order.
- Describe dates of and order significant events from the period studied.

Historical interpretation

- Explore the idea that there are different accounts of history.
- Identify and give reasons for the way the past is represented.
- Distinguish between different sources and evaluate their usefulness.
- Look at two versions of the same event and identify differences in the accounts.

Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Discuss different ways of presenting information for different purposes.

Overview of Skills KS2 – Year 4

National Curriculum objectives covered by Year 4:

Year 4 Areas of study:

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- A local history study
- Britain's settlement by Anglo-Saxons and Scots

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Order significant events and dates on a timeline.
- Describe the main changes in a period in history.

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe what was important to people from the past.
- Use evidence to show how the lives of rich and poor people from the past differed.
- Describe similarities and differences between people, events and artefacts studied.
- Look for links and effects in time studied.
- Describe how some of the things I have studied from the past affect/influence life today.

Historical interpretation

- Look at different versions of the same event in history and identify differences.
- Know that people in the past represent events or ideas in a way that persuades others.
- Give reasons why there may be different accounts of history.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
- Ask questions and find answers about the past.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Overview of Skills KS2 – Year 5

National Curriculum objectives covered by Year 5:

Year 5 Areas of study:

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A local history study

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give own reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events, movements and dates on a timeline.
- Describe the main changes in a period in history.

Historical interpretation

- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give reasons why there may be different accounts of history.
- Evaluate evidence to choose the most reliable forms.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.
- Use appropriate terms matching dates to people and events.

Overview of Skills KS2 – Year 6

National Curriculum objectives covered by Year 6:

Year 6 Areas of study:

- A non-European society that provides contrasts with British history – a study of The Maya civilization c. AD 900
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

Chronological understanding

- Order significant events, movements and dates on a timeline.
- Identify and compare changes within and across different periods.
- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Historical interpretation

- Evaluate evidence to choose the most reliable forms.
- Know that people both in the past have a point of view and that this can affect interpretation.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

Progression of Relevant Historical Vocabulary
(Linked to Understanding the World- EYFS)

Nursery	Reception
Now, next, later, today, tomorrow, day and night, age, date, year, see, people, friends, family	Days of the week, yesterday, long ago, in the past, light, dark, old, young, before and after, parents, time, new, different, same, changes, celebrate, growth, explore, journey

Progression of Relevant Historical Vocabulary

YEARS 1 and 2	YEARS 3 and 4	YEARS 5 and 6
last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, history, evidence, sequence, museum recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, distance, timeline.	century, BC/AD/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate	change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.

Spiritual, Moral, Social and Cultural Development in History and Understanding the World

Spiritual development

The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at. The pantheon of other cultures at other times will be studied. This will give the children an insight into the spiritual beliefs of others.

Moral development

Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social development

Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in history lessons.

Cultural development

Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

Essential Characteristics Endpoint of a Learner in Understanding the World- EYFS

By the end of Reception every child will be able to:

- Talk about significant historical people and events.
- Sequence events in the right order.
- Recall some historical facts.
- Compare similarities and differences by talking about them.
- Use time vocabulary.
- Ask questions to find out more.
- Talk about themselves in a historical sense e.g. *This year I am 4, next year I will be five, last year I was 3.*
- Use information in books to talk about life in the past.
- Use comparative language of the past, present, and future.
- Talk about the roles people have in society.
- Draw conclusions about what they have found out.

Essential Characteristics Endpoint of a Learner in History

The intent of the History curriculum at Parkside Primary School is to provide every pupil with:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.