

## Subject Aims

### The aims of history are:

To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

## Subject Vision

At Silverdale Saint John's Primary School we want our children to develop a sense of curiosity about the past. We want them to develop an understanding of the diversity within societies throughout history and how they have helped shape the world we live in today and our future. At Silverdale, our children will be encouraged to ask perceptive questions about the past, think critically and be able to weigh up evidence. Our children will have a good understanding of chronology when talking about events and periods in history.



Inspiring success through learning, community and faith.

We strive to provide the Christian foundations to enable our children to make good decisions. Our children will be inspired, guided and supported to achieve success, as they are all of infinite worth. Taught through a creative curriculum, our children will become global citizens and will care for all of God's creation.

*I can do all things through Christ who strengthens me.  
Philippians 4:13*

Learning	Community	Faith
Children will learn where they fit into the world in relation to the past and also the future. Through History, they will learn the important role it plays in a range of different careers helping them to consider their own aspirations.	Relationships will be made with the wider community through visits and visitors. During our "local Studies" we will look closely at the History within our community. utilising our surrounding area and expertise of locals who can enhance the children's learning.	Children will develop a sense of awe and wonder about the world around them as they begin to understand how history has influenced their lives and the lives of those around them. They will develop skills in reflective thinking when they consider how events and people from the past have shaped the world we live in today.

Curriculum Overview - HISTORY

	Autumn	Spring	Summer
Year A	How does it work?	Watery World	The Great Outdoors
	<b>Hérons:</b> Inventor from the past (significant person in history) <b>Bitterns and Harriers:</b> Britain since 1066 (inventions)	<b>Hérons:</b> Explorer from the past (significant person in history) <b>Bitterns:</b> Mayans <b>Harriers:</b> Egyptians	
Year B	Time Travel	Here, there and everywhere!	Happy, Healthy Me
	<b>Hérons:</b> Changes within living memory and beyond living memory <b>Bitterns and Harriers:</b> Timeline including all aspects from Stone Age to Britain since 1066	<b>Hérons:</b> Local Study <b>Bitterns and Harriers:</b> Local Study	

Swans and Cygnets	Hérons	Bitterns	Harriers
Reception and Nursery	Year 1 and 2	Year 3 and 4	Year 5 and 6

## Progression in Skills

### Hurons

Chronology	Events, People and Changes	Communication
<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"><li>▪ Recognising the distinction between past and present.</li><li>▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past.</li><li>▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li></ul> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"><li>▪ Recognising the distinction between present and past in their own and other people's lives.</li><li>▪ Identifying some similarities and differences between ways of life in different periods.</li><li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li></ul>	<ul style="list-style-type: none"><li>▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li><li>▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li><li>▪ Use simple stories and other sources to show that they know and understand key features of events.</li></ul>	<ul style="list-style-type: none"><li>▪ Understand and use simple historical concepts such as now/then and same/different.</li><li>▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li><li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li></ul>
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"><li>▪ Use sources to answer <i>simple</i> questions about the past.</li><li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li></ul>	<ul style="list-style-type: none"><li>▪ Identify some of the <i>basic</i> ways the past can be represented.</li><li>▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li></ul>	

## **Bitterns**

<b>Chronology</b>	<b>Events, People and Changes</b>	<b>Communication</b>
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> <li>▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</li> <li>▪ Describing how Britain has influenced and been influenced by the wider world.</li> <li>▪ Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.</li> <li>▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>
<b>Enquiry, Interpretation and Using Sources</b>		
<ul style="list-style-type: none"> <li>▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> <li>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>	

## Harriers

Chronology	Events, People and Changes	Communication
<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> <li>▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</li> <li>▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).</li> <li>▪ Analyse connections, trends and contrasts over time.</li> </ul>	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> <li>▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>▪ Establishing a narrative showing connections and trends within and across periods of study.</li> <li>▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> <li>▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> </ul>
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> <li>▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> <li>▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>