

History

Intent

At St Thomas we aim to develop the children's passion for historical knowledge and cultivate enthusiastic curiosity about the past. Historical knowledge and understanding supports children's development in questioning and enquiry, challenges their thinking and encourages children to investigate the past to understand the present and hypothesis about the future. The intent for this subject is supported and informed by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Aims for History:

1. To provide a history curriculum where children explore the history of Britain and the wider world and to understand how we have influenced the world and how it has influenced us.
2. To ensure children have the ability to use a variety of historical evidence to construct arguments and create further questions.
3. To ensure children understand historical concepts and to use these to draw conclusions.

Implementation

What does History look like at St Thomas?

All history lessons are taught by class teachers. In key stage 1, children are taught changes in living memory and the lives of significant people. In key stage 2, British units are taught in chronological order, with the addition of an in-depth local study in year 3. In addition wider world topics are studied from year 4. The units are taught in blocks.

Impact

St Thomas pupils will leave with the ability to make connections between the events of different time periods, the actions of significant people and the effect they have on our lives today. The children's enquiry and research skills will enable them to become confident in challenging views and preconceptions about the world.

	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Topics	This is me	Transport and Journeys (past) Bonfire Night Castles	Houses and Homes Remembrance Day Nurturing Nurses Toys	The Great Fire Of London Great Explorers Travel and Transport	Stone Age to Iron Age Pretoria Pit Cowhead Topic	The Romans The Mayans	Ancient Egypt Vikings and Anglo Saxons	Ancient Greece The Battle of Britain
Chronological understanding	Sequence different simple events during the day (wake up, get dressed, come to school, eat tea and bed)	- Sequence different simple events during the day (wake up, get dressed, come to school, eat tea and bed) - Begin to organise events using basic chronology, recognise things happened before they were born.	- Sequence events in their life. - Sequence 3 or 4 artefacts from distinctly different periods of time. - Match objects to people of different ages.	- Sequence artefacts closer together in time. - Sequence photographs from different periods of their life. - Describe memories from key events in their lives.	- Place the time studied on a timeline. - Use dates and terms related to the study unit and passing of time. - Sequence several events of artefacts. - Introduce the terms BC/AD.	- Name and place events from periods studied on a timeline. - Use terms related to the period and begin to date events. - Understand terms BC/AD by placing certain topics on a timeline to show understanding.	- Know and sequence key historical events of time studied. - Use relevant terms and period labels. - Make comparisons between different times in the past.	- Place current study on timeline in relation to other studies. - Use relevant dates and terms. - Sequence up to 10 events on a timeline.
Range and depth of historical knowledge	Encourage chn to retell what their parents told them about their life-story and family	- Begin to recognise similarities and differences between the past and present, using pictures, stories and artefacts. - Compare and contrast characters from stories, including figures from the	- Recognise the difference between past and present in their own and others' lives. - Know and recount stories about the past. - Begin to suggest why something	- Recognise why people did things, why events happened. - Identify differences between ways of life at different times.	- Find out about everyday lives of people in time studied. - Compare with our life today (cultures, beliefs). - Identify reasons for – and results of –	- Use evidence to reconstruct the time studied. - Identify key features and events of time studied. - Look for links and effects in time studied.	- Study different aspects of different people – difference between men/women – adults/children – rich/poor. - Examine causes and results of great events and the	- Find out about beliefs, behaviour and character of people, recognising that not everyone shares the same views and feelings. - Compare beliefs and behaviour with another time studied. (Women in WW2 and Ancient Greece)

		past (Guy Fawkes).	might be different.		people's actions. - Understand why people may have wanted to do something. - Suggest reasons for why there were differences between periods.	- Offer a reasonable explanation for some events. - Describe how some of the past events affect life today.	impact on people. - Compare life in early and late times studied. - Compare an aspect of life with the same aspect in another period. (Gods)	- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate (WW2). - Know key dates, characters and events of time studied.
Interpretations of history	Encourage talk with chn about the differences in their days	Present opportunities for chn to talk about experiences that are familiar to them and how these may have differed in the past.	- Use stories to encourage children to distinguish between fact and fiction. - Compare adults talking about the past – how reliable are their memories?	- Compare two versions of a past event. - Compare pictures or photographs of people or events in the past. - Discuss reliability of photos/accounts/stories.	- Identify and give reasons for different ways the past is represented. - Distinguish between different sources – compare different versions of same story. - Look at representations of the period – museums, cartoons, diaries, extracts etc.	- Look at the evidence available. - Begin to evaluate the usefulness of different sources. - Use text books and historical knowledge. - Compare different versions of the same story and start to question why there are different accounts.	- Compare accounts of events from different sources – fact or fiction. - Offer some reasons for different versions of events. - Begin to question the reliability of source material and give suggestions why something is or is not reliable	- Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations – fact/fiction/opinion. - Be aware that different evidence will lead to different conclusions. - Evaluate the usefulness and accuracy of different sources - Confidently use the library and internet for research. - Describe how some changes impact on both subsequent periods and on today's society.

Historical enquiry	Talking with the chn about photos and memories, encouraging the chn to ask questions	Use stories, texts and images to help chn begin to develop an understanding of the past and present and to ask questions.	- Find answers to simple questions about the past from sources of information such as artefacts. - Identify different ways in which the past is represented. - Explore events, look at pictures and ask questions.	- Use a source – observe or handle sources to answer questions about the past using simple observation. - Identify different ways in which the past is represented.	- Use a range of sources to find out about a period. - Observe small details – artefacts, pictures. - Select and record information relevant to the study. - Begin to use library and internet for research. - Identify the difference between fact and opinion.	- Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of a life in past time. - Ask a variety of questions. - Use the library and internet for research. - Begin to identify Primary and Secondary sources.	- Identify Primary and Secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence.	- Recognise Primary and Secondary sources. - Use a range of sources to find out about and aspect of past time. - Select the most appropriate source material, using primary and secondary, for a particular task. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account. - Form own opinions about historical events from a range of sources.
Organisation and communication	Communicate their knowledge through: - Play - Stories - Talking - Singing	Communicate their knowledge through: - Play - Role play - Stories - Talking - Singing	Communicate their knowledge through: - Drawing - Discussion - Pictures - Drama/role play - Making models - Writing - ICT	Communicate their knowledge through: - Drawing - Discussion - Pictures - Drama/role play - Making models - Writing - ICT - Begin to write short, simple stories about the past	Communicate their knowledge through: - Drawing - Discussion - Pictures - Drama/role play - Making models - Writing - ICT - Stories about the past	- Recall, select and organise historical information. - Communicate their knowledge and understanding. - Can communicate through: - data handling - ICT - Stories - Discussions	- Recall, select and organise historical information. - Communicate their knowledge and understanding. - Use terms and dates correctly.	- Select and organise information to produce structured work making appropriate use of dates and terms. - Present information in an organized and clearly structured way.

Key vocabulary	Today, yesterday, tomorrow, morning, later, night time	Today, yesterday, tomorrow, morning, later, night time	Today, modern, new, present, now, 21st century, century, describe, question, source, evidence. compare, similarities, differences, same, different, oldest, newer, newest.	Today, modern, new, present, now, 21st century, century, describe, question, source, evidence. compare, similarities, differences, same, different, oldest, newer, newest.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary. Pre-history, Stone Age, Bronze Age, Iron Age, Neolithic, Palaeolithic, Mesolithic, hunter – gatherer, Stonehenge.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary. Boudicca, rebellion, Celt, Roman, fort, milecastle, Hadrian's Wall, aqueduct. Sacrifice, Copan, Chichen Itza, Hieroglyphs, syllabogram, logogram, Cacao, maize.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary. Hieroglyphics, civilisation, AD/BC, , Pharaoh, sarcophagus, mummy(ies), Viking, Norse, Danegeld, Runes, Wergild, Battle of Hastings, Angles, Saxons, Jutes, Frisians, Scots, Picts,	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary. Empire, city-state. Invade, occupy, Axis Powers, Allies, evacuation (ee), Holocaust, Home Front, Rationing, The Blitz, D-Day, VE Day, Battle of Britain, RAF, Luftwaffe, Dog-fight.

PRIMARY EVIDENCE: Items that were created at the time of the event by someone who was there. (Written sources, Images, Oral Testimony, Artefacts.)

- Letters
- Newspapers
- Maps
- Magazines
- Photographs
- Objects

SECONDARY EVIDENCE: Items that were created significantly after the events it describes or that was created by someone who was not directly involved in or an eye-witness to the events.

BC: This refers to any date that is before the year Jesus was born in Christian belief.

AD: 'In the year of Our Lord' and refers to anything after Jesus was born in the Christian belief.