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| Clover Hill Primary School History Overview | | | | |
| **Historical Organisation** | **Historical Investigation** | **Chronological Understanding** | **Knowledge and Understanding of Events, People and Changes in the Past** | **Presenting, Communicating and Organising** |
| Understand how our knowledge of the past is constructed from a range of sources. | Address and devise historically valid questions about change, cause, similarity and difference, and significance  Construct informed responses that involve thoughtful selection and organisation of relevant historical information | Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study | Note connections, contrasts and trends over time | Develop the appropriate use of historical terms and vocabulary to become articulate historians |
| In our History lessons, we ensure that both our pupils’ **substantive and disciplinary knowledge** is built upon year on year.  **Substantive Knowledge**– is the knowledge and ‘substance’ of our curriculum e.g. people, dates, features of something  **Disciplinary Knowledge- i**s the skills our children develop how interpret the past – how do we know what we know? E.g. changes, continuation, causes, sources.  So that our pupils are able to learn more and know more, we believe it is vital that our history curriculum develops both categories. Historical NC content taught through appropriate and relevant year group topics.  Common threads are woven through each topic and compared/contrasted/linked with previous learning: **beliefs, achievements, daily life, society, leadership** | | | | |

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| Clover Hill Primary School History Overview  National Curriculum Historical Skills using ‘small steps’ to assess | | | | | |
| **Historical Organisation** | | **Historical Investigation** | **Chronological Understanding** | **Knowledge and Understanding of Events, People and Changes in the Past** | **Presenting, Communicating and Organising** |
| Historical NC content taught through appropriate and relevant year group topics.  Common threads to be woven through each topic and compared with previous learning: **beliefs, achievements, daily life, society, leadership** | | | | | |
| **Year 1:** | Changes within living memory Events beyond living memory that are significant nationally/globally  Lives of significant individuals in the past Significant events, people and places within own locality  **Context:**  Houses & homes (including castles and Joseph Swan)  Kings & Queens (King Charles) How were homes different in the past?, Why do we have a king?  Guy Fawkes Why do we remember Guy Fawkes?  Transport How has transport changed from 100 years ago to now?  Seaside holidays (Grace Darling) How have seaside holidays changed? Why do we remember Grace Darling? | | | | |
| **Year 2:** | Events beyond living memory that are significant nationally/globally Significant events, people and places within own locality  Lives of significant individuals in the past  **Context:**  Great Fire of London (Samuel Pepys) Why was the Great Fire of London so important?  Explorers of the World (Christopher Columbus) What does it take to become a great explorer?  Railways (George Stephenson) Why is George Stephenson called ‘the Father of the Railways? | | | | |
| **Year 3:** | Changes in Britain from Stone Age to Iron Age How did Britain change from the Stone Age to the Iron Age?    The achievements of the earliest civilisations – Ancient Egypt What was life like in Ancient Egypt and what were their greatest achievements?  Local history study **Context:** Whickham & Surrounding area What was Whickham like in the past; how and why has it changed? | | | | |
| **Year 4:** | The Roman Empire and its impact on Britain How did the Romans change Britain?    Local history study **Context:** Newcastle upon Tyne What was Newcastle like in the past; how and why has it changed?  Britain’s settlement by Anglo-Saxons and Scots What did Anglo Saxon Britain look like? | | | | |
| **Year 5:** | An aspect in British history that extends knowledge beyond 1066 **Context:** WW2 How did the lives of children change during WW2?  The Viking and Anglo-Saxon struggle for the Kingdom of England up to Edward the Confessor The Vikings versus the Anglo-Saxons – Who won?    Ancient Greece – a study of Greek life and achievements and their influence on the western world What did the Ancient Greeks do for us? | | | | |
| **Year 6:** | An aspect in British history that extends knowledge beyond 1066 **Context:** The Victorians How did life in Britain change during the Victorian era?  A non-European society that provides contrasts with British history - AD900 Mayan civilisation What was life like in the Mayan civilisation and what were their greatest achievements? | | | | |

**Intent**

The aim of our History curriculum at Clover Hill is for children to develop:

* an awareness and appreciation of the past
* a respect and empathy for history and what has ‘come before’
* an active interest and enthusiasm for history
* skills to link, compare and contrast periods of time
* an understanding of significant figures, key events and how they have shaped the world in which we live
* a chronologically secure understanding of the periods in history and local, national and world events
* accurate and confident use of historical terms and vocabulary
* age appropriate questioning, enquiry and research skills
* informed analysis and evaluation of sources using a range of evidence
* an understanding as to the value and reliability of sources.

**Implementation**

At Clover Hill, we prioritise converting learning into our long-term memory, providing real life relevance to learning and we utilise an enquiry-based approach to teaching and learning.

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| **Long-Term Memory** | It is vital that children can convert information into their long-term memory so it is truly learnt. In History, this is particularly important with the key elements of substantive knowledge found in the subject including key dates and facts. Our curriculum is designed so that previous learning is recapped, revisited and consolidated and built on as the child moves through the school. |
| **Real-Life Relevance** | We want our children to see the real-life relevance of studying History. Studying History gives children a better understanding of the world in which we live. It allows for greater appreciation and understanding of global events currently happening around the world. In addition to this, History teaches key disciplinary knowledge that children can apply in their further education and in their later lives. Examples of this include constructing arguments (in this context historical arguments) and improving children’s analytical skills which includes conducting an investigation to answer a question and decision making. |
| **Enquiry-Based Learning** | We have designed our History Curriculum to take an enquiry-based approach. The curriculum is designed so each unit of work has an overarching ‘Big Question’ that the children answer at the end of the unit and this is used to help assess their learning. Each lesson is also framed with a question that acts as the learning intention. The other benefits of enquiry-based learning are well known. These include helping children to build a passion for the subject as well as helping to hone their analytical skills linked to the disciplinary knowledge of the subject. |

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| KS1 History National Curriculum | | Evaluation using Clover Hill Small Steps (to achieve NC End Goal) | |
| **Topic:** | | | **Date:** |
| **Historical Organisation** | Understand some of the ways in which we find out about the past and identify different ways in which it is represented | **Children can:**   * Start to compare two versions of a past event * Observe and use pictures, photographs and artefacts to find out about the past * Start to use stories or accounts to distinguish between fact and fiction * Explain that there are different types of evidence and sources that can be used to help represent the past | |
| **Notes:** | | | |
| Historical Investigations | Ask and answer questions, using other sources to show that they know and understand key features of events | **Children can:**   * Observe or handle evidence to ask simple questions about the past * Observe or handle evidence to find answers to simple questions about the past * Choose and select evidence and say how it can be used to find out about the past | |
| **Notes:** | | | |
| Chronological Understanding | 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 | **Children can:**   * Sequence artefacts and events that are close together in time * Order dates from earliest to latest on simple timelines * Sequence pictures from different periods * Describe memories and changes that have happened in their own lives * Use words and phrases to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after | |
| **Notes:** | | | |
| Knowledge and Understanding of Events, People and Changes in the Past | Identify similarities and differences between ways of life in different periods.  Choose and use parts of stories and other sources to show that they know and understand key features of events. | **Children can:**  - Recognise some similarities and differences between the past and the present  - Identify similarities and differences between ways of life in different periods  - Know and recount episodes from stories and significant events in history  - Give reasons why people in the past acted as they did  - Describe significant individuals from the past | |
| **Notes:** | | | |
| Presenting, Communicating and Organising | Use a wide vocabulary of everyday historical terms | **Children can:**   * Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance * Talk, write and draw about things from the past * Use historical vocabulary to retell simple stories about the past * Use drama/role play to communicate their knowledge about the past | |
| **Notes:** | | | |

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| LKS2 History National Curriculum | | Evaluation using Clover Hill Small Steps (to achieve NC End Goal): | |
| **Topic:** | | | **Date:** |
| **Historical Organisation** | Understand how our knowledge of the past is constructed from a range of sources. | **Children can:**   * Look at more than two versions of the same event or story in history and identify differences; * Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | |
| **Notes:** | | | |
| **Historical Investigation** | Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | **Children can:**   * Use a range of primary and secondary sources to find out about the past * Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information * Gather more detail from sources such as maps to build up a clearer picture of the past * Address and sometimes devise own questions to find answers about the past * Begin to undertake their own research | |
| **Notes:** | | | |
| **Chronological Understanding** | 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 | **Children can:**   * Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | |
| **Notes:** | | | |
| **Knowledge and Understanding of Events, People and Changes in the Past** | Note connections, contrasts and trends over time | **Children can:**   * Note key changes over a period of time and be able to give reasons for those changes * Find out about the everyday lives of people in time studied compared with our life today * Explain how people and events in the past have influenced life today * Identify key features, aspects and events of the time studied * Describe connections and contrasts between aspects of history, people, events and artefacts studied | |
| **Notes:** | | | |
| **Presenting, Communicating and Organising** | Develop the appropriate use of historical terms | **Children can:**   * Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms * 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 * Start to present ideas based on their own research about a studied period | |
| **Notes:** | | | |

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| UKS2 History National Curriculum | | Evaluation using Clover Hill Small Steps (to achieve NC End Goal): | |
| **Topic:** | | | **Date:** |
| **Historical Organisation** | Understand how our knowledge of the past is constructed from a range of sources | **Children can:**   * Find and analyse a wide range of evidence about the past * Use a range of evidence to offer reasons for different interpretations of events, linking this to factual understanding about the past * Consider different ways of checking the accuracy of interpretations of the past – * Start to understand the difference between primary and secondary evidence and the impact of this on reliability * Show an awareness of the concept of propaganda * Know that people in the past represent events or ideas in a way that may be to persuade others * Evaluate how useful different sources are | |
| **Notes:** | | | |
| **Historical Investigation** | Address and devise historically valid questions about change, cause, similarity and difference, and significance  Construct informed responses that involve thoughtful selection and organisation of relevant historical information | **Children can:**   * Recognise when they are using primary and secondary sources of information to investigate the past * Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites * Select relevant sections of information to address historically valid questions and construct detailed, informed responses * Investigate their own lines of enquiry by posing historically valid questions to answer | |
| **Notes:** | | | |
| **Chronological Understanding** | 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 | **Children can:**   * Order an increasing number of significant events, movements and dates on a timeline using dates accurately * Accurately use dates and terms to describe historical events * Understand and describe in some detail the main changes to an aspect in a period in history * Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | |
| **Notes:** | | | |
| **Knowledge and Understanding of Events, People and Changes in the Past** | Note connections, contrasts and trends over time | **Children can:**   * Identify and note connections, contrasts and trends over time in the everyday lives of people * Use appropriate historical terms such as culture, religious, social, economic and political when describing the past * Examine causes and results of great events and the impact these had on people * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children | |
| **Notes:** | | | |
| **Presenting, Communicating and Organising** | Develop the appropriate use of historical terms | **Children can:**   * Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious * Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports * Plan and present a self-directed project or research about the studied period. | |
| **Notes:** | | | |