



Hemington Primary School History Curriculum Statement

Intent

At Hemington Primary, our aim is that our pupils:

- Become Historians, able to interrogate a variety of information sources and artefacts. They actively discover how History informs the past, present and future.
- Understand the history of Britain in a coherent and chronological manner, from the earliest history to the present day. They should understand how Britain has been shaped by significant individuals and technologies and also that Britain's development has shaped and been shaped by the wider world.
- Know and understand key historical aspects of the wider world.
- Understand and use subject specific, historical vocabulary and terminology.
- Are able to work in an historical manner by interrogating sources and evaluating past events with a questioning and critical approach.

Implementation

- Planning is organised using topic based learning, giving pupils the chance to immerse themselves in the subject.
- Topic based work also allows us to encourage joined up thinking as pupils see links in the wider curriculum. Planning cycles ensure good coverage of historical areas year on year, allowing pupils to build on what they have already learned throughout their time at school.
- First hand experiences are highly valued, and visitors as well as school trips inspire our pupils' learning.
- Chronological knowledge is maintained and reinforced through the use of timelines, children understand that human development occurred within time periods as well as across them.
- Children are encouraged to ask their own questions and use a wide range of evidence to come to conclusions about the past.
- History subject specific vocabulary is taught and children are expected to use this when talking and writing about history.
- Children are taught about primary and secondary sources and taught to think critically about these sources of historical knowledge.
- British values are taught alongside some elements of history to enable children to place these values in the context from which they have evolved.

Impact

- Our pupils understand that History does not only dwell in the past, but teaches us important lessons for the future.
- Our pupils are enthusiastic, active learners, who enjoy learning about history. They confidently ask questions and are driven to find answers. They realise that they can build on previous learning to deepen their understanding of the subject.
- Our pupils develop the skill set vital to the role of Historian. They analyse different primary and secondary sources of information, sequence events chronologically and make connections between the past and present.



Hemington Primary History Progression

EYFS	Subject Knowledge	Vocabulary	Working historically including key equipment
	<p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Talk About Past and Present Events Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends. Talk about past and present events in their own lives and in the lives of family members.</p> <p>Show Sensitivity to the Like and Dislikes of Others Show an interest in the lives of people who are familiar to them Know that others don't always enjoy the same things and are sensitive to this.</p> <p>Know the Similarities and Differences Between Themselves and Others Show an interest in different occupations and ways of life. Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoy joining in with family customs and routines. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Time Past Yesterday Last Week/month/year, family (parents, grandparents and related words) History Old New Before. Today Past Present After Now</p>	<p>Photographs Pictures Books Video Accounts from people given first hand.</p> <p>Famous people from history/Areas of study: Mary Seacole Edith Carvell Florence Nightingale Samuel Pepys Nelson Mandela Mary Anning Rosa Parks Christopher Columbus Neil Armstrong/ Helen Sharman/ Tim Peake</p>
KS1	Subject Knowledge	Vocabulary	Working historically including key equipment
	<p>Observe or handle evidence to ask questions and find answers about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past.</p>	<p>All words from previous key stage plus: Observe Artefact Represent Past Present Future</p>	<p>Photographs Pictures Books Video Secondary sources Primary sources Artefacts Web pages Timelines</p>

	<p>Recognise that there are reasons why people in the past acted as they did.</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>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>Recount changes that have occurred in one's own life.</p> <p>Use dates where appropriate.</p>	<p>Recount</p> <p>Appropriate</p> <p>Recent</p> <p>Year</p> <p>Decade</p> <p>Century</p> <p>Nation</p> <p>Civilisation</p> <p>Monarchy</p> <p>Parliament</p> <p>Law</p> <p>Democracy</p> <p>Timeline</p> <p>Historical</p> <p>Source</p> <p>Difference</p> <p>Compare</p> <p>Difference</p> <p>Similarity</p> <p>Before</p> <p>after</p>	<p>Maps</p> <p>Accounts from people given first hand.</p> <p>Famous people from history/Areas of study:</p> <p>Mary Seacole</p> <p>Edith Carvell</p> <p>Florence Nightingale</p> <p>Samuel Pepys</p> <p>Nelson Mandela</p> <p>Mary Anning</p> <p>Rosa Parks</p> <p>Christopher Columbus</p> <p>Neil Armstrong/ Helen Sharman/ Tim Peake</p>
<p>Lower KS2</p>	<p>Subject Knowledge</p>	<p>Vocabulary</p>	<p>Working historically including key equipment</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>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe changes that happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</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 timeline.</p> <p>Use dates and terms to describe events.</p>	<p>All words from previous key stage plus:</p> <p>Enquiry</p> <p>Historical enquiry</p> <p>Cause</p> <p>Consequence</p> <p>Locality</p> <p>Overview</p> <p>Artefact</p> <p>Ancient</p> <p>Medieval</p> <p>Culture</p> <p>BCE (Before common era formally BC)</p> <p>CE(Common era formally AD)</p> <p>Social</p> <p>Ethnic</p> <p>Society</p> <p>Change</p> <p>Concept</p> <p>Represent</p>	<p>Photographs</p> <p>Pictures</p> <p>Books</p> <p>Video</p> <p>Secondary sources</p> <p>Primary sources</p> <p>Artefacts</p> <p>Web pages</p> <p>Timelines</p> <p>Maps</p> <p>Accounts from people given first hand.</p> <p>Famous people from history/Areas of study:</p> <p>Legal system in Britain</p> <p>Punishment through the ages</p> <p>WW11</p> <p>Ancient Greece</p> <p>Local study of Hemington</p> <p>Mayan Civilization</p> <p>Titanic</p> <p>Stone age-Iron age</p> <p>Ancient Egypts</p> <p>Roman Empire</p> <p>Anglo Saxons/ Vikings</p>

Upper KS2	Subject Knowledge	Vocabulary	Working historically including key equipment
	<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>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>All words from previous key stage plus:</p> <p>Significance</p> <p>Empathy</p> <p>Provenance</p> <p>Tone</p> <p>Contextual knowledge</p> <p>Make a judgement</p> <p>Define</p> <p>Evaluate</p> <p>Bias</p> <p>Suitable</p> <p>Hypothesis</p> <p>Testable</p> <p>Reliable</p> <p>Culture</p> <p>Racial</p> <p>Diverse</p> <p>Characteristic features</p> <p>Analyse</p> <p>Justify</p> <p>Propaganda</p> <p>Bias</p>	<p>Photographs</p> <p>Pictures</p> <p>Books</p> <p>Video</p> <p>Secondary sources</p> <p>Primary sources</p> <p>Artefacts</p> <p>Web pages</p> <p>Timelines</p> <p>Maps</p> <p>Accounts from people given first hand.</p> <hr/> <p>Famous people from history/Areas of study:</p> <p>Legal system in Britain</p> <p>Punishment through the ages</p> <p>WW11</p> <p>Ancient Greece</p> <p>Local study of Hemington</p> <p>Mayan Civilization</p> <p>Titanic</p> <p>Stone age-Iron age</p> <p>Ancient Egypts</p> <p>Roman Empire</p> <p>Anglo Saxons/ Vikings</p>