

SUBJECT: History

Intent - We aim to...

History is a fascinating, exciting and vital part of a child's learning journey. We hope that children leave Kender with a rich understanding of where they came from and who and what has shaped their past and present.

Children will develop skills that are transferable to other areas of the curriculum these are: **how to ask and answers questions, research using a range of resources, debate and discuss, analyse, think critically, develop their own perspective, form a coherent argument, develop a sense of agency and power in their community, country and the world.**

Understanding history requires a deep level of thinking, children will learn that they cannot always accept the evidence that is put before them that every historical artefact and source can be interpreted in different ways and only when we have the facts can we truly make an accurate historical judgement.

Children will experience history in a range of ways; through stories, enquiry and inquiry, trips to museums, historical sights, visitors, local area, looking at primary and secondary resources these experience will enhance and develop a love of the past and will help children develop an understanding of themselves and how the past effects the present and how we as individuals can change history. The skills they will learn will help them to navigate their futures with understanding an awareness of the human journey through time.

Implementation - How do we achieve our aims?

We use the historical association for planning support, below is an outline of the end of key stage expectations.

EYFS...

<p>EYFS</p> <p>Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
--

KS1...

<p>Chronological understanding (By the end of Y2)</p> <p>Revisit their own personal chronology Recreate a timeline of their lives Recap their timeline of their lives. Sequence artefacts and events that are close in time together. Order dates from earliest to latest on a simple timeline Sequence pictures from different periods. Describe memories and changes that have happened in their own lives To have an understanding of a time before they were born</p>	<p>Knowledge and Understanding of People Events, People and Changes (By the end of Y2)</p> <p>To make comparisons in their life and to the period of history they are learning about. To recognise some similarities and differences between past and present. To identify similarities and differences between ways of life in different periods. To know and recount episodes from stories and significant events in history. To understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past - could be grandmothers, and older family members or members of the community.</p>	<p>Historical Interpretation Enquiry (By the end of Y2)</p> <p>To start to use stories or accounts to distinguish between fact and fiction. To understand the use of a primary or secondary resource and where these resources can be found. To observe and use pictures, photographs and artefacts to find out about the past To investigate different accounts of historical events and be able to explain some reasons why accounts may be different To start to use stories or accounts to distinguish between fact and fiction. Explain that are different types of evidence and sources that can be used to help represent the past</p>	<p>Historical Investigation (By the end of Y2)</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Choose and select evidence and say how it can be used to find out about the past Use primary and secondary resources to find out about the past</p>	<p>Presenting Organising and Communicating (By the end of Y2)</p> <p>To show and understand of historical terms, such as monarchs, parliament, government war remembrance To talk and write about things from the past To use historical vocabulary to retell simple stories about the past. To use drama and role play to communicate their knowledge about the past.</p>
--	---	--	--	---

KS2...

<p>Chronological understanding (By the end of Y4)</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometime further apart. Use terms and phrases related to the unit being studied and the passing of time. Understand a timeline can be divided into BC (before Christ) and AD (Anno Domini) To have an understanding of a time before they were born Understanding of Chronology including characteristics features of different historical periods, people, events and developments. To begin to understand and connect together the periods of history that they have learnt about.</p>	<p>Knowledge and Understanding of People Events, People and Changes (By the end of Y4)</p> <p>To evaluate and learn about how times have changed and how past has an effect on the present. To understand that there is a before,....and an after,....the after cannot be changed eg after the Romans invaded the present changed these are the things that changed and this is he impact it has had on our lives today To note key changes over a period of time and be able to give reasons for those changes. Identify key features, aspects and events of the time studied. To explain how people and events in the past have influenced life today.</p>	<p>Historical Interpretation Enquiry (By the end of Y4)</p> <p>To use primary and secondary resources to form opinions about the past. To use these resources and discuss what they tell us. To learn to question and enquire about how these resources help us to understand the past. To understand the uses of these resources in the context of gaining knowledge about the past To begin to evaluate the usefulness of resources. To look at more than two versions of the same event or story in history and identify differences. To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Historical Investigation (By the end of Y4)</p> <p>To look critically at the events of the past and analyse how they have effected our present. To use a range of primary and secondary resources to find out about the past To conduct informed responses about one aspect of ice or key event in the past through careful selection and organisation of relevant historical information To gather more detail for sources such as maps to build up a clearer picture of the past To regularly address and sometimes devise own questions to find answers about the past To begin to undertake their own research Use primary and secondary resources to find out about the past</p>	<p>Presenting Organising and Communicating (By the end of Y4)</p> <p>To use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms To present, communicate and organise ideas about the past using models, drama, role play, and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides To start to present ideas based on their own research, using a range of media.</p>
<p>Chronological understanding (By the end of Y6)</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometime further apart. Use terms and phrases related to the unit being studied and the passing of time. Understand a timeline can be divided into BC (before Christ) and AD (Anno Domini) To have an understanding of a time before they were born Understanding of Chronology including characteristics features of different historical periods, people, events and developments. To begin to understand and connect together the periods of history that they have learnt about.</p>	<p>Knowledge and Understanding of People Events, People and Changes (By the end of Y6)</p> <p>To identify and note connections, contrasts and trends over time in the everyday lives of people Use appropriate historical terms such as culture, religion, social and political when describing the past To examine causes and results of great events and the impact these has on people To describe the key features of the past, including attitudes, beliefs and the everyday lives of men and women To begin to formulate questions about the impact of the past on the present. To begin to make comparisons with the past and the present. To enquire about the past, to make judgement and theory to gain deeper understanding</p>	<p>Historical Interpretation Enquiry (By the end of Y6)</p> <p>To identify a primary resource and explain why this is different to a secondary resource. To choose the best type if resource to form accurate descriptions of the past. To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. To search for the truths in the past and the present and use information wisely to come to satisfactory conclusions and judgements about events. To consider different ways of checking the accuracy of interpretations of the past To find and analyse a wide range of evidence about the past To start to understand the differences between primary and secondary resources and the impact of this on reliability To know that people in the past represent events or ideas in a way that may be to persuade others - to show an awareness of the concept of propaganda To begin to evaluate the usefulness of different resources.</p>	<p>Historical Investigation (By the end of Y6)</p> <p>To analyse cause and consequence of significant events and people. To select relevant sections of information to address historically valid questions and construct detailed informed-responses. To investigate their own lines of enquiry by posing historically valid questions and answers. To form opinions and create argument or debate about the significance of historical events and people. To ask questions and formulate answers about change, cause, similarity, difference To recognise when they are using primary and secondary resources to find out about the past. To use a wide range of evidence to collect evidence about the past, such as ceramics, pictures, document, printed sources, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Use primary and secondary resources to find out about the past</p>	<p>Presenting Organising and Communicating (By the end of Y6)</p> <p>To develop appropriate use of historical terms To know and show good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious To present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions To plan and present a self directed project or research about the studied period, using a range of media.</p>

Impact - How will we know we have achieved our aims?

