

2021-2022

A Guide to History at Carlinghow Academy



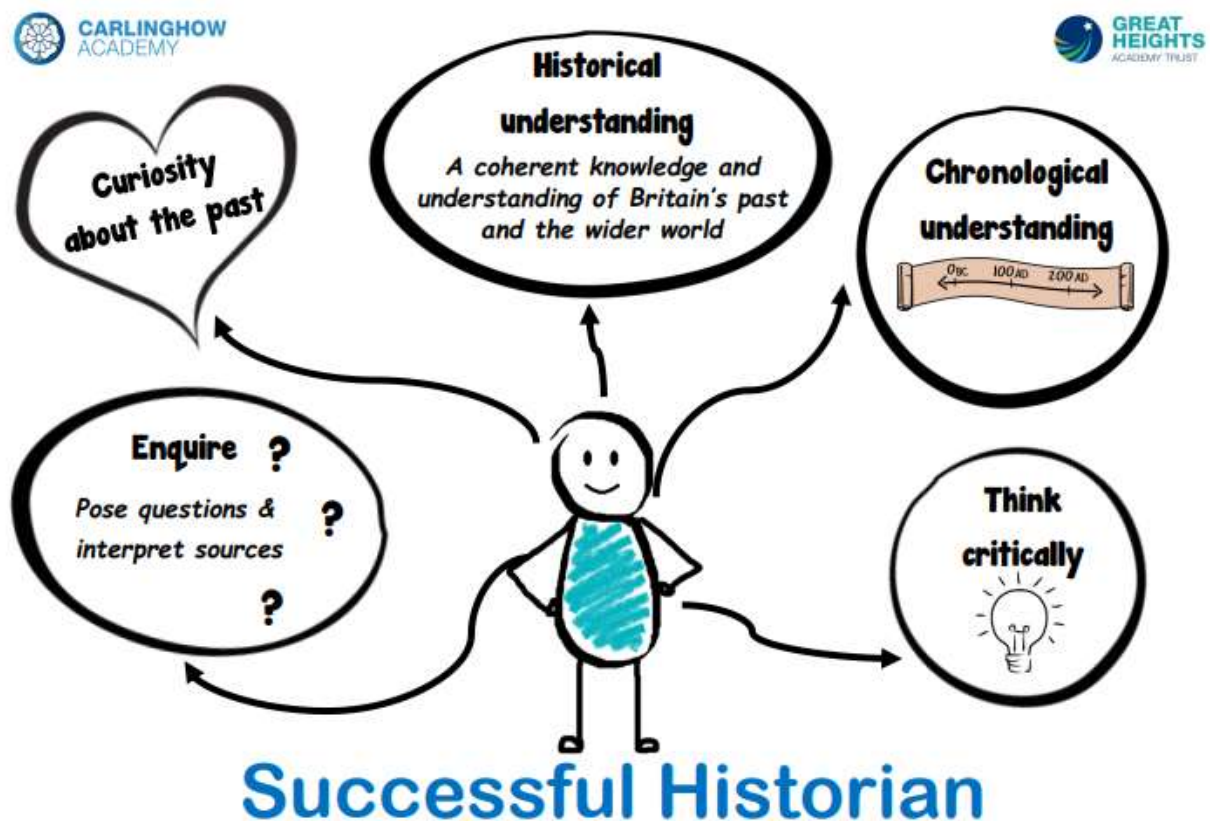
This document outlines the expectations of how we teach and monitor the History curriculum at Carlinghow Academy: progression across year groups and consistency across the school.

Intent

The History curriculum at Carlinghow Academy has been designed in accordance with the Early Years Foundation Stage and the National Curriculum. It provides opportunities for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires and challenges pupils, equipping them with the knowledge, skills and understanding to analyse, appraise and critically evaluate historical events, people and time periods.

We want our children to enjoy learning about history, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Visitors to school are also a great source of information, providing pupils with expert understanding and access to artefacts and resources.

As pupils progress through our curriculum they will develop the critical skills needed to analyse, develop perspective and identify challenges in the past, present and future. In this way we ensure that children become confident, independent and inquisitive Historians. This will enable them to be ready for each stage of the curriculum and for life as an adult in the wider world.



Implementation

- Our curriculum is taught on a two-year cycle (Year A and Year B) and within phases (Years 1/2, Years 3/4 and Years 5/6).
- A topic based approach allows children to focus on developing their knowledge and skills, studying each topic in depth.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details key information, dates and vocabulary. This is used to support children with their acquisition of knowledge and is used as a reference document.
- Where possible we plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Cross-curricular links are planned for with other subjects such as Writing, Art and Computing.

Our curriculum equips the children with:

- Knowledge about the history of Britain and how it has influenced or been influenced by the wider world.
- Knowledge and understanding about ancient civilisations.
- Knowledge of changes in and beyond living memory.
- The opportunity to learn about the lives of significant people in the past.
- The ability to understand methods of historical enquiry and to be able to ask and answer questions.

Early Years

In the Early Years Foundation Stage, History is taught through 'Understanding the World'. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking at and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Key Stage 1

In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary.

Key Stage 2

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. This chronology will be referred to throughout KS2 so that children become secure in their understanding of important historical dates and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The use of knowledge organisers and the teaching of vocabulary ensures that children can gain and use a historically grounded understanding of abstract terms.

Carefully selected skills have been chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each History topic are mapped across each year group and across the school to ensure progression. We will teach them the skills of enquiry, investigation, analysis, interpretation, evaluation and presentation.

Progression of History skills throughout the school

EYFS	Past and Present <ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Talk about the lives of the people around them and their roles in society.• Understand the past through settings, characters and events encountered in books read in class and storytelling.
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Year 1	<p>As above plus:</p> <ul style="list-style-type: none"> • I can use common words and phrases relating to the passing of time. • I can sequence events and recount changes within living memory. • I can ask and answer questions about the past. • I can sort historical objects from 'then' and 'now'. • I can describe some simple similarities and differences between man made objects. • I can understand key features of events. • I can identify some similarities and differences between ways of life in different periods.
Year 2	<p>As above plus:</p> <ul style="list-style-type: none"> • I can show an awareness of the past, using common words and phrases relating to the passing of time. • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods. • I can ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events. • I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. • I can describe changes within living memory and aspects of change in national life. • I can describe events beyond living memory that are significant nationally or globally. • I can speak about how I have found out about the past. • I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of the in different periods, e.g. Neil Armstrong.
Year 3	<p>As above plus:</p> <ul style="list-style-type: none"> • I can use an increasing range of common words and phrases relating to the passing of time. • I can describe key events using historical vocabulary. • I can use sources of information to answer questions about the past. • I can use resources to find out about aspects of life in the past. • I can explain what I have learned in an organised and structured way.
Year 4	<p>As above plus:</p> <ul style="list-style-type: none"> • I can place some historical periods in a chronological framework. • I can use historic terms related to the period of study. • I can use sources of information in ways that go beyond simple observations to answer questions about the past. • I can use a variety of resources to find out about aspects of life in the past. • I can understand that sources can contradict each other. • I can explain what I have learned in an organised and structured way, using appropriate terminology.
Year 5	<p>As above plus:</p>

	<ul style="list-style-type: none"> • I can compare sources of information about different times in the past. • I can make comparisons between aspects of periods of history and the present day. • I can understand that the type of information available depends on the period of time studied. • I can evaluate the usefulness of a variety of sources. • I can present findings and communicate my knowledge and understanding in different ways. • I can provide an account of a historical event based on more than one source.
Year 6	<p>As above plus:</p> <ul style="list-style-type: none"> • I can address and ask historically valid questions about change, cause, similarity and difference and significance. • I can construct informed responses that involve thoughtful selection and organization of relevant historical information. • I can understand how our knowledge of the past is constructed from a range of sources. • I can confidently use a variety of sources for independent research. • I can describe a chronologically secure knowledge and understanding of British, local and world history. • I can note connections, contrasts and trends over time.

Impact

As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

We measure the impact of our History curriculum in a variety of ways: Pupils' books demonstrate the impact of the varied and engaging curriculum, that cross curricular links are made where possible and work is differentiated accordingly.

Images and videos of the children's practical learning are uploaded onto Seesaw.

We use pupil voice to interview pupils about their learning.

Pupils will be engaged in lessons and want to find out more.

Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.

Assessments and monitoring will show standards in History are high and will match standards in other curriculum areas.

What is expected to be seen when teaching History?

- Each topic should begin with a memorable experience to hook the children in and spark their curiosity. This may take the form of a trip, visiting expert, workshop or 'Wow' experience. These should be planned in advance of the topic and take place at the beginning of the half-term.
- High quality lessons which will inspire enthusiasm and interest in the subject. Children should be encouraged to think and behave like 'Historians'.
- Challenging questions should be asked to enable children to apply their learning. See Appendix 1 for examples of questions.
- A wide range of resources to be used within lessons, e.g. props/costumes/artefacts/real-world examples, etc.
- Photographs should be taken and added to Seesaw for practical activities and the QR codes should be printed and glued into children's books under the relevant learning objective.
- Cross curricular outcomes in History should be specifically planned for, with strong links between the History curriculum and English lessons providing pupils with the opportunity to write at length.
- Knowledge organisers need to be present in books at the beginning of each new topic. These will be available on the 'Staffshare' before the MTP is to be completed. These give the children the learning objectives that are going to be covered, the key facts and key vocabulary. See Appendix 2 for examples. These should be referred to regularly in History lessons and pupils should be given time to complete the self-assessment section after they are taught each objective.
- In each classroom, a timeline is displayed to show the key dates and events which are relevant to their learning of the National Curriculum. Current learning is identified by an arrow. Previous learning is identified by the use of stars, so children can see the chronology of events. These should be referred to regularly within lessons and used as a teaching tool to develop chronological understanding.

KS1 Timeline



KS2 Timeline



- Classroom displays should be based around your current History topic and be used as a working wall to show the title of the unit, key vocabulary, and examples of the children's work. In addition, it would be expected to have table top resources for the children to be able to explore and use relating to the topic, including non-fiction texts.

Differentiation

Lessons should be differentiated to meet the needs of the pupils in your class. Consideration should be given to how greater depth pupils will be taught as well as how learners will be supported in line with the schools commitment to inclusion.

This may be done by:

- Differentiated learning objectives and/or success criteria.
- Differentiated tasks.
- Level of support: scaffolding, guided/modelled, etc.
- Level of challenge.
- Differentiated resources, e.g. artefacts, images, sentence starters, word banks.

Resources

- History resources are stored on the mezzanine level at the back of the gym.
- Please could you return any resources to the central store as soon as you have finished using them.
- Please check the MTP prior to the half term to see if there are any further resources that you may need and let the co-ordinator know so that they can be sourced wherever possible.

Monitoring

The monitoring of History will take place through:

- Book scrutiny to look for coverage, progression, the variety of activities provided and differentiation.

- Seesaw for evidence of practical and cross-curricular activities.
- Planning will be looked at termly to ensure the short term planning relates to MTP/LTP.
- Target Tracker will be used to monitor progress on a termly basis. This should also be used to address gaps in learning and to inform future planning.
- Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.

Assessment, Marking and Feedback

- Work should be marked as per the school marking policy.
- Learning objectives should be placed at the top of each piece of work. At the end of the lesson children should be given the opportunity to assess their own learning by colouring or ticking in the relevant self-assessment circles.
- All marking should be up to date and the pyramid should be completed showing whether the learning objective has been met or the child is working towards.
- Teachers should fill in the assessment sections on the knowledge organisers after teaching each objective. This should then be used to inform your judgements when completing assessments on Target Tracker.
- Target Tracker should be updated at the end of every term (Autumn 2, Spring 2 and Summer 2).
- Keep the History L.O. (from the MTP) in mind when marking work. Have pupils demonstrated that they have achieved the objective?
- Please remember that when writing green comments, think pinks and next steps, they should be related to learning in History.



‘Think Pinks’ should:

- Be related to the work that they have been doing in the lesson.
- Move children on to their next step of learning.
- Challenge the children further and allow them to question more.
- Develop their understanding of the meaning of specific vocabulary.
- Address misconceptions.

They should not:

- Give them the answer.
- Be about handwriting and spelling (unless you are asking them to check the spelling of a key word from the vocabulary list using a dictionary/knowledge organiser or working wall).

Appendix 1

Good questions challenge pupils to investigate a topic and help them to develop their understanding of the past, e.g. Why do we learn about the Ancient Greeks? What was special about them?

Children asking questions:

Learning to ask good questions is a valuable skill to acquire, and our pupils will become good at questioning if we build in opportunities for them to ask their own questions.

Questions

KS1

People

Characteristics:

What are the most important facts about this person?

What do these important facts tell me about this person?

Where:

Where did this person come from?

Evidence:

How do we know about this person?

Significance:

What did this person achieve or help to achieve?

Did this person's actions change anything for the future? How did they make a difference?

Timeline:

When in history did this person live?

Did this person live before or after (*another person/event they have studied*) lived/happened?

How many years before or after (*another person/event they have studied*) lived/happened did this person live?

What period of time did this person live in?

Did this person live within or beyond living memory?

Events

Characteristics:

What are the most important parts of (key facts about) this event?

What do these key facts tell me about this event?

Where:

Where did this event take place?

Evidence:

How do we know that this event happened?

Significance:

Did this event change anything for the future? How did it make a difference?

Timeline:

When in history did this event happen?

What period of time did this event happen in?

Did this event happen before or after (*another person/event they have studied*) lived/happened?

How many years before or after (*another person/event they have studied*) lived/happened did this event happen?

Did this event occur within or beyond living memory?

Periods of Time

Characteristics:

What is similar about the way people lived in this time period and (*another time period they have studied*)?

What is different about the way people lived in this time period and (*another time period they have studied*)?

What are the most important things (key facts) to know about this period of time?

What do these key facts tell me about life in this period of time?

What important events happened in this time?

Which important people lived in this time?

Where:

Did the things that happened in this time period happen in a particular place?

Were things the same everywhere in the world during this time period?

Evidence:

How do we know about this period of time?

Significance:

How did life change during this period of time?

Did this time period change anything for the future? How did it make a difference?

Timeline:

When did this period of time begin and end?

Was this period of time before or after (*another person/event /time period they have studied*) lived/happened?

How many years before or after (*another person/event/time period they have studied*) lived/happened was this period of time?

Did this period of time occur within or beyond living memory?

KS2

Whenever a new historical period or event is studied, ask these questions over the course of a unit:

Characteristics:

What were people's lives like during this historical period?

What was/were society/culture/economy/military/religion/politics like during this historical period?

What else do I want/need to know about this historical period?

Historical Links:

How has this historical period influenced other historical periods?

How have other historical periods influenced this historical period?

How does this period/event compare to other historical periods/events (that have already been studied)?

Evidence:

What is the evidence for this historical event?

Significance:

What is significant about this historical event or period?

What were the main achievements of this historical period?

Timeline:

When did this event occur?

How long did this period last?

What came before and after this historical period?


Elsewhere:

What was going on elsewhere in the world during this historical period?

Response:

What do I think about this historical event?

What do others (past and present) think about this historical event?



To Infinity and Beyond– Year 1/2

Key Skills	SA	TA
I can discuss the lives of significant individuals in the past who have contributed to national and international achievements: e.g. Neil Armstrong.	○ ○ ○	○ ○ ○
I can describe events beyond living memory that are significant nationally or globally e.g. the moon landing.	○ ○ ○	○ ○ ○
I can ask and answer questions about the past using a range of sources.	○ ○ ○	○ ○ ○
I can place key events in the history of space travel in chronological order.	○ ○ ○	○ ○ ○
I can compare space travel from the past to the present.	○ ○ ○	○ ○ ○

Key Facts:



- Neil Armstrong was the first man to walk on the moon in 1969.
- The mission to space was called Apollo 11.
- The Apollo 11 rocket was called Saturn 5.
- Buzz Aldrin and Michael Collins were also part of the Apollo 11 mission.
- The moon landing was important because it told us that people could travel there and back safely and help us find out more about space and the moon.

Key Vocabulary:

Neil Armstrong
Apollo 11
Astronaut
Famous
Space
Tim Peake
Before
After

Key Questions:

- Who was Neil Armstrong and why is he important?
- When was the first moon landing?
- Why was the Apollo 11 moon landing so important?



I want my Mummy! - Year 3/4

Key Skills	SA	TA
I can place periods of history in a chronological framework.	○ ○ ○	○ ○ ○
I can use historic terms related to the period of study.	○ ○ ○	○ ○ ○
I can use a variety of resources to find out about aspects of life in the past.	○ ○ ○	○ ○ ○
I can communicate what I have learned in an organised and structured way, using appropriate terminology.	○ ○ ○	○ ○ ○

Key Facts

- The first settlers came to live by the River Nile in Egypt in 7500 BC.
- Ancient Egypt depended on the waters of the River Nile.
- The Egyptians were famous for creating magnificent buildings called Pyramids. The Egyptians built over 100 pyramids and some of them were almost 150 meters tall.
- Ancient Egyptians believed in several gods and mummified the bodies of wealthy and famous people to send them to the afterlife.

Tutankhamun Facts

- Born: around 1342 BC
- Died: around 1323 BC
- Pharaoh from approx. 1333 BC to 1323 BC
- Known as the 'boy king' as he became pharaoh aged only 9
- Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922
- Tomb contained over 3000 treasures
- Historians believe Tutankhamun died suddenly as the tomb was finished hastily.







Timeline

3500 BC 0 AD 1500

Ancient Egypt Ancient Rome Mughal Civilisation Anglo-Saxon Britain

Key Vocabulary

BC	Before Christ. Used to show that a date is before the year 1.
Afterlife	The place where Egyptians believed they would go after they died.
Pharaoh	A ruler of ancient Egypt.
Mummification	The process of preserving a body after death in preparation for the afterlife.
Canopic jars	Special jars that held the organs of a mummy.
Sarcophagus	A large stone box that held a mummy's coffin.
Pyramid	Stone tombs of Egyptian pharaoh.
Hieroglyphics	A type of writing that used pictures and symbols.
Papyrus	Paper made from reeds.