

## Long Itchington C of E Primary School History Rationale and Coverage

At Long Itchington Primary School we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers use the long-term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

We aim to develop a sense of historical enquiry in our curriculum through the following progression:

Work likely in ...                      Early Years    work likely at KS1 to    work likely at KS2 to    work likely at KS3

<p>1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)</p>	<p><i>Use everyday language related to time</i> <i>Order and sequence familiar events</i> <i>Describe main story settings, events and principal characters.</i> <i>Talk about past and present events in their own lives and in lives of family members.</i></p>	<p>Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods</p>	<p>Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time</p>	<p>Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</p>
<p>2. <b>Historical terms</b> eg empire, peasant</p>	<p><i>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</i></p>	<p>Use a wide vocabulary of everyday historical terms</p>	<p>Develop the appropriate use of historical terms</p>	<p>Use historical terms and concepts in increasingly sophisticated ways</p>
<p>3. <b>Historical enquiry - Using evidence / Communicating ideas</b></p>	<p><i>Be curious about people and show interest in stories</i> <i>Answer 'how' and 'why' questions ... in response to stories or events.</i> <i>Explain own knowledge and understanding, and asks appropriate questions.</i> <i>Know that information can be retrieved from books and computers</i> <i>Record, using marks they can interpret and explain</i></p>	<p>Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</p>	<p>Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information</p>	<p>Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts</p>
<p>4. <b>Interpretations of history</b></p>		<p>Identify different ways in which the past is represented</p>	<p><i>Understand that different versions of the past may exist, giving some reasons for this</i></p>	<p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p>

\* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

5a. <b>Continuity and change</b> in and between periods	<i>Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time</i>	<i>Identify similarities / differences between ways of life at different times</i>	<i>Describe / make links between main events, situations and changes within and across different periods/societies</i>	<i>Identify and explain change and continuity within and across periods</i>
5b. <b>Cause and consequence</b>	<i>Question why things happen and give explanations</i>	<i>Recognise why people did things, why events happened and what happened as a result</i>	<i>Identify and give reasons for, results of, historical events, situations, changes</i>	<i>Analyse / explain reasons for, and results of, historical events, situations, changes</i>
5c. <b>Similarity / Difference</b> within a period/situation (diversity)	<i>Know about similarities and differences between themselves and others, and among families, communities and traditions</i>	<i>Make simple observations about different types of people, events, beliefs within a society</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i>	<i>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</i>
5d. <b>Significance</b> of events / people	<i>Recognise and describe special times or events for family or friends</i>	<i>Talk about who was important e.g. in a simple historical account</i>	<i>Identify historically significant people and events in situations</i>	<i>Consider/explain the significance of events, people and developments in their context and in the present.</i>