



History

Purpose of Study

The Park Street School’s History curriculum identifies closely with the National curriculum in valuing the importance of pupils gaining a coherent knowledge and understanding of Britain’s past and that of the wider world. Effective History teaching should inspire curiosity and enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity.

Key Historical Principles that reflect the Park Street approach to the curriculum.

Questioning; learning is about asking and answering questions. Questions focus attention, rouse curiosity and interest, elicit views and stimulate discussion.

Challenge: challenge pupils to speculate, to debate, to make connections to select, to prioritise, to persist in tackling real issues and important questions

Depth: real knowledge demands study in depth. Children’s expertise and confidence develop as a result of deep knowledge.

Authenticity: We do not need to give children “Mickey Mouse” versions of what we want them to learn. Challenge them with authentic materials.

Economy: children will learn more with a few well-chosen resources which they can focus on than from an unstructured jumble.

Accessibility: make learning accessible to all children by starting with what they know and can do and building on that. Find a key- something they can identify with, which will unlock the door to engagement and learning.

Communication: essential for consolidating learning and giving it purpose. Give children the opportunity to communicate with a real audience.

Key areas of Learning include Chronology, an understanding of abstract terms, Historical enquiry, Historical concepts and Historical perspectives.

Year A

Year B

Units in **bold** taught in **Class 3**

Units in *italics* taught in *Class 4*

Key Stage 1	Key Stage 2
National Curriculum Study Focus <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – <i>Trip to a Museum, Up, up and away</i> 	National curriculum Study focus <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age – <i>A Street through Time</i> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:



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- events beyond living memory that are significant nationally or globally
We're on Fire!, Up, up and away, Gunpowder Plot, Remembrance Day (Class 1)
- 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 period – *Kings, Queens and Castles, Our Victorian School, Up, up and away*
- Significant historical events, people and places in their own locality – *Our Victorian School*

Ancient Sumer; The Indus Valley; *Ancient Egypt*; The Shang Dynasty of Ancient China

- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world
- **the Roman Empire and its impact on Britain**
- *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*
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – *Fighting for Freedom, British Clothing since 1066*
- a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; *Mayan civilization c. AD 900*; Benin (West Africa) c. AD 900-1300
- a local history study – **Historic Cambridge – Kings College**

Suggested Enquiries

I'm making History

History on my doorstep – where shall we go?

Who / what made my corner of the world special long ago?

Who was making history in faraway places?

A magnificent millennium – how did Britain change between 1000 – 2000?



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Chronology		
Years 1/2	Years 3/4	Years 5/6
<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p> <p>Use correct terminology to describe events in the past</p>	<p>As Year 3/4, and</p> <p>Use greater depth and range of knowledge</p>
Historical Terms		
Years 1/2	Years 3/4	Years 5/6
<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Historical Enquiry		
Years 1/2	Years 3/4	Years 5/6
<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p>



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<p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>
<p>Historical Concepts and Perspectives</p> <p>Interpreting History, Continuity and change, Causes and Consequences, Similarities and differences, Historical significance</p>		
<p>Years 1/2</p>	<p>Years 3/4</p>	<p>Years 5/6</p>
<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Discuss change and continuity in an aspect of life, e.g. holidays</p> <p>Recognise why people did things Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Describe some of the similarities and differences</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>As 3/4 and use a greater depth of historical knowledge</p> <p>Begin to offer explanations about why people in the past acted as they did</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>



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<p>Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p>between different periods, e.g. social, belief, local, individual</p> <p>Identify and begin to describe historically significant people and events in situations</p>	
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