



History at Falconhurst School



Impact of History

By the time children in Year 6 leave us, we want them to have the following experiences and understanding:

- Have a secure knowledge of the chronology of British history
- Be able to make connections and contrasts and identify links and trends over time and across time periods.
- Developed the appropriate use of specific historical terms
- Use a range of sources and understand their strengths/weaknesses
- Describe/make links between main events, situations and changes within and across different periods/societies
- Be immersed in topics in a variety of contexts, including taking part in a variety of trips, visits and experiences
- Recognise how British life and culture have been shaped over time by a huge range of influences from all over the world
- Understand the similarities and differences between British and wider world history
- Know ways that humans in the past have contributed to innovation for society and exploration of the world
- Regularly address and sometimes devise historically valid questions.
- Construct informed responses by selecting and organising relevant historical information.
- Know how people's lives have been impacted by decisions made by significant individuals in the past have affected lives.
- Be able to compare modern ideas of fairness and equality to societies of the past and present.

We measure the impact of history using the National Curriculum and the Key Milestones that are measured throughout and across the teaching of each unit of work.

Skills, knowledge and understanding assessed as not being secured yet is monitored and woven into future plans to ensure learning is secured into long term memory. Impact is measured in class observations and ongoing formative assessments (written work, revisiting sticky knowledge, low-stakes quizzing and flashbacks), self and peer assessments, pupil interviews, phase team and staff meetings and summative assessments

Intent for our Historians

At Falconhurst School, we intend for our children to gain a coherent understanding of Britain's past and that of the wider world. Our language rich curriculum seeks to inspire children's curiosity to know more about the past. Children are actively encouraged to develop the skills of asking perceptive questions and think critically using sources of evidence to support their opinion. The curriculum is sequenced so that pupils can make reference to prior knowledge and explore new opportunities for knowledge when understanding how people's lives have changed, how diverse societies were, and the challenges that were faced.

We deliver an ambitious, motivating and knowledge-rich curriculum that:

- Gives children a deep chronological understanding of the UK and the local area
- Systematically develops a wide and deep understanding of historical substantive concepts such as conflict, food and farming and location
- Exposes children to significant ancient civilizations, empires and non-European societies
- Uses timelines to support organisation of substantive knowledge of key events and time periods
- Develops the disciplinary knowledge essential to developing historical understanding, for example knowledge of process of historical enquiry and understanding cause and consequence

This process of knowledge acquisition begins in EYFS with a focus on local history and familiar aspects of the past. Learning about the world around them is the ideal foundation for later composite learning in key stage one and two.

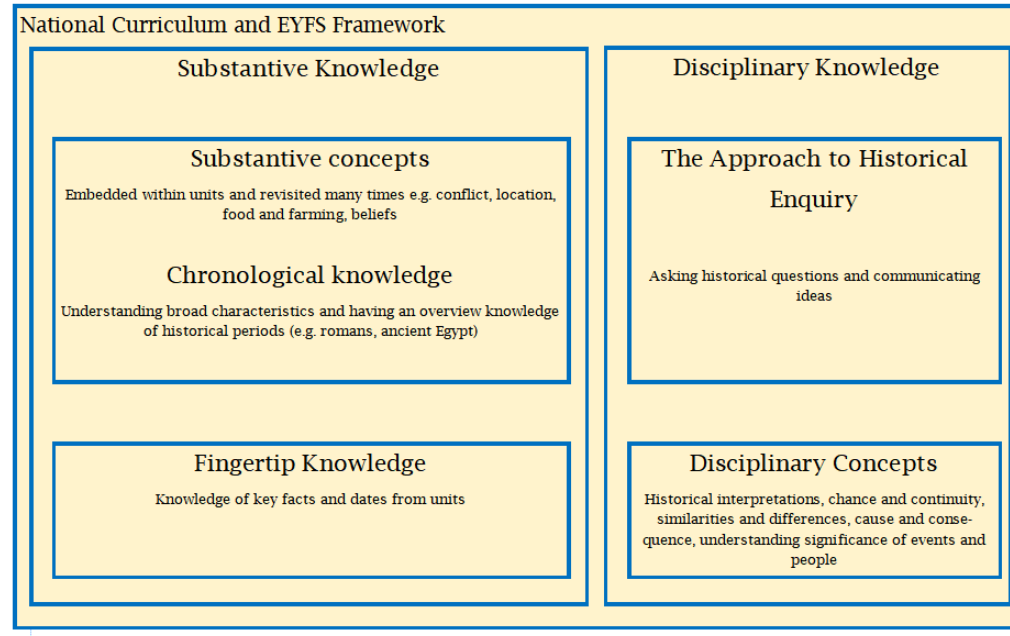
Implementation of History

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

1. Investigate and interpret the past
2. Build an overview of World History
3. Understand chronology
4. Communicate historically

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of disciplinary and substantive knowledge and skills typically expected from Years 1 to 6 is mapped below



Characteristics of a Historian

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| <ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. • The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. • The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. | <ul style="list-style-type: none"> • A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. |
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<p>Essentials in the Early Years Framework EYFS</p>	<p>Essential National Curriculum Opportunities Key Stage 2</p>
<p>Understanding the world Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> · Changes in Britain from the Stone Age to the Iron Age. · 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. · A local history study. · A study of a theme in British history. · Early Civilizations achievements and an in-depth study of one of the following: <ul style="list-style-type: none"> ○ Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. · Ancient Greece. · A non-European society that contrasts with British history chosen from: <ul style="list-style-type: none"> ○ Early Islamic Civilization ○ Mayan Civilization ○ Benin. · History of interest to pupils (non-statutory)
<p>Essential National Curriculum Opportunities Key Stage 1</p>	
<p>Look at:</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality. 	

Substantive Knowledge

Essential Learning Objectives	EYFS	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<p>To Build an overview of World History</p>	<p>Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Describe significant people from the past · Recognise that there are reasons why people in the past acted as they did. Describe historical events. · Describe significant people from the past.</p>	<ul style="list-style-type: none"> · Describe changes that have happened in the locality of the school throughout history. · Give a broad overview of life in Britain from ancient until medieval times. · Compare some of the times studied with those of other areas of interest around the world. · Describe the social, ethnic, cultural or religious diversity of past society. · Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> · Identify continuity and change in the history of the locality of the school. · Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. · Compare some of the times studied with those of the other areas of interest around the world. · Describe the social, ethnic, cultural or religious diversity of past society. · Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To Understand Chronology	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline Label timelines with words or phrases such as past, present. Older and newer, use dates where appropriate Recount changes in our own lives 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
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Disciplinary Knowledge

To Investigate and Interpret the Past	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions 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 Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
To communicate historically		<ul style="list-style-type: none"> 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. Show an understanding of the concept such as nation and a nation's history. Civilization Monarchy Parliament Democracy War and peace 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

Overview of History at Falconhurst- what is taught when

Cycle One	Nursery	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Unit 1	Daily Routines Curriculum End Goal: <i>Begin to make sense of my own life story</i>	Daily Routines Curriculum End Goal: <i>Begin to make sense of my own life story</i>	Gun Powder Plot. <i>Main events</i> <i>Artefacts</i> <i>Settlements</i> <i>Beliefs</i>	Stone Age-Iron Age <i>Main events</i> <i>Conflict (tools and weapons)</i> <i>Artefacts</i> <i>Settlements</i>	Ancient Greece <i>Culture and past times</i> <i>Main events</i> <i>Artefacts</i>

			Curriculum End Goal: <i>Know events beyond living memory nationally or globally</i>	Curriculum End Goal: <i>Know changes in Britain from the Stone age to the Iron age</i>	Curriculum End Goal: <i>Know the achievements of the ancient civilizations</i>
Unit 2	Family Curriculum End Goal: <i>Begin to make sense of my own life story</i>	Family Curriculum End Goal: <i>Begin to make sense of my own life story</i>	Queen Elizabeth/ Queen Victoria <i>Main events</i> <i>Society</i> <i>Beliefs</i> <i>Culture and Past times</i> Curriculum End Goal: <i>Lives of significant individuals</i>	Romans <i>Main events</i> <i>Conflict</i> <i>Culture and past times</i> Curriculum End Goal: <i>Know the roman empire and its impact on Britain Local History study -Bancroft ruins</i>	Crime and Punishment <i>Main events</i> <i>Conflict</i> <i>Beliefs</i> Curriculum End Goal: <i>A study of a theme in British history that extends knowledge beyond 1066</i>
Unit 3	Celebrations Curriculum End Goal: <i>Begin to make sense of my own life story</i> <i>Compare and contrast characters from stories including figures from the past</i>	Celebrations Curriculum End Goal: <i>Begin to make sense of my own life story</i> <i>Compare and contrast characters from stories including figures from the past</i>	Battle of Hastings <i>Main events</i> <i>Artefacts</i> <i>Conflict</i> Curriculum End Goal: <i>Know events beyond living memory nationally or globally</i>	Ancient Egypt <i>Conflict</i> <i>Artefacts</i> <i>Society</i> Curriculum End Goal: <i>Know the achievements of the ancient civilizations</i>	WW2 <i>Main events</i> <i>Society</i> <i>Conflict</i> <i>Location</i> Curriculum End Goal: <i>A study of a theme in British history that extends knowledge beyond 1066</i>
Unit 4	Toys <i>Begin to make sense of my own life story</i> <i>Compare and contrast characters from stories including figures from the past</i>	Old and new household objects <i>Begin to make sense of my own life story</i> <i>Compare and contrast characters from stories including figures from the past</i>			
Unit 5	Looking back at the year <i>Look at famous figures from the past and similar situations in the past</i>	Looking back at the year <i>Look at famous figures from the past and similar situations in the past</i>			

Cycle Two	Nursery	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Unit 1			Great Fire of London <i>Main events</i> <i>Artefacts</i> <i>Settlements</i> Curriculum End Goal: <i>Know events beyond living memory nationally or globally</i>	Anglo Saxons/Vikings <i>Main events</i> <i>Travel and exploration</i> <i>Beliefs</i> Curriculum End Goal: <i>Know Britain's settlement by Anglo Saxon and Vikings</i>	The achievements of the earliest civilizations <i>Beliefs</i> <i>Culture and past times</i> <i>Food and farming</i> Curriculum End Goal: <i>Know the achievements of a non-European society</i>
Unit 2			Mary Seacole/Florence Nightingale <i>Main events</i> <i>Location</i> <i>Conflict</i> Curriculum End Goal: <i>Lives of significant individuals</i>	Romans <i>Main events</i> <i>Artefacts</i> <i>Society</i> Curriculum End Goal: <i>Know the roman empire and its impact on Britain Local History study -Bancroft ruins</i>	Victorians <i>Main events</i> <i>Society</i> <i>Travel and exploration</i> <i>Settlements</i> Curriculum End Goal: <i>A study of a theme in British history that extends knowledge beyond 1066</i>

Unit 3			<p>History of Toys <i>Artefacts</i> <i>Society</i> <i>Culture and Past times</i> Visit to Wolverton/MK Museum</p> <p>Curriculum End Goal: <i>Know events beyond living memory</i></p>	<p>Ancient Egypt <i>Main events</i> <i>Artefacts</i> <i>Food and farming</i></p> <p>Curriculum End Goal: <i>Know the achievements of the ancient civilizations</i></p>	<p>WW2 <i>Main events</i> <i>Location</i> <i>Artefacts</i> <i>Conflict</i></p> <p>Curriculum End Goal: <i>A study of a theme in British history that extends knowledge beyond 1066</i> Local History study- Bletchley Park</p>
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