

### Implementation: What does History **look** like at HTL?

The children at HTL study a range of significant people, periods and events that occurred in British and international history, we look at History through a global lens. The youngest children at Holy Trinity Lamorbey learn about historical events that happened closest to the present year. As the children progress through the years, their History learning delves deeper and further into the past. Throughout each key stage the learning will always use the children as a starting point and links and comparisons to our lives, in the present day.

As well as developing children's knowledge and understanding of the past, we believe that it is important for children to understand how the past influences our lives today. Our learning is not only centred on the past as we use these events to discuss how our lives can be shaped in the future as a result of events taking place. History also gives the children opportunities to practise and apply key skills in speaking and listening, reading, writing, numeracy and computing.

### What **events** take place at HTL?

To encourage a love of history and to immerse the children in what it was really like to live in the past there are many exciting things that we do at Holy Trinity. We celebrate Black History Month through food, dance, art, inspiring scientists, mathematicians poets etc.

We expose our children to a range of Historical experiences; handling artefacts, visiting archaeological sites, making the most of our local history and visiting exhibitions in museums and historic houses. In Year 6, children take a trip to Belgium to enhance their learning of what it was like to live through WW1 where they visit the trenches and the Menin Gate.



History at



HTL

### Intent: How does History **TRANSFORM** lives and build

#### **FUTURES ?**

At HTL, we believe the aims and purposes of the History curriculum are to develop a chronological understanding, understand the wider world, make connections through historical enquiry and understand the importance of context. Our curriculum is designed around these core themes. Each year our curriculum builds upon abstract vocabulary.

Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding of the rich History of their locality. Perhaps more poignantly, pupils will leave our school aware of today's challenges and how they will be viewed historically in later years.

### Impact:

The impact of History teaching is assessed in a variety of ways. Book looks, analysis of learning journeys and informal learning walks are used by the subject leader to gain an insight of History teaching in practise. In addition to this, the subject leader conducts informal pupil interviews alongside to ensure that learning has been achieved sufficiently and can be recalled when prompted. Through this, it is evident that pupils are excited and curious about History. The class teacher will monitor the progression of each individual child in their class through the use of the assessment ladders. These are then monitored regularly by the subject lead to ensure consistency. Children should be able to share the new historical knowledge that they have learned and be able to analyse these facts using the historical thinking skills that they will continue to develop as they move through the school. Through discussion the children will be able to use reason to make informed decisions about historical events. As they progress through the school they should be able to see how history has influenced the present and how Britain's past has influenced other areas in the world.

## **Aims and purpose of History from National curriculum**

### **Chronological understanding**

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

### **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

### **Abstract Terminology**

♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

### **Historical enquiry**

♣ 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

### **Making connections**

♣ 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 History – key stages 1 and 2

### **Contextual understanding**

♣ 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.

History: Key Stage 1			
Within living memory	Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>

History: Key Stage 2					
ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty	Choose one of: Mayans Islamic Civilizations Benin Civilization	Greek life and influence on the Western world	To include: Stone age to Iron age Romans Anglo-Saxons Vikings	An aspect of theme that takes pupils beyond 1066	A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066

<b>Core Vocabulary Substantive Knowledge</b>						
<b>Recurring subject specific concepts and vocabulary in History</b>			<b>Key recurring vocabulary</b>			
			<b>Substantive vocabulary</b>		<b>Disciplinary vocabulary</b>	
			Alliance Archaeologist Agriculture  Border Beliefs Church City Community Conquest Civilian Colony Court Coalition Citizen Culture Conflict  Dictator Defeat Democracy Diplomacy Expedition Emperor Election Exploration Estate Empire	Exile Exploration Eye-witness  Farming Famine Frontier Flee  Galleon Government  Hostility Hierarchy  Invasion  Liberation Legacy  Monarch (King/Queen) Military  Neutral Navigation Monarchy Migration	Occupation Oppression Opposition  persecution Poverty Parliament  Rulers and leaders Reign Resistance Rebellion  Surrender Source Settlement Senate  Treaty Tyranny Triumph Trade Transport Tribe Taxation  Warrior	Roles Invasion Empire Transport Military

<b>Nursery</b>	Understanding the World		Begin to make sense of their own life-story and family's history.
<b>Reception</b>	Understanding the World		<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
<b>ELG</b>	Understanding the World	Past and Present	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	Knowledge and Interpretation	Abstract terminology	Chronological Understanding	Historical enquiry
<b>Year 1</b>	<p>Know the main differences between their school days and that of their grandparents.</p> <p>Know that the toys their grandparents played with were different to their own</p> <p>Know what a number of older objects were used for</p> <p>Explain how transport has changed</p>	<p>Artefact</p> <p>Primary evidence / source</p> <p>Secondary evidence / source</p> <p>Reliable evidence / source</p> <p>Unreliable evidence / source</p>	<p>Place events and artefacts in order on a time line</p> <p>Label time lines with words or phrases such as: past, present, older and newer</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>
<b>Year 2</b>	<p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p> <p>Know how the local area is different to the way it used to be a long time ago</p> <p>Know about a famous person from outside the UK and explain why they are famous</p>			

	Knowledge and Interpretation	Abstract terminology	Chronological Understanding	Historical enquiry
<b>Year 3</b>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. E.g. <i>the characteristics of the Athenians and the Spartans</i>,</p> <p>Describe the social, ethnic, cultural or religious diversity of past society. E.g. <i>the influence of Greek Gods had on Ancient Greece or the Olympics</i></p> <p>Know the main differences between the stone, bronze and iron ages</p>	<p>Artefact Primary evidence / source Secondary evidence / source Reliable evidence / source Unreliable evidence / source Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Democracy Government Society Ancient</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Know how Britain changed between the beginning of the stone age and the iron age (year 3)</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation (year 4)</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>
<b>Year 4</b>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. E.g. <i>there was resistance to the Roman occupation and know about Boudica and know about a Roman Emperor / Egyptian pharaoh and their role – compare them</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society. E.g. <i>key features of Ancient Egypt</i></p> <p>Know how the Roman occupation of Britain helped to advance British society</p>			

	Knowledge and Interpretation	Abstract terminology	Chronological Understanding	Historical enquiry
<b>Year 5</b>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <i>E.g. explain how the Anglo Saxons attempted to bring law and order into the country or How Anglo-Saxon borders changed and influenced</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <i>e.g. Understand how slavery affected the lives of people in Britain</i></p> <p>Use dates and terms accurately in describing events.</p>	<p>Artefact</p> <p>Primary evidence</p> <p>Secondary evidence</p> <p>Reliable evidence</p> <p>Unreliable evidence</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <p>dates</p> <ul style="list-style-type: none"> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy</li> </ul> <p>Democracy</p> <p>Government</p> <p>Kingdom</p> <p>Reign</p> <p>Civilization</p> <p>Society</p> <p>Ancient</p> <p>Propaganda</p>	<p>Give a broad overview of life in Britain from stone age until WW2</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>To question the validity of historical sources <i>e.g. propaganda</i></p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
<b>Year 6</b>	<p>Describe the social, ethnic, cultural or religious diversity of past society. <i>E.g. Explain why the Ancient Islamic civilization was considered an advanced society compared to Europe</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <i>e.g. know about the conflicts between the Anglo-Saxons and Vikings</i></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <i>E.g. the impact of the World wars</i></p> <p>Use dates and terms accurately in describing events.</p>			