



Curriculum Progression Document

History



Contents

	Page
Lutley Primary School Curriculum Intent	3-5
History and The Early Years Foundation Stage	6-7
Meeting the statutory requirements of The Primary National Curriculum	8-10
Whole School Programme of Study	11-14
Progression in historical knowledge, skills and understanding	15-23
Approaches to teaching and learning in history	24-28



Lutley 
Primary School

History Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

History Subject Intent

It is our intent that children leave Lutley understanding and feeling proud about their local area heritage and how it connects to regional, national and international events. Through drama, role play, artefacts and use of interactive digital media, our children are immersed in historical contexts. Through studies of significant people, events and time periods, children will secure their understanding of chronology. They will compare and contrast, making connections with themes in history, as well as evaluating the impact and influence through time. The children will develop enquiring minds through critical use of primary, secondary and digital sources to support their explanations and judgements.

History Rationale for Decisions About What is Taught and When.

The history curriculum for Lutley is designed around the national curriculum. The periods of history taught and specific events and people chosen were deliberate. They were chosen because they are felt to offer:

- An exciting and relevant curriculum to the children's age and stage of education
- A link where possible to local history (particularly in key stage two)
- A sense of chronology and the ability to link to other events happening at the same time nationally or internationally as well as to see the impact or legacy of what events happened prior to the period they are studying
- a good range of declarative knowledge (knowing a lot about events and people in history)
- progressive with regard to procedural knowledge (knowing how to find out about the past and how to interrogate sources)
- the increasing ability to compare and contrast across periods of time or people.

Our history curriculum is designed so that children in Lutley will carry out a **local study** each year. This links back to our intent that children feel proud about Halesowen and the Black Country and the rich heritage and legacy of events that happened here. For example, the impact of the invention of the steam train by Thomas Newcomen (a local inventor) was significant both nationally and internationally. Children will develop a good knowledge of key places and people in their local areas from the past, and develop an increasingly sophisticated understanding of how historians find out about the past using a range of sources.

In addition, children study an aspect **The Gun Powder Plot** and **Remembrance Day** each year. These studies are significant for our children as there is a landmark in Wall Heath, in Dudley, which is integral to the story of the Gun Powder Plot. In order to ensure that children appreciate the impact of World Wars on the country, a different aspect will be taught as a focus each year– see page 12-14. As many of our children attend Scouts or Girl Guides, it was important for us to include a study on the Scout

Movement to the war effort in both World Wars. As above, children will develop a good understanding of key people and events during both of these studies and develop an increasingly sophisticated understanding of how historians find out about the past using a range of sources.

Essential Characteristics in the Subject

- 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.
- 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.

Curriculum Concepts

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically and construct the past

This concept involves using historical vocabulary and techniques to convey information about the past.



History in the Early Years Foundation Stage

Developing Early Historical Skills

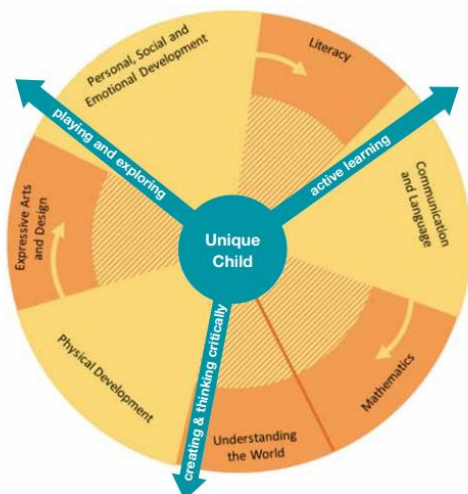
Developing Early Historical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of history in our EYFS:

ELG: Understanding the World: Past and Present

Children at the expected level of development will:

- Talk about the lives of the 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.



Lutley 
Primary School

History and the National Curriculum

History and the National Curriculum: Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

History and the National Curriculum: Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- 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 to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Implementation of Whole School History Programme of Study

Lutley Primary School's History Programme of Study

	Autumn	Spring	Summer
EYFS	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the 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; <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Topics All about me and families Who am I? (Past and now) How can families change? Celebrations</p> <p>My Locality What do people celebrate at this time of year? (Christmas and Diwali)</p> <p>Remembrance Gun powder plot</p>	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the 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; <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Topics All around the world Where have I been? What do people wear around the world? (Traditional dress from the past)</p> <p>Growing In what ways have I grown?</p> <p>St. George's Day</p> <p>*Family past and present continues across the year</p>	<p>ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the 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; <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Topics Growing In what ways have I grown? How will I change? (Grandparents comparison)</p> <p>Into the woods In what ways can we care for our environment? (Comparison to the environment in the past)</p> <p>*Family past and present continues across the year</p>
Whole School Focus	<p>Remembrance</p> <ul style="list-style-type: none"> Armistice Day – Who do we remember? <p>Gun Powder Plot</p> <ul style="list-style-type: none"> What is bonfire night and what do you do on bonfire night? 		<p>Local History Study</p> <p>Significant historical events, people and places in their own locality. NC KS1</p> <ul style="list-style-type: none"> History of the school- inviting in visitors who came to Lutley as a child, ex-staff and head teachers of Lutley, teachers who have worked here over many changes. Look at school log book and photos.

Year 1	Changes within Living Memory. NC KS1 History of me and people I know. Aspects of change in national life within living memory - Toys	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. NC KS1 Christopher Columbus and Neil Armstrong - Comparisons	
Whole School Focus Year 1	<u>Remembrance</u> • Armistice Day – Why do we wear a poppy? <u>Gun Powder Plot</u> • Why do we have bonfire night?		<u>Local History Study</u> Significant historical events, people and places in their own locality. NC KS1 • History of Lutley – How have houses changed in the local area? How did Lutley and Brookwillow get their names? Land use over time.
Year 2	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. NC KS1 Rosa Parkes and Emily Davidson - comparisons	Events beyond living memory that are significant nationally or globally. NC KS1 The Plague The Great Fire of London (historical sources and Samuel Pepys)	The lives of significant individuals in the past who have contributed to national and international achievements. NC KS1 Significant historical events, people and places in their own locality. NC KS1 Thomas Newcomen – Invention of the steam engine (Industrial Revolution) Visit to the Black Country Living Museum
Whole School Focus Year 2	<u>Remembrance</u> • Armistice Day – What does armistice mean? Knowledge about different coloured poppies. Animals in the war. <u>Gun Powder Plot</u> • Remember, remember poem- discuss the poem and we should never forget the 5 th November. Focus on vocabulary of treason and plot.		<u>Local History Study</u> Significant historical events, people and places in their own locality. NC KS1 260 Hagley Road Halesowen – Nail-maker's Cottage(link to industrial revolution)
Year 3	Ancient Greece – a study of Greek life and achievements and their influence on the western world. NC KS2 Ancient Greece	Changes in Britain from the Stone Age to the Iron Age. NC KS2 Changes from the Stone Age to the Iron Age	
Whole School Focus Year 3	<u>Remembrance</u> • Armistice Day - Children at War <u>Gun Powder Plot</u> • Timeline of events of the plot.		<u>Local History Study</u> • William Shenstone and Leasowes Park. A Halesowen Man – his life and home.

Year 4	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. NC KS2</p> <p>The Ancient Egyptians</p>	<p>The Roman Empire and its impact on Britain. NC KS2</p> <p>The Roman Empire</p>	
Whole School Focus Year 4	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – How did the scouts support in the war? <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Who were the significant people at the time? Focus on royals and also those who conspired and why. Local history link – Holbeche House Kingswinford. 		<p>Local History Study</p> <ul style="list-style-type: none"> • The Fox Hunt – How has it changed? Locate it on different maps. Research previous Landlords using Ancestry.
Year 5	<p>Britain's settlement by Anglo-Saxons and Scots. NC KS2</p> <p>The Anglo-Saxons and the Scots</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. NC KS2</p> <p>The Vikings and Anglo-Saxon struggle for England</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NCKS2</p> <p>The Victorians</p>
Whole School Focus Year 5	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – Women at War <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • Impact of the plot on religion 		<p>Local History Study</p> <ul style="list-style-type: none"> • The rise and fall of coal mining in Halesowen. Link to Victorians and Industrial Revolution.
Year 6	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. NC KS2</p> <p>The Ancient Maya</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NCKS2</p> <p>Achievements and Legacies</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. NCKS2</p> <p>Achievements and Legacies continued</p>
Whole School Focus Year 6	<p>Remembrance</p> <ul style="list-style-type: none"> • Armistice Day – Similarities and differences between cause and effect of the two world wars and lessons learned. <p>Gun Powder Plot</p> <ul style="list-style-type: none"> • What is parliament? What is monarchy? In what ways did the monarchy and parliament influence the plot? 		<p>Local History Study</p> <ul style="list-style-type: none"> • Boggs Farm – change of land and area over time. Grade II Listed Farm House on Lutley Lane.



**Implementation of Whole School
History Programme of Study
Progression of Skills**

Progression of Skills – Curriculum Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of historical knowledge, skills and understanding. These essential curriculum concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- **Communicate historically and construct the past**

This concept involves using historical vocabulary and techniques to convey information about the past.

Progression of Skills - Investigate and interpret the past

Curriculum Concept:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	<ul style="list-style-type: none"> Begin to ask questions about the past. Ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers). Consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer). Extract information from a source including written, visual 	<ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Observe or handle evidence to ask questions and find answers to questions about the past. Identify some of the different ways the past has been represented. Identify a range of significant aspects of a theme, society, period or person and offer 	<ul style="list-style-type: none"> Ask valid questions for enquiries and answer using a number of sources. Understand how sources can be used to answer a range of historical questions. Be given suitable sources of evidence for historical enquiries. Describe different accounts of a historical event. Begin to suggest causes and consequences of some of the main events and changes in history. 	<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. Independently devise a range of historically valid 	<ul style="list-style-type: none"> Reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). Accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during 	<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

	and oral sources and artefacts.	some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).		<p>questions for a series of different types of enquiry and answer them with substantiated responses.</p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. • The pupil can recognise possible uses of a range of sources for answering historical enquiries. 	<p>the Second World War).</p> <ul style="list-style-type: none"> • Select suitable sources of evidence • Begin to refine lines of enquiry as appropriate. 	<p>full answer to questions about the past.</p> <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate. • Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion. • Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).
--	---------------------------------	---	--	---	---	---

Progression of Skills - Build an overview of world history

Curriculum Concept:	Year 1	Year 2	Year 3	Year 4.	Year 5	Year 6
Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society	<ul style="list-style-type: none"> Identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot). Begin to describe historical events. Begin to describe significant people from the past. 	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the 	<ul style="list-style-type: none"> Identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians). Compare some of the times studied with those of other areas of interest around the world. Begin to describe the social, ethnic, cultural or religious diversity of past society. 	<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 	Understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life). <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. Independently describe the social, ethnic, cultural or religious diversity of past society. Provide overviews of the most significant features of different themes, individuals, 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. 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. Confidently describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

		Gunpowder Plot).		<p>past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). 	societies and events covered.	<ul style="list-style-type: none"> Provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).
--	--	------------------	--	---	-------------------------------	---

Progression of Skills – Understand Chronology

Curriculum Concept:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places	<ul style="list-style-type: none"> • Depict on a timeline the sequence of a few objects and/or pieces of information • Begin to recount changes that have occurred in their own lives. • Begin to use dates 	<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. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people 	<ul style="list-style-type: none"> • Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages). • Use some dates and terms to describe events. • Begin to understand the concept of change over time. 	<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. • Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the 	<ul style="list-style-type: none"> • Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline). • Describe some of the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<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. • Sequence with independence the key events, objects, themes, societies and

				Bronze and Iron Ages).	<ul style="list-style-type: none">• Use dates and terms in describing events.	<p>people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).</p> <ul style="list-style-type: none">• Use dates and terms accurately in describing events.
--	--	--	--	------------------------	---	--



Progression of Skills – Communicate Historically

Curriculum Concept:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate historically and construct the past This concept involves using historical vocabulary and techniques to convey information about the past.	<ul style="list-style-type: none"> Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. Begin to show an understanding of concepts such as civilisation, monarchy, parliament and war. Begin to show an understanding of the concept of nation and a nation's history 	<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 of nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	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 	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 change chronology. 	<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 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. <ul style="list-style-type: none"> 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.

Approaches to Teaching and Learning in History

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- At the beginning of each unit of history taught, children will explore the following questions: What is history? What is a historian? In what ways can we find out about the past?
- Children will also have the opportunity to learn about significant historical figures and events during whole school assemblies. For example, Martin Luther King during Black History month.
- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will come directly from the National Curriculum.
- The study of each historical period, significant event or significant person in sufficient depth to obtain genuine insights into life in the past and how significant events and people influenced the world we live in today.
- The effective use of a range of historical sources including: artefacts, documents, books, photographs, pictures, statistical data, videos, computing software and a range of websites to find out about the past.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of history. This will include objective and question led learning, observation and recording, class and group discussion, role play, teaching of specific knowledge and retrieval practice activities.
- The opportunity to develop a respect for historical evidence and to encourage critical and robust use of it to support explanations and judgements of events or people in history.
- To use historical knowledge to support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The use of enrichment opportunities such as museum trips, visits to school from historical drama companies, trips to historical sites, interactive visits, artefact loans and the use of the local area.
- Developing pupils' ability to think, reflect, debate, discuss and evaluate the past by formulating questions and lines of enquiry in order to understand that the past is interpreted in different ways.
- Enabling pupils to develop an overview of world history by drawing links between ages, significant events and significant people including an understanding of chronology, change and causation.

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Curriculum concepts for this subject cover each phase (KS1, LKS2 and UKS2).
- Learning objectives for each lesson are taken from the National Curriculum programme of study. They are shared with children each lesson and displayed in children's books.
- Curriculum concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the curriculum concepts for later year groups.
- Children are given a context through which they can explore each learning objective.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include dates, timelines, diagrams, maps, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective.
- Teachers' feedback should directly relate to the learning objective for the lesson.
- All Gap Tasks should be meaningful and purposeful and linked to the learning objective.
- Teachers should use work recorded by children and end of unit quizzes to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning.
- Assessment information from end of unit quizzes will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents during parent consultation evening etc.

Implementation

Reading in History

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- 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.
- The ability to think, reflect, debate, discuss and evaluate the past.
- 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

Implementation

SMSC and Rights Respecting in History

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. History naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of History to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in History



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation