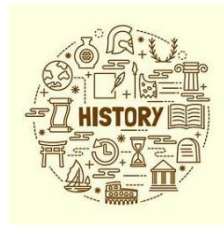




# Colyton Primary Academy Subject Story

## Our Curriculum - Our learning

### History



#### Intent

At Colyton Primary Academy, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. We want our children to develop a curiosity about the past and understand how learning about history can support and shape the decisions of the future.

Our curriculum has been composed of units of work that build on core concepts from EYFS up to year 6. We understand the importance of revisiting core concepts to enable the children to learn more and know more about different periods in history.

Topics are carefully planned so that children gain a deep understanding of different periods, places and civilisations. Key vocabulary and chronological knowledge is embedded through the repeated delivery of concepts. Children use timelines in all topics to position their new learning in the correct placement of local, British or world history.

For pupils with additional needs, there will be every opportunity to work towards the overall objectives of the year group. Pupils may be supported with their historical learning through differentiated questioning, pre teaching with key vocabulary or adapted work. Historical narratives are also used to introduce and support their understanding of different times and ages. All pupils will have the opportunity to experience and be able to access the trips and visitors that enrich this subject, and high expectations will challenge all children to meet their personal targets.

We use learning outlines with the children to highlight the main areas of learning through the unit. These learning outlines include 3 key words that are pivotal to the understanding of the unit.

#### The National Curriculum Aims for History

The National Curriculum for history aims to ensure that all pupils:

- 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Implementation:

1. EYFS: Reception
2. Long Term Overview
3. Substantive Knowledge & Disciplinary Knowledge Progression
4. Lesson Design
5. Personal Development
6. Inclusion
7. Impact

## History within Early Years - Past and Present

### Reception -

In the EYFS children follow the Statutory Framework for the early years foundation stage. Within this there are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Before children start school they should have had an opportunity to make sense of their own life story and family's history.

### Understanding the World ELG: Past and Present

Children at the expected level of development will:

- 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.



## Exceptional Explorer

### Past and Present:

I can talk about my family and community and their roles.

I can name and describe familiar people.

I can understand the past through engaging with books in class and talk about pictures of familiar situations in the past.

I know some similarities and differences between things in the past and now.

I can talk about characters from stories including people from the past.

*We recognise that communication and language also play a large role in developing children's historical understanding and this underpins our EYFS curriculum.*

*Our curriculum is child-led and within the EYFS classrooms there are opportunities for children to explore these ideas through directed tasks and continuous provision. We believe that our children are "exceptional explorers" and our EYFS classroom is the first step on their historical journey.*

## Opportunities for history in EYFS:

Talk about and name members of their family including those from different generations.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in their own past. eg. what toys they used when they were a baby

Share information about our families, giving children time to ask questions or make comments

Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them

Begin to use time vocabulary accurately.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.



Encourage children to share pictures of their family and listen to what they say about the pictures.

Show images of familiar situations in the past, such as homes, schools and transport.

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

### How is this achieved?

- Know about personal history - birthdays, celebrations
- Celebrating cultural diversity of children in the class
- Traditional festivals and celebrations
- Routines
- Talking about learning from the previous day / week etc...
- Through interactions talking about what they did yesterday, last week, last year.
- Life cycles and growing plants to introduce change over time
- Significant days: Remembrance Day , Bonfire Night - Guy Fawkes

# Long Term Overview: Curriculum Map Y1-Y6

Conflict

Power

Innovation

Year

5/6 A

Footsteps from the past (Anglo Saxons)



Time tunnel ( Crime and punishment)



Stand up and speak out - Country study



Year

5/6 B

Stand up and speak out (local history - Colyton Rebels)



Blitz and pieces (WWII)



Year

3/4 B

Full steam ahead



The great, the bold and the brave



Year

3/4 A

Tombs, temples and treasures (Egyptians and Mayans)



Scavengers and settlers



Year

1/2 B

Toys through time



Crowns and castles



Beside the seaside



Year

1/2 A

Fire fire



People of the past



## Knowledge and Skills: Year 1/2 A

|                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>People of the past</b><br/>(Autumn 1 and 2)</p>                                                                                                                                                                                                                                                                                       | <p><b>Fire Fire</b><br/>(Spring 2)</p>                                                                                                                                      |
| <p><b>NATIONAL CURRICULUM COVERAGE:</b><br/>Learn about 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 [for example, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>                            | <p><b>NATIONAL CURRICULUM COVERAGE:</b><br/>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>          |
| <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p><b>I KNOW</b> when these individuals were alive (earlier/later).</p> <p><b>I CAN DESCRIBE</b> why these individuals are remembered and how we know about their lives.</p> <p><b>I CAN EXPLAIN</b> the key events and important events in the life of chosen individuals.</p>                                                                                                         | <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p><b>I KNOW</b> how the Great Fire of London started.</p> <p><b>I CAN DESCRIBE</b> what happened during the Great Fire of London</p> <p><b>I CAN EXPLAIN</b> why the Great Fire of London burnt so many houses down.</p> |
| <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p><b>I KNOW</b> why people did things, why events happened and what happened as a result. (Range and Depth of Historical Knowledge)</p> <p><b>I KNOW HOW TO</b> compare pictures or photographs of people or events in the past. (Interpretations of History)</p> <p><b>I KNOW HOW TO</b> communicate my knowledge through drama and role-play (Organisation &amp; Communication)</p> | <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p><b>I KNOW HOW TO</b> communicate my knowledge through making models. (Organisation and Communication)</p> <p><b>I KNOW HOW TO</b> recount stories from the past. (Range and Depth of Historical Knowledge)</p>        |
| <p><b>VOCABULARY:</b><br/>Crimean war Hygiene/Disease exploration)</p>                                                                                                                                                                                                                                                                                                                                                       | <p><b>VOCABULARY:</b><br/>Conditions Reliability Layout</p>                                                                                                                                                                                                    |
| <p><b>CORE CONCEPT:</b><br/>Innovation</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>CORE CONCEPT:</b><br/>Innovation</p>                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Toys through time</i><br/>(YEAR B: Autumn 2)</p>                                                                                                                                                              | <p><i>Crowns and castles</i><br/>(YEAR B: Spring 2)</p>                                                                                                                                                                      | <p><i>Beside the Seaside</i><br/>(YEAR B: Summer 2)</p>                                                                                                                                                        |
| <p><b>NATIONAL CURRICULUM COVERAGE:</b></p> <p><i>Learn about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)</i></p>                                                                                                            | <p><b>NATIONAL CURRICULUM COVERAGE:</b></p> <p><i>Significant historical events, people and places in their own locality.</i></p>                                                                                                                                                                             | <p><b>NATIONAL CURRICULUM COVERAGE:</b></p> <p><i>Significant historical events, people and places in their own locality (eg Mary Anning and Lyme Regis)</i></p>                                                                                                                                  |
| <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p><b>I KNOW</b> <i>what our toys are like today.</i></p> <p><b>I CAN DESCRIBE</b> <i>what our grandparents' toys were like, and how they are different and similar to our own.</i></p> <p><b>I CAN EXPLAIN HOW</b> <i>how toys have changed over time.</i></p> | <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p><b>I KNOW</b> <i>how Queen Victoria is linked to Devon</i></p> <p><b>I CAN DESCRIBE</b> <i>why Victorians came on holiday to Devon</i></p> <p><b>I CAN EXPLAIN</b> <i>how Devon is different today and why people still come on holiday here.</i></p>                 | <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p><b>I KNOW</b> <i>that Mary Anning was born over 200 years ago.</i></p> <p><b>I CAN DESCRIBE</b> <i>what Mary did in her life that was special.</i></p> <p><b>I CAN EXPLAIN</b> <i>why Mary Anning is still remembered.</i></p>                            |
| <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p><b>I KNOW HOW TO</b> <i>match objects to people of different ages. (Chronological Understanding)</i></p> <p><b>I KNOW THAT</b> <i>adults talking about their memories of the past may not be reliable. (Interpretations of History)</i></p>                 | <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p><b>I KNOW HOW TO</b> <i>sequence photographs etc. from different periods of time. (Chronological Understanding)</i></p> <p><b>I KNOW HOW TO</b> <i>use a source to answer questions about the past on the basis of simple observations. (Historical Enquiry)</i></p> | <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p><b>I KNOW HOW TO</b> <i>find answers to simple questions about the past from sources of information. (Historical Enquiry)</i></p> <p><b>I KNOW HOW TO</b> <i>communicate my knowledge through drawing pictures. (Organisation and Communication)</i></p> |
| <p><b>VOCABULARY:</b></p> <p><i>Chronological Artefact Culture</i></p>                                                                                                                                                                                                                               | <p><b>VOCABULARY:</b></p> <p><i>Monarch Source Victorians</i></p>                                                                                                                                                                                                                                             | <p><b>VOCABULARY:</b></p> <p><i>Fossil Locality Living memory</i></p>                                                                                                                                                                                                                             |
| <p><b>CORE CONCEPT:</b></p> <p><i>Innovation</i></p>                                                                                                                                                                                                                                                 | <p><b>CORE CONCEPT:</b></p> <p><i>Power</i></p>                                                                                                                                                                                                                                                               | <p><b>CORE CONCEPT:</b></p> <p><i>Innovation</i></p>                                                                                                                                                                                                                                              |



| <p>Scavengers and Settlers<br/>(Autumn 2)</p>                                                                                                                                   | <p>Temples, tombs and treasures<br/>(Spring 1 and 2)</p>                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>NATIONAL CURRICULUM COVERAGE:</b><br/>Learn about the changes in Britain from the Stone Age to the Iron Age</p>                                                                                                                                            | <p><b>NATIONAL CURRICULUM COVERAGE:</b><br/>Learn about the achievements of the earliest civilizations – and a depth study of Ancient Egypt.<br/>Learn about a non-European society that contrasts with British history – a study of Mayan civilization c. AD 900.</p>                                                                                                                                                           |
| <p><b>SUBSTANTIVE KNOWLEDGE:</b><br/>I KNOW about the lifestyle of Stone Age man.<br/>I CAN DESCRIBE how and when Stonehenge was built and its importance in the time (and now)<br/>I CAN EXPLAIN what life was like in an Iron Age hillfort community.</p>      | <p><b>SUBSTANTIVE KNOWLEDGE:</b><br/>I KNOW that Ancient Egypt was over 5000 years ago.<br/>I CAN DESCRIBE what everyday life was like in Ancient Egypt for men, women and children.<br/>I CAN EXPLAIN what Ancient Egyptians believed about life after death.<br/>I CAN DESCRIBE what life was like at the height of the Mayan civilisation.<br/>I CAN EXPLAIN some explanations for why the Mayan empire ended so quickly.</p> |
| <p><b>DISCIPLINARY KNOWLEDGE:</b><br/>I KNOW HOW TO ask questions and observe small details from artefacts and pictures. (Historical Enquiry)<br/>I KNOW HOW TO communicate my knowledge and understanding through writing. (Organisation and Communication)</p> | <p><b>DISCIPLINARY KNOWLEDGE:</b><br/>I CAN give reasons for different ways in which the past is represented. (Interpretations of History)<br/>I KNOW HOW TO use relevant material to present a picture of one aspect of life in the past. (Historical Enquiry)</p>                                                                                                                                                              |
| <p><b>VOCABULARY:</b><br/>Civilisation Advancement Settlement</p>                                                                                                                                                                                                | <p><b>VOCABULARY:</b><br/>Ancient Hierarchy Leader</p>                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>CORE CONCEPT:</b><br/>Innovation</p>                                                                                                                                                                                                                       | <p><b>CORE CONCEPT:</b><br/>Power</p>                                                                                                                                                                                                                                                                                                                                                                                            |



|                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Full steam ahead</i><br/>(Autumn 2)</p>                                                                                                                                                                                       | <p><i>The great, the bold and the brave</i><br/>(Summer 1 and 2)</p>                                                                                                                                                                                                                                                                                                         |
| <p><b>NATIONAL CURRICULUM COVERAGE:</b><br/>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, by exploring a significant turning point in British history, for example, the first railways and the Industrial Revolution.</p>                                    | <p><b>NATIONAL CURRICULUM COVERAGE:</b><br/>Learn about the Roman empire and its impact on Britain.<br/><br/>Learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>                                                                                                                                                                                                                                  |
| <p><b><u>SUBSTANTIVE KNOWLEDGE:</u></b><br/>I KNOW the main changes that took place during Victoria's reign.<br/>I CAN DESCRIBE how town life and countryside life were different in Victorian times.<br/>I CAN EXPLAIN the main changes in transport during the Industrial Revolution.</p>                          | <p><b><u>SUBSTANTIVE KNOWLEDGE:</u></b><br/>I KNOW why the Romans invaded Britain.<br/>I CAN DESCRIBE how and why Boudicca stood up to the Romans.<br/>I CAN EXPLAIN how the Romans changed the lives of people living in Britain.<br/>I KNOW what everyday life was like in Ancient Athens.<br/>I CAN DESCRIBE how democracy was a key development of Ancient Greece.<br/>I CAN EXPLAIN different ways in which Ancient Greeks influenced our lives today.</p> |
| <p><b><u>DISCIPLINARY KNOWLEDGE:</u></b><br/>I KNOW HOW TO find out about everyday lives of people in the time studied, and compare to our lives today. (Range and depth of historical knowledge)<br/>I KNOW HOW TO place the time studied and key events from time on a timeline. (Chronological Understanding)</p> | <p><b><u>DISCIPLINARY KNOWLEDGE:</u></b><br/>I KNOW HOW TO use the terms BC/AD/CE. (Chronological Understanding)<br/>I KNOW HOW TO distinguish between different sources and compare different versions of the same story. (Interpretations of History)</p>                                                                                                                                                                                                     |
| <p><b>VOCABULARY</b><br/>Industrial Revolution Equality Labour</p>                                                                                                                                                                                                                                                   | <p><b>VOCABULARY</b><br/>Empire Common Era/BCE Democracy</p>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>CORE CONCEPT:</b><br/>Innovation</p>                                                                                                                                                                                                                                                                           | <p><b>CORE CONCEPT:</b><br/>Power</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Knowledge and Skills: Year 5/6 A

### Blitz and Pieces (Autumn 1 and 2)



### Stand up and Speak Out - Colyton Rebels (Summer 1 and 2)



#### NATIONAL CURRICULUM COVERAGE:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, through exploring a significant turning point in British history: World War II and the Battle of Britain

#### NATIONAL CURRICULUM COVERAGE:

*A local history study*

#### SUBSTANTIVE KNOWLEDGE:

**I KNOW** why Britain went to war in 1939.

**I CAN DESCRIBE** the key strategies used by the British.

**I CAN EXPLAIN** what life was like on the Home Front.

**I KNOW** why children were evacuated and what evacuation was like.

#### SUBSTANTIVE KNOWLEDGE:

**I KNOW** the history of the Colyton rebels and why they opposed the King

**I CAN DESCRIBE** life in Colyton in the 1600s

**I CAN EXPLAIN** how the history of the rebels has shaped our town

#### DISCIPLINARY KNOWLEDGE:

**I KNOW HOW TO** examine causes and results of key events, and the impact on people. (Range and Depth of Historical Knowledge)

**I CAN** know and sequence the key events of the time studied.

(Chronological Understanding)

**I CAN** explain how different evidence will lead to different conclusions.

(Interpretations of History)

#### DISCIPLINARY KNOWLEDGE:

**I KNOW HOW TO** use the internet to research with increasing confidence. (Historical Enquiry)

**I CAN** select and organise information to produce oral presentations or structured written work, making appropriate use of dates and terms. (Organisation and Communication)

#### VOCABULARY:

Allies Axis Dictator

#### VOCABULARY:

Rebellion Illegitimate Bloody assizes

#### CORE CONCEPT:

Conflict

#### CORE CONCEPT:

Conflict

|                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Footprints from the past (Spring 1)</p>                                                                                                                                                                                | <p>Time tunnel (Spring 2)</p>                                                                                                                                                           | <p>Stand up and speak out - Country Study</p>                                                                                                                                                                             |
| <p><b>NATIONAL CURRICULUM COVERAGE:</b></p> <p>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>                                                                                                     | <p><b>NATIONAL CURRICULUM COVERAGE:</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)</p> | <p><b>NATIONAL CURRICULUM COVERAGE:</b></p> <p>Beyond National Curriculum coverage</p>                                                                                                                                                                                                                       |
| <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p>I KNOW why the Anglo-Saxons invaded Britain.<br/>I CAN DESCRIBE how people's lives changed when Christianity came to Britain.<br/>I KNOW about the life and achievements of Alfred the Great.<br/>I CAN EXPLAIN The struggle between Anglo-Saxons and Vikings.</p> | <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p>I KNOW how criminals were punished in Saxon times.<br/>I CAN DESCRIBE medieval justice.<br/>I CAN EXPLAIN key ways in which crimes and punishments changed between 16<sup>th</sup> and 19<sup>th</sup> centuries.</p>            | <p><b>SUBSTANTIVE KNOWLEDGE:</b></p> <p>I KNOW how our country is run and how the present government was developed.<br/>I CAN DESCRIBE why these individuals are significant in history.<br/>I CAN EXPLAIN the similarities/differences between periods of time studied with a focus on key individuals.</p> |
| <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p>I KNOW HOW TO place current study on a timeline in relation to other studies. (Chronological Understanding)<br/>I KNOW HOW TO link sources and work out how conclusions were arrived at. (Interpretations of History)</p>                                         | <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p>I KNOW HOW TO compare an aspect of life with the same aspect in another period. (Range and Depth of Historical Knowledge)<br/>I CAN recognise primary and secondary sources. (Historical Enquiry)</p>                           | <p><b>DISCIPLINARY KNOWLEDGE:</b></p> <p>I CAN identify reasons for and results of people's actions (Range and Depth of Historical Knowledge)<br/>I KNOW HOW TO communicate my knowledge and understanding through oral presentation (Organisation &amp; Communication)</p>                                  |
| <p><b>VOCABULARY:</b></p> <p>Invasion Pagan Kingdom</p>                                                                                                                                                                                                                                                    | <p><b>VOCABULARY:</b></p> <p>Justice Contraband Smuggle</p>                                                                                                                                                                                                              | <p><b>VOCABULARY:</b></p> <p>Suffrage Petition Activist</p>                                                                                                                                                                                                                                                  |
| <p><b>CORE CONCEPT:</b></p> <p>Power</p>                                                                                                                                                                                                                                                                   | <p><b>CORE CONCEPT:</b></p> <p>Conflict</p>                                                                                                                                                                                                                              | <p><b>CORE CONCEPT:</b></p> <p>Innovation</p>                                                                                                                                                                                                                                                                |

## Progression by Disciplinary Skill

|                                         | Year 1                                                                                                                                                                                                                | Year 2                                                                                                                                                                                                                                                   | Year 3/4                                                                                                                                                                                                                                                                                                                                                                                             | Year 5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological understanding             | <ul style="list-style-type: none"> <li>- Sequence events in their life</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>- Match objects to people of different ages</li> </ul> | <ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time - check with reference book</li> <li>- Sequence photographs etc. from different periods of their life</li> <li>- Describe memories of key events in lives</li> </ul> | <ul style="list-style-type: none"> <li>- Place the time studied and key events from time on a timeline</li> <li>- Use terms related to the period and begin to date events</li> <li>- Sequence several events or artefacts</li> <li>- Understand more complex terms eg BC/AD</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>- Know and sequence key events of time studied</li> <li>- Place current study on timeline in relation to other studies</li> <li>- Use relevant dates and terms</li> <li>- Make comparisons between different times in the past</li> </ul> <p>Sequence up to 10 events on a time line</p>                                                                                                                                                                                                                                                  |
| Range and depth of historical knowledge | <ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own and others lives</li> <li>- Know and recount episodes from stories about the past</li> </ul>                  | <ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result</li> <li>- Identify differences between ways of life at different times</li> </ul>                                           | <ul style="list-style-type: none"> <li>- Find out about everyday lives of people in time studied</li> <li>- Compare with our life today</li> <li>- Identify reasons for and results of people's actions</li> <li>- Use evidence to reconstruct life in time studied</li> <li>- Identify key features and events of time studied</li> <li>- Offer a reasonable explanation for some events</li> </ul> | <ul style="list-style-type: none"> <li>- Study life at time for different people - eg differences between men and women</li> <li>- Examine causes and results of key events and the impact on people</li> <li>- Compare an aspect of life with the same aspect in another period</li> <li>- Find out about beliefs and behaviour of people. Compare these with another time studied.</li> <li>- Write another explanation of a past event using evidence to support and illustrate their explanation</li> <li>- Know key dates, characters and events of time studied</li> </ul> |

### Disciplinary Knowledge:

*We develop children's understanding through time in different ways to ensure that they build up a range of schemata about how historians study the past. They look at different sources of evidence, historical interpretations, causes and consequences, similarities and differences and historical significance.*

|                              | Year 1                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                   | Year 3/4                                                                                                                                                                                                                                                                                                                                  | Year 5/6                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interpretations of history   | <ul style="list-style-type: none"><li>- Use stories to encourage children to distinguish between fact and fiction</li><li>- Compare adults talking about the past – how reliable are their memories?</li></ul> | <ul style="list-style-type: none"><li>- Compare 2 versions of a past event</li><li>- Compare pictures or photographs of people or events in the past</li><li>- Discuss reliability of photos/ accounts/stories</li></ul> | <ul style="list-style-type: none"><li>- Identify and give reasons for different ways in which the past is represented</li><li>- Distinguish between different sources – compare different versions of the same story</li><li>- Begin to evaluate the usefulness of different sources including text books</li></ul>                       | <ul style="list-style-type: none"><li>- Compare accounts of events from different sources – fact or fiction</li><li>- Offer some reasons for different versions of events</li><li>- Link sources and work out how conclusions were arrived at</li><li>- Be aware that different evidence will lead to different conclusions</li></ul>                                                |
| Historical enquiry           | <ul style="list-style-type: none"><li>- Find answers to simple questions about the past from sources of information e.g. artefacts</li></ul>                                                                   | <ul style="list-style-type: none"><li>- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li></ul>                                                       | <ul style="list-style-type: none"><li>- Use a range of sources to find out about a past event</li><li>- Observe small details in artefacts and pictures</li><li>- Choose relevant material to present a picture of one aspect of life in time past</li><li>- Ask a variety of questions</li><li>- Use the internet for research</li></ul> | <ul style="list-style-type: none"><li>- Recognise primary and secondary sources</li><li>- Use the internet for research with increasing confidence</li><li>- Use a range of sources to find out about an aspect of time past</li><li>- Suggest omissions and the means of finding out</li><li>- Bring knowledge gathered from several sources together in a fluent account</li></ul> |
| Organisation & communication | <ul style="list-style-type: none"><li>- Communicate their knowledge through:<br/>Discussion<br/>Drawing pictures<br/>Drama/role play<br/>Making models<br/>Writing<br/>Using ICT</li></ul>                     |                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>- Recall, select and organise historical information</li><li>- Communicate their knowledge and understanding through:<br/>Oral presentation<br/>Writing<br/>Using ICT</li></ul>                                                                                                                     | <ul style="list-style-type: none"><li>- Select and organise information to produce oral presentations and structured written work, making appropriate use of dates and terms.</li></ul>                                                                                                                                                                                              |

## Lesson Design

Broadly, units of work are planned to follow this six-step approach to history lessons. Within a unit of learning the children may focus on these skills in any order and more than one skill may appear in a lesson.,

### Step 1: Teacher motivates pupils to want to learn and scopes the enquiry

- Hooking them in: eg. with a slow reveal
- Setting the puzzle
- Scoping the enquiry
- Whetting the appetite for an imaginative product (stamps, plaques, tourist brochure, wiped commentary)
- Making it real, exciting, a job that needs doing, a problem that needs sorting
- Mantle of the expert
- Laying down a challenge ... Do you think WE can ...

### Step 2: Children collect information in interesting and varied ways

- PowerPoint presentations
- Video/DVD excerpts
- Textbooks
- Information cards/sheets
- Teacher-told story
- Pictures
- Internet sites

### Step 3: Children make sense of ideas and process the information by:

- Text marking, colour coding
- Underlining
- Annotating
- Key bullet points
- Spider diagrams
- Filling in charts, grids, Venn diagrams
- Sequencing cards or pictures
- Sorting, grouping, classifying and rejecting

### Step 4: Children draw their own conclusions, making their own meaning

- They advance reasons, perhaps linking and prioritising them
- They begin to recognise what is significant
- They shape their ideas
- They demonstrate understanding, perhaps through:
  - Role play
  - History Mysteries
  - Living graphs
  - Spectrums

### Step 5: Their understanding is checked, developed and refined by:

- Introducing new ideas, materials, perspectives
- Putting their understanding to the test

### Step 6: Pupils create their final, imaginative product after teacher models:

- Thinking aloud
- Reinforcing sense of audience, purpose etc.
- Including certain text features
- Sentence structure
- Key vocabulary
- Giving pupils scope to demonstrate their understanding in imaginative ways

## Asking questions - skills of enquiry

*Finding out about the past*

## Reading and searching

*- Researching skills*

## Looking at Artefacts - Using sources (primary and secondary)

## Making decisions about what I think

*Drawing conclusions & forming opinions - making links*

## Using what I know: now and before

*Applying knowledge - answering questions*

## Thinking about what this means now

*Measuring understanding & impact*



History is taught as a problem-solving subject where children use metacognitive tools to support their understanding.

At the start of each unit of learning children begin to understand where this learning fits within a chronological timeline so that their new learning can fit into their understanding of the past.

Lessons and tasks are planned to facilitate children to:

See relationships

Make associations

See and form categories

Distinguish relevant information

Analyse ideas

Relate new information to existing information

Show how different parts of the topic relate to one another

Where possible we use primary sources to enhance the lessons and teach children the key differences between primary and secondary sources of information.

Our thinking is enhanced by our use of Thinking Frames to deepen understanding and retain key information.

At Colyton our lessons are designed so that children can use skills from our Colyton Core too.



## Personal Development

At Colyton we enhance the national curriculum for our students and make our curriculum unique. We do this through looking at influential people, developing character, citizenship, SMSC, equality, diversity, confidence & resilience, wellbeing, e-safety, RSE, transitions and British Values within the units of learning that the children study.

|                   | Autumn 1                                                                                                                                                                                                                    | Autumn 2 | Spring 1                                                                                                                                                                                                                                | Spring 2 | Summer 1                                                                                                                                                                                                            | Summer 2 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Year ½ A</b>   | <u>Influential People:</u> Teddy Roosevelt & AA Milne<br><u>Citizenship:</u> I know that there are differences and similarities between people and their ideas and history.                                                 |          |                                                                                                                                                                                                                                         |          | <u>Influential People:</u> Mary Anning<br><u>Careers:</u> I enjoy the opportunity to role play different jobs                                                                                                       |          |
| <b>Year ½ B</b>   | <u>Influential People:</u> Neil Armstrong & Valentina Tereshkova<br>Florence Nightingale & Mary Seole<br><u>Equality and diversity:</u> I know that women and BAME people have had a different path to success than others. |          | <u>Influential People:</u> Samuel Pepes<br><u>Healthy Lifestyle:</u> I can stay safe and keep other safe. I understand fire safety                                                                                                      |          |                                                                                                                                                                                                                     |          |
| <b>Year ¾ A</b>   | <u>Influential People:</u> Boudica<br><u>Confidence and Resilience:</u> I understand the difficulties of earlier civilizations and their resilience to difficulties and change                                              |          | <u>Influential People:</u> Cleopatra and Mayan leaders (examine Spanish explorers)<br><u>Citizenship:</u> I know what democracy is and how this is supported locally and nationally                                                     |          |                                                                                                                                                                                                                     |          |
| <b>Year ¾ B</b>   | <u>Influential People:</u> Emmeline Pankhurst<br>Isambard Kingdom Brunel<br><u>Careers:</u> I am aware of different jobs in my local area; past, present and emerging                                                       |          | <u>Influential People:</u> Caesar & Roman Leaders, Celtic nations all have different leaders.<br><u>British Values:</u> I know that the British Isles is made up of people from all over the globe with their own cultures and beliefs. |          |                                                                                                                                                                                                                     |          |
| <b>Year 5/6 A</b> | <u>Influential People:</u> Winston Churchill<br>Agent FiFi (Marie Christine Chilver)<br><u>Equality:</u> I can use my imagination to understand people's experiences                                                        |          |                                                                                                                                                                                                                                         |          | <u>Influential People:</u> Local heroes; Roger Satchell and the Colyton Rebels<br><u>Confidence/Citizenship:</u> I can use my imagination to consider why people made different choices in the past.                |          |
| <b>Year 5/6 B</b> |                                                                                                                                                                                                                             |          | <u>Influential People:</u> Alfred the Great<br><u>Citizenship/SMSC:</u> I realise the consequences of anti-social and aggressive behaviour and I understand how this has changed over time.                                             |          | <u>Influential People:</u> Led by children; famous people who have inspired them<br><u>Transition:</u> I am finding out how others handle change and challenge and using these skills to prepare for my next steps. |          |

## History for learners with SEND

*Inclusion in history means: setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.*

| Possible struggle or challenge               | Scaffold or support to consider                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Difficulties with reading</b>             | <ul style="list-style-type: none"><li>- Consider placing key sources and information on audio/MP3, so that pupils who struggle with reading can at least listen, perhaps with the text also in front of them. Use of Talking Tins at Key Stage 1.</li><li>- Pairing of confident and less confident readers when considering groupings in history.</li><li>- Use audio/visual representations of ideas when possible to make information available to all. Pictures/drawings/recordings/video clips can be used to generate pupil-to-pupil discussion or precede written information. Use or present information in tables or diagrams, rather than unbroken text.</li><li>- Make use of fluency strategies from reading lessons when reading historical information – including echo reading and choral reading.</li></ul>                                                                                                                                                                                                                                                                                              |
| <b>Difficulties with language/vocabulary</b> | <ul style="list-style-type: none"><li>- Provide a word bank related to the theme. This could be provided before the start of the unit, as pre-teaching, or built up cumulatively throughout the sequence of lessons.</li><li>- Provide sentence stems/speaking frames for oracy/discussion tasks to structure spoken language.</li><li>- Modelling connectives verbally to help prompt elaboration, eg 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, or 'consequently' to prompt pupils to think of the results of actions.</li><li>- Recognise that the language of history may be challenging and cause barriers for some pupils, including the specific use in history of an everyday word, eg 'party', 'state' ; the use of history-specific terms, eg 'chronological', 'artefact' ; the use of abstract terms, eg 'power', 'belief'. Plan to teach new history vocabulary explicitly in context using activities from the menu of instructional activities.</li><li>- Use pictures and symbols (eg Widgeo) to illustrate abstract, new or historical concepts.</li></ul> |
| <b>Difficulties with writing/recording</b>   | <ul style="list-style-type: none"><li>- Provide structured writing frames including, for example, key vocabulary, sentence stems, cloze procedure/missing word structures.</li><li>- Consider alternatives to recording eg ICT (however, remember that sometimes pupils can be distracted by all the different possibilities of adding graphics, sound, animation etc.)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Difficulties with maths/number</b>                                  | <ul style="list-style-type: none"> <li>- Be aware of this potentially being a barrier in chronology/timeline work. Ask children to sort (eg old/new) or sequence images/photos (with dates removed).</li> <li>- Horizontal rather than vertical time lines should be used as these appear to cause less confusion than spiral helixes or 'zig-zag' lines. It is important from the outset to represent centuries distinctly on the time line. This can be done effectively by colour coding dates.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Difficulties with memory/processing</b>                             | <ul style="list-style-type: none"> <li>- Adapt tasks to allow for slow release of information e.g. sequencing just the first steps in an event, or the first 4 cards for a timeline and then adding 2 more to build confidence and avoid overwhelming pupils at the start. It is easier to add more detail than to unscramble confusion.</li> <li>- Reinforcement of key facts/dates/names etc. through retrieval practice principles – revisit regularly, spaced practice, dual coding (words and visuals together).</li> <li>- Reduce reliance on memory by using a chart that shows the 'big picture' to help pupils make links between lessons, eg a chart showing the big question, and how each lesson is related to the question. Use mind maps and other visual devices to help pupils see patterns and relationships.</li> <li>- Narrative can help all pupils, including those with learning difficulties, to make sense of events by bringing the past to life, so consider using stories (either of real or imagined people) within history learning.</li> <li>- When questioning, allow pupils time to discuss the answers to questions in pairs, before requesting verbal responses. Structures such as think-pair-share can be really helpful.</li> <li>- When you are asking questions, use pupils' names to warn them that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently.</li> </ul>                                                                                                                                                                                                                                              |
| <b>Difficulties with engagement, for example because of SEMH needs</b> | <ul style="list-style-type: none"> <li>- Use motivational initial stimuli to engage pupils in a history activity, eg mysteries, storytelling, visual puzzles.</li> <li>- Pupils may feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Starting with the known allows pupils to feel confident and new ideas to be shaped and modified. Build on pupils' understanding. Start with pupils' own knowledge, views and understanding and identify their preconceptions and misconceptions.</li> <li>- Allow a choice of outcomes to meet the same objective so pupils can choose the form – eg for a piece of work about the Great Fire of London, pupils might produce/complete a: labelled map, storyboard, role-play, audio recording, electronic presentation, or cloze worksheet.</li> <li>- Include activities with active involvement eg kinaesthetic activities. Examples would be pupils creating human timelines, acting out scenes from a story, asking pupils to stand at the front holding sequencing cards, use of real artefacts. Sorting, matching, underlining, grouping, selecting etc. can all be used in place of written worksheets/copying information.</li> <li>- Try to provide a real purpose or audience for activities, eg turning the classroom into a museum for another class or parents to visit. Key Stage History provides lots of ideas of activities or outcomes with a purpose or audience, eg help the hapless embalmer.</li> <li>- Share or discuss careers that can involve historical knowledge – eg archaeologist, production assistant, tour guide, as well as how historical skills (eg communication, critical thinking, making comparisons) are useful for all learning and jobs.</li> </ul> |

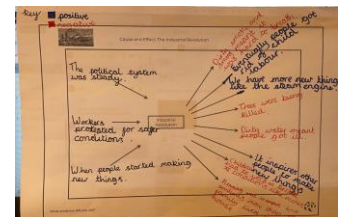
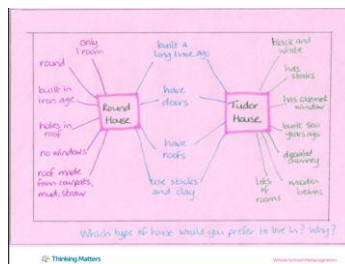
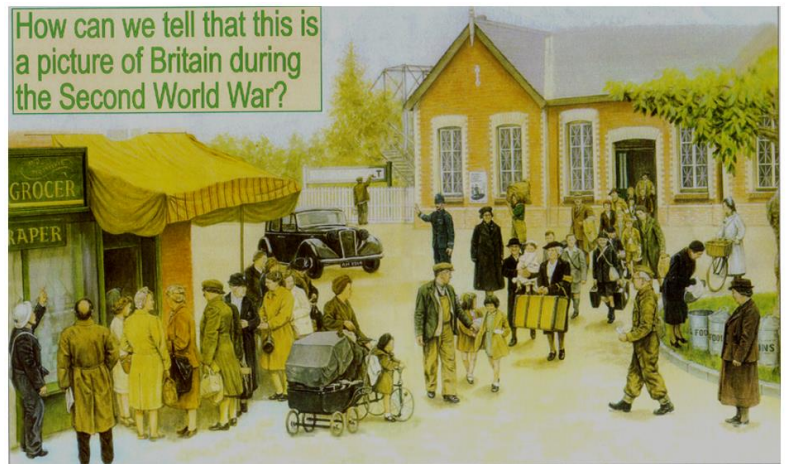
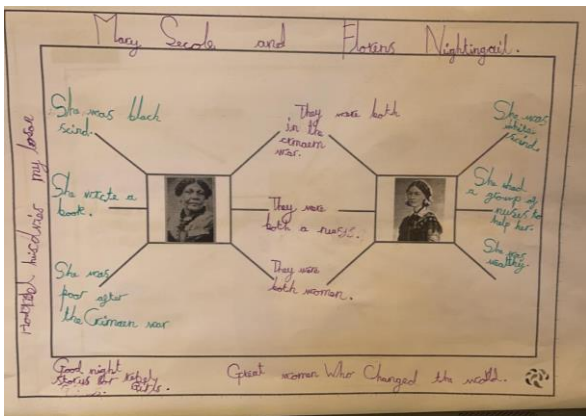
Impact:

It is our aim that children know more and remember more about the history of our world.

Children's historical understanding of the knowledge and skills covered in a unit of work is gauged in two ways. Through short term assessment of day to day tasks, through children's ongoing work, the quality of their answers to 1:1 and whole class questions and more formally on a medium term approach through assessment tasks with a marking rubric.

At Colyton we believe that “practise makes permanent” and so we revisit prior knowledge regularly. We check understanding of previous units at the beginning of the new topic so that gaps in knowledge or misconceptions can be addressed and supported.

In order to measure the progress in knowledge between the start and the end of the unit of work we might use Thinking Frames i.e. metacognitive visual tools. These can be used in a variety of ways to assess knowledge. We also use the Key Stage History assessment tasks where suitable. This also allows us to determine if children are 'on track' with their history knowledge and skills.



### Assessment task Belief in the afterlife in Ancient Egypt

**How can we tell from this picture that the Ancient Egyptians believed in the afterlife ?**

