



Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

Teaching and Learning Framework **History Curriculum** **(2021-22)**

Barton Clough Primary School

History Framework

Purpose *(the reason it is taught)*

At Barton Clough, we recognise the importance in helping children gain a coherent knowledge and understanding of Britain's past and that of the wider world, to prepare them to live in a world of tomorrow. We strive to inspire children's curiosity to know more about the past by providing a high-quality History curriculum which is exciting and engaging. Our History curriculum encourages children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is also our hope to help our children 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.

Aims *(desired outcomes)*

- To know and understand the history of the United Kingdom as a chronological narrative and significant aspects of the history of the wider world.
- To know how the lives of significant individuals have shaped the world we live in today.
- To understand how Britain has influenced and been influenced by the wider world.
- To know and understand the History of our own locality.
- To use key historical vocabulary and such as 'empire', 'civilisation', 'parliament'.
- Understand key historical concepts such as:
 - CHRONOLOGY (arrangement of events or dates in the order of their occurrence; a coherent narrative of history)
 - CAUSE AND EFFECT (every significant event, development or change is triggered by at least one cause)
 - CONTINUITY AND CHANGE (exploring, explaining and evaluating what has changed and what has stayed the same)
 - SIGNIFICANCE (the importance of events and the impact of changes)
 - PERSPECTIVE (knowing all events are known and told from the biases of a person and placing knowledge into different contexts e.g. national and international)
- To develop methods of historical enquiry.
- To use historical skills such as: asking questions, weighing evidence, making judgements, making connections and analysing and using sources.

CONCEPTS

(subject specific abstract ideas; 'big ideas' of the field)

Chronology	Cause and effect	Continuity and Change	Significance	Perspective
<i>Arrangement of events or dates in the order of their occurrence.</i>	<i>Every significant event, development or change is triggered by at least one cause.</i>	<i>What has changed and what has remained the same. Change over time and continuity in times of change.</i>	<i>The importance of events and the impact of changes. Using the past to provide contemporary lessons - impact of these changes.</i>	<i>All events are known and told from the biases of person. There is no such thing as objective history.</i>

SKILLS

(ability to do something well; expertise)

Ask perceptive questions	Weigh evidence	Develop perspective and judgement	Make connections	Analyse and use sources
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KNOWLEDGE

(known information)

Key Stage 1

Through History, children develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught about:

- aspects of local, British and World history
- changes within living memory
- events beyond living memory that are significant nationally or locally
- 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 our locality

Key Stage 2

Children continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, we ensure breadth and depth to help children understand both the long arc of development and the complexity of specific aspects of the content.

Children are taught about:

- Aspects of local, British and World history
- Prehistoric Britain including the Stone Age, Iron Age and Bronze Age
- Roman Empire and its impact on Britain
- Viking and Anglo-Saxon struggle for the Kingdom of England
- The Greeks and their impact on Britain
- The Mayan Civilisation in contrast to Britain today
- History of the local area, Trafford
- The Ancient Civilisations, including one in depth study (the Egyptians)
- An in depth study into a theme in British history (weapons and warfare/crime and punishment)

KEY HISTORICAL CONCEPTS - PROGRESSION

	Chronology	Cause and effect	Continuity and change	Significance	Perspective
End of EYFS	<ul style="list-style-type: none"> * Show an awareness of the past. * Begin to understand the passage of time. * Know the difference between long ago and now. * Begin to use correct words such as yesterday, past * Convey information about the past in one way e.g. orally using common words relating to the passing of time. 		<ul style="list-style-type: none"> * Begin to understand how things change over time. 	<ul style="list-style-type: none"> * Compare modern and old objects. * Know my life is different from the lives of people in the past. * Look at the differences between “long ago” and “now”. 	<ul style="list-style-type: none"> * Give own view on why something happened in the past or how I know in relation to personal History.
End of Year 2	<ul style="list-style-type: none"> * Use common words and phrases relating to the passing of time. * Know where the people and events studied fit on a basic timeline. * Put a few objects/events in order. * Sequence events in their life. * Sequence artefacts, photographs. 	<ul style="list-style-type: none"> * Recognise why people did things, why events happened and what happened as a result. * Give more than one cause of an event and give a reason why people in the past acted as they did. 	<ul style="list-style-type: none"> * Understand how things change over time. * Tell a few differences and similarities between the ways of life at different times. * Compare aspects of life in different periods. 	<ul style="list-style-type: none"> * Name a few people in the past who have contributed to national and international achievements. * Reflect on the significance of what I have learnt about the past. * Explain why some people and events were important. 	<ul style="list-style-type: none"> * Begin to appreciate reliability of pictures from the past * Compare 2 versions of a past event.
End of Year 4	<ul style="list-style-type: none"> * Place the time studied on a time line. * Understand that the past is divided into differently named periods of time and use some dates to explain British history, local, world history. * Place events, people and changes of British, local and world history, on a timeline, using appropriate dates/ chronological conventions e.g. BC, BCE & AD. * Put artefacts or information in chronological order. * Begin to use place value in the context of timelines 	<ul style="list-style-type: none"> * Give a few reasons for and the results of the main events and changes of time studied. * Make a few connections and contrasts e.g. change, cause, similarity, difference and significance. * Identify reasons for and results of people’s actions. 	<ul style="list-style-type: none"> * Make a few connections and contrasts e.g. change, cause, similarity, difference and significance. * Identify a range of similarities / differences between different times in the past in periods covered so far. 	<ul style="list-style-type: none"> * Make a few connections and contrasts e.g. change, cause, similarity, difference and significance. 	<ul style="list-style-type: none"> * Describe how the past can be represented or interpreted in a few different ways. * Identify and give reasons for different ways in which the past is presented.
End of Year 6	<ul style="list-style-type: none"> * Demonstrate a chronologically secure knowledge and understanding of local, national and global history. * Tell the story of events within and across the time periods I have studied. * Confidently use/apply mathematical skills when placing events in chronological order, using place value and negative numbers. 	<ul style="list-style-type: none"> * Describe/make links between events/changes giving reasons and results of events/changes * Explain most causes/results showing links between them. * Understand there were different types of causes to an event. * Suggest the most important cause or result. 	<ul style="list-style-type: none"> * Make detailed links between and across features of past societies and across different periods. * Understand change and continuity. * Understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. * Make pertinent and valid comparisons between periods. * Identify specific changes within and across different periods over a long arc of development. * Describe connections, contrasts and trends over short and longer time periods. * Make detailed links between and across features of past societies and across different historical periods. * Explain how history ‘fits together’ & events from one time period affect another 	<ul style="list-style-type: none"> * Recognise the relationship between different periods and the legacy or impacts for me and my identity. 	<ul style="list-style-type: none"> * Explain that the past can be represented or interpreted in many different ways. * Awareness of different views about people, events studied and can give some reasons why different versions of the past existed. * Consider different viewpoints or think about bias or anachronism. * Recognise not everyone shares the same views or feelings. * Suggest reasons for different interpretations of events, people and changes. * Describe and begin to explain different historical interpretations of events, people and changes.

KEY HISTORICAL SKILLS - PROGRESSION

	Ask perceptive questions	Weigh evidence	Develop perspective and judgement	Make connections	Analysis and use of sources
End of EYFS	<ul style="list-style-type: none"> *Show an interest in the past. *Begin to ask questions about artefacts, suggesting what they might be for. 	<ul style="list-style-type: none"> * Begin to make accurate comparisons between modern and old objects. 			<ul style="list-style-type: none"> * Look at or touch objects from the past and comment on its appearance
Year 1 & 2	<ul style="list-style-type: none"> * Ask questions. * Think how I might find out answers. * Begin to develop skills to study history by hypothesising, questioning and investigating. 	<ul style="list-style-type: none"> * Understand the importance of basing my ideas on evidence. 	<ul style="list-style-type: none"> * Choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied. 	<ul style="list-style-type: none"> * Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> * Analyse artefacts * Understand some of the ways in which we find out about the past. * Tell you a few ways the past has been presented or described. * Develop an awareness of the past and can comment on what or how I found things out. *Use key historical terms accurately (see vocab list).
Year 3 & 4	<ul style="list-style-type: none"> * Answer and devise my own historically valid questions. 	<ul style="list-style-type: none"> * Construct informed responses by thoughtfully selecting and organising relevant historical information. * Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> * Offer some reasons for different versions of events. * Compare accounts of events from different sources. 	<ul style="list-style-type: none"> * Make connections/contrasts eg: change, cause, similarity, difference and significance between different times in the periods covered so far 	<ul style="list-style-type: none"> * Use one or more sources of information to help me answer questions about the past in sentences. * Begin to identify primary and secondary sources. * Distinguish between different sources – compare different versions of the same story. *Use key historical terms accurately (see vocab list).
Year 5 & 6	<ul style="list-style-type: none"> * Answer and devise my own historically valid questions. * Devise questions about change, cause, similarity, difference and significance of people or events in a wider context. 	<ul style="list-style-type: none"> * Evaluate and carefully select from a range of historical sources to find relevant historical information. * Know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources. * Bring knowledge gathered from several sources together in a fluent account. * Consider ways of checking the accuracy of interpretations – fact, fiction, opinion. * Aware that different evidence will lead to different conclusions. * Judge the value of sources and identify those that are useful for answering a question. * Identify/make detailed use of sources of information to help me reach and support a conclusion. 	<ul style="list-style-type: none"> * Link sources and work out how conclusions were arrived at. 	<ul style="list-style-type: none"> * Discuss trends over time/ make links between events/changes/see the relationship between different periods and the legacy or impact on me and my life. 	<ul style="list-style-type: none"> * Make perceptive deductions about the reliability of sources. * Recognise primary and secondary sources. * Use a range of sources to find out about an aspect of time past. *Use key historical terms accurately (see vocab list).

KEY HISTORICAL VOCABULARY

	EYFS	KS1	LKS2	UKS2
Historical Skills	<p>discuss question find out</p>	<p>observe sequence contrast research using sources compare and contrast make connections make conclusions</p>	<p>fact / opinion evidence chronology artefacts enquiry compare reliability continuity significance argue reason frame historically valid draw contrasts analyse trends</p>	<p>deduct infer organise information reflect interpret historically valid perceptive questions investigate form conclusions make links historical perspective judgement</p>
Key Historical Vocabulary	<p>a long time ago same / different change people lives past old / new / modern</p>	<p>century / decade / year living memory different periods of time timeline chronological</p>	<p>Millennium BC/ BCE AD/CE era time period similarities / differences prehistoric evidence primary / secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significance impact</p>	<p>cause and effect propaganda bias society empire point of view objectivity subjectivity consequences legacy modern British values laws</p>