

Eastbrook Primary School History Curriculum



Intent: A Character and Academics approach

Our history curriculum is based on the assumption that a pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose.

End Point (Key Stage 4)

The History department at Eastbrook School develops subject knowledge and skills within the wider school 'Character and Academics' approach to curriculum. We use the study of history to help pupils become persistent, courageous, organised, motivated and independent, building up their history knowledge and skills to help young people make wise choices when confronted with dilemmas today by learning how similar dilemmas were dealt with in the past. Pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring pupils' curiosity to know more about the past. Pupils are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Waypoints

Key Stage 1

By the end of Key Stage 1 the children study history from a wide array of viewpoints. From studies of particular areas and their developments to larger concepts for example the history and development of buildings. Key Stage 1 children develop the understanding that history is not place specific and that history has happened all around them and all around the world. They will also develop a good sense of where everyday objects and occurrences have their roots and origins. By the end of Key Stage 1, children are expected to be able to construct a timeline correctly, appropriately investigate and question a widening variety of sources (including artefacts) and use their growing knowledge of the time periods studied to meaningfully discuss the lives of significant individuals from the past.

Key Stage 2

By the end of Key Stage 2, the children are maturing and developing and as such the breadth of their study of history is widened even further. Children can clearly identify the areas of learning concerning the history of Great Britain and those that are associated with countries further afield. Studies undertaking the Vikings and Normans, inventions from around the world and through the ages to studies of the past of this country and others to an in-depth study of World War 2 showcase the wide variety and opportunity for history learning our curriculum offers. As well as building upon the skills picked up in Key Stage 1, children at the end of Key Stage 2 should be able to further use their knowledge, skills and understanding of history to gather, use and scrutinise their use of different sources as well as be able to identify the time period which they are concerning. They should also be able to start comparing time periods and recognise the cause and effect of different actions and events throughout time.

Sequencing

Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards defined way-points and end-points. We have created a joined-up, progressive subject curriculum which builds on what has gone before and prepares pupils for what comes next. This is in line with the national curriculum and is supported by our deployment of the mileposts as per our usage of the IPC scheme of work.

Adaptation

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. Significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- The number of pupils in school with English as an Additional Language (EAL).
- The number of pupils in school with Speech, Language and Communication needs (SLC).
- The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst pupils.
- The variation in cultural experience amongst pupils.

As the school grows and develops, we are keen and mindful to encompass the backgrounds of the children we have in our classes. As such, we are always careful to make sure that any study of history is sensitive to the backgrounds and prior experiences some of our children may have. As the study of history can be altered by even the smallest changing in evidence and understanding, it is vital that we keep as up to date as possible to ensure our teaching and knowledge are never knowingly out of date.

Transferable skills and knowledge

History as a subject allows for many opportunities to develop the children's character virtues and values. They learn wisdom and knowledge through passing judgement and gaining perspective of historical periods and their people. They have the opportunity to demonstrate courage through their persistence in finding the answers they crave and examining the honesty of the sources they are using. They discover humanity through study of the past and use it to grow their own social intelligence. They experience transcendence as they appreciate the past and look at the hope that its study can bring. Their understanding of justice grows as they scrutinise the fairness of societies gone by and the teamwork they use to make such discoveries. Lastly, they gain an understanding of moderation through explaining the self-control it takes to ensure the past's mistakes are not repeated again.

The study of history brings with it many transferrable skills. Skills such as; communication, problem solving, time management, presentation skills and team working. It also provides valuable knowledge to help inform decisions in the modern day. 'Examination of our past is never time-wasting. Reverberations from the past provide learning rubrics for living today'. *Kilroy. J Oldster.*

As well as these more general transferable skills and knowledge, within the study of history there are many cross curricular examples of the use of skills and knowledge gained.

History Related Activity	Other Subject Area
Timelines, Quantitative analysis	Maths – Various including calculation and problem solving and statistics
Written responses to historical sources and questions	Reading – Justifying opinion and answers with evidence. Writing – Non-fiction reporting
Research collection and presentation	Computing – Using the internet and other software to collect and present information Reading – Fact retrieval Reading – Critical analysis of what has been read
Teamwork based projects	PHSE – Working as part of a team, valuing own and others skills

Appendix A – Milepost 1 Years 1 & 2

	Knowledge	Skills	Understanding	Vocabulary
1	<p><u>Chronology</u></p> <p><u>NC</u></p> <p>Know where the people and events they fit within a chronological framework</p> <p><u>Historical Knowledge</u></p> <p><u>NC</u></p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally and globally</p> <p>The lives of significant individuals in the past who have contributed to</p>	<p><u>Chronology</u></p> <p>To be able to identify past events, present events, older and newer.</p> <p>To place artefacts on a timeline.</p> <p>To recognise that their own lives are different from the lives of people in the past.</p> <p><u>Historical Knowledge</u></p> <p><u>IPC</u></p> <p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p>1.06 be able to identify differences between their own lives and those of people who have lived in the past</p>	<p><u>Historical Knowledge</u></p> <p>1.09 Understand that events and people’s actions have causes and effects.</p>	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my parents were children • years • living memory • significant • local/locality • invention <p>Changes within living memory. change in national life Parents, Grandparents, Great grandparents Lifetimes way of life Home life, transport, materials, leisure</p>

<p>national and international achievements</p> <p><u>IPC</u></p> <p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past.</p> <p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>Understand some of the ways in which we understand the past</p> <p>Understand different ways the past is represented</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p>	<p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>To observe or handle evidence to ask questions about an object or event such as: What was it like for people? What happened? How long ago? What is it made of? What is it used for?</p> <p><u>IPC</u></p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p>	<p><u>Historical Enquiry</u></p> <p><u>NC</u></p>	
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	<p>Use a wide vocabulary of every-day historical terms</p>	<p>Compare aspects of life between different periods</p> <p>Ask and answer questions, choosing and using sources to do so</p> <p><u>IPC</u></p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p>	<p>Develop an awareness of the past using common words and phrases relating to the passing of time</p> <p><u>IPC</u></p> <p>1.10 Understand that the past is represented in a variety of ways</p>	
2	<p><u>Chronology</u></p> <p><u>NC</u> Know where the people and events they study fit within a chronological framework</p> <p><u>Historical Knowledge</u></p> <p><u>NC</u> Changes within living memory. Where appropriate these should be</p>	<p><u>Chronology</u></p> <p><u>IPC</u> 1.05 Be able to order events and objects into a sequence</p> <p><u>Historical Knowledge</u></p> <p><u>IPC</u></p>		<p><u>Communicate Historically</u> As above plus:</p> <ul style="list-style-type: none"> • topic vocabulary in context • nationally • globally • international • achievement • timeline • artefacts • observation • Similar/different

<p>used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally and globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in own locality</p> <p><u>IPC</u></p> <p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>1.02 Know about a range of events that have happened in the past</p> <p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>Understand some of the ways in which we understand the past</p>	<p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p>1.06 Be able to identify differences between their own lives and those of people who have lived in the past</p> <p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>To observe or handle evidence to ask questions about an object or event such as: What was it like for people? What happened? How long ago? What is it made of? What is it used for?</p> <p><u>IPC</u></p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p>	<p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Develop an awareness of the past using common words and phrases relating to the passing of time</p>	<ul style="list-style-type: none"> • Source • Reason • Connection • Research • Question <p>Events beyond living memory significant nationally globally Great Fire of London, aeroplane flight commemorate festivals anniversaries remembrance key features of events Parliament</p>
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	<p>Understand different ways the past is represented</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Use a wide vocabulary of every-day historical terms</p>	<p>Compare aspects of life between different periods</p> <p>Ask and answer questions, choosing and using sources to do so</p> <p><u>IPC</u></p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p>	<p><u>IPC</u></p> <p>1.10 Understand that the past is represented in a variety of ways</p>	
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Appendix B – Milepost 2 Years 3 & 4

	Knowledge	Skills	Understanding	Vocabulary
3	<p><u>Chronology</u></p> <p><u>IPC</u></p> <p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p><u>Historical Knowledge</u></p> <p><u>IPC</u></p> <p>2.02 Know about the lives of people in those periods</p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p>	<p><u>Historical Knowledge</u></p> <p><u>IPC</u></p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes that take place</p> <p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>Develop appropriate use of historical terms</p>	<p><u>Chronology</u></p> <p><u>IPC</u></p> <p>2.07 Understand the past can be considered in terms of different time periods</p> <p><u>Historical Knowledge</u></p> <p><u>NC</u></p> <p>Demonstrate understanding about the achievements of the earliest civilisations</p> <p>Demonstrate understanding of an aspect or theme in British history beyond 1066</p> <p>Have an understanding to the history of a non-European society</p>	<p><u>Communicate Historically</u></p> <p>As in KS1 plus:</p> <ul style="list-style-type: none"> • Dates • time period • era • change • chronology • chronological • primary/secondary source • prehistoric • century • decade <p>Changes from the Stone Age to Iron Age Britain</p> <p>temporary/ permanent</p> <p>Palaeolithic</p> <p>hunter-gatherers</p> <p>Mesolithic</p> <p>Neolithic</p> <p>early farmers/ farming</p> <p>Deforestation</p> <p>Skara Brae</p> <p>Bronze Age</p> <p>Stonehenge</p>

	<p><u>Interpretations of History</u></p> <p><u>IPC</u></p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across time periods.</p>	<p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p><u>IPC</u></p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p>	<p>that provides contrasts with British history</p> <p>Demonstrate understanding about the changes in Britain that happened between the Stone Age to the Iron Age.</p> <p><u>Interpretations of History</u></p> <p><u>IPC</u></p> <p>2.08 Understand that the past has been recorded in a variety of different ways</p>	<p>Iron Age hill forts tribal kingdoms</p> <p>Achievements of the earliest civilizations civilizations irrigation Ancient Egypt; Mummification Pyramid</p>
4	<p><u>Chronology</u></p> <p><u>NC</u></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world</p>	<p><u>Historical Knowledge</u></p> <p><u>IPC</u></p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and changes that take place</p>	<p><u>Chronology</u></p> <p><u>IPC</u></p> <p>2.07 Understand the past can be considered in terms of different time periods</p>	<p><u>Communicate Historically</u> As above plus:</p> <ul style="list-style-type: none"> • deduce • justify • continuity • explicit evidence • implicit evidence.

	<p>history, establishing clear narratives within and across time periods</p> <p><u>IPC</u></p> <p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p><u>Historical Knowledge</u></p> <p><u>IPC</u></p> <p>2.02 Know about the lives of people in those periods studies</p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p> <p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>Develop appropriate use of historical terms</p>	<p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>Note connections, contrasts and trends over time</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance</p> <p>Construct informed responses that involve selection and organisation of relevant historical information</p> <p><u>IPC</u></p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p>	<p><u>Historical Knowledge</u></p> <p><u>NC</u></p> <p>Demonstrate a deep understanding of a specific ancient civilisation</p> <p><u>Interpretations of History</u></p> <p><u>IPC</u></p> <p>2.08 Understand that the past has been recorded in a variety of different ways</p>	<p>Ancient Greece western world Democracy Philosophy Olympic Games Athens Parthenon Acropolis</p> <p>Roman Empire and impact on Britain Julius Caesar Claudius invasion Conquest resistance Boudica Romanisation Hypocaust Viaduct /aqueduct Gladiator Coliseum Amphitheatre Hadrian's wall</p>
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	<p><u>IPC</u></p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p>		<p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	
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Appendix C – Milepost 3 Years 5 & 6

	Knowledge	Skills	Understanding	Vocabulary
5	<p><u>Chronology</u></p> <p><u>IPC</u></p> <p>3.01 Know that the study of history is concerned with the past in relation to the present</p> <p>3.08 Know the terms associated with the periods they have studied</p>	<p><u>Chronology</u></p> <p><u>IPC</u></p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>3.18 Be able to use dates and terms relating to the passing of time</p>	<p><u>Interpretations of History</u></p> <p><u>IPC</u></p> <p>3.20 Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>3.21 Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p>	<p>As above plus:</p> <ul style="list-style-type: none"> • legacy • infer • justify • hypothesis. <p>A non-European society that provides contrasts with British history</p> <p>c. AD 900</p> <p>advanced civilisations</p> <p>Early Islamic civilization Baghdad</p> <p>Islam</p> <p>Prophet Muhammad</p> <p>Muslim</p> <p>mosque</p> <p>caliphs</p> <p>Golden Age</p> <p>astrolabes</p> <p>Mayan civilization</p> <p>Mesoamerica</p> <p>Codex</p> <p>Chichen Itza</p> <p>Benin</p> <p>Oba</p>

	<p><u>Historical Knowledge</u></p> <p><u>NC</u></p> <p>Understand about life in Ancient Greece</p> <p>Understand the achievements of Ancient Greece and their influence on the western world</p> <p>Demonstrate a deep understanding of a specific ancient civilisation</p> <p>Demonstrate understanding about the history of the Roman Empire and its impact on Britain</p> <p>have an overview of where and when the first civilisations took place</p> <p>Demonstrate understanding of the history of the Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p><u>Interpretations of History</u></p> <p><u>IPC</u></p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied.</p> <p>3.12 be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>3.14 Be able to describe how the history of one country affects that of another</p> <p>3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p>		<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (N.B. depends on the aspect or theme selected.) long arc of time Legacy turning point</p>
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	<p>Have an understanding of the history of a non-European society that provides contrasts with British history</p> <p><u>IPC</u></p> <p>3.02 Know about the characteristic features of particular periods and societies</p> <p>3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past</p> <p>3.07 Know about the social, cultural, religious and ethnic diversity of periods studied</p>	<p><u>Historical Enquiry</u></p> <p><u>IPC</u></p> <p>3.09 Be able to enquire into historical issues and their effects on people's lives</p> <p>3.10 Be able to find out about aspects of the past from a range of sources</p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>3.15 Be able to ask and answer questions about the past</p> <p>3.16 Be able to select and record information relevant to a historical topic</p>		
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<p>6</p>	<p><u>Chronology</u></p> <p><u>NC</u></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across time periods</p> <p><u>IPC</u></p> <p>3.01 Know that the study of history is concerned with the past in relation to the present</p> <p>3.08 know the terms associated with the periods they have studied</p>	<p><u>Chronology</u></p> <p><u>IPC</u></p> <p>3.11 Be able to describe and identify reasons for and results of historical events situation and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>3.18 Be able to use dates and terms relating to the passing of time</p>	<p>As above plus:</p> <ul style="list-style-type: none"> • bias • reliability. <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (N.B. depends on the aspect or theme selected.)</p> <p>long arc of time Legacy turning point</p> <p>Britain's settlement by Anglo-Saxons and Scots Dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England Raids resistance Danegeld Alfred the Great Athelstan Edward the Confessor</p>
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	<p><u>Historical Knowledge</u></p> <p><u>IPC</u></p> <p>3.02 Know about the characteristic features of particular periods and societies</p> <p>3.03 Know about the general history of a host country</p> <p>3.04 Know about the characteristic features of a particular period in the history of a host country</p> <p>3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past</p> <p>3.07 Know about the social, cultural, religious and ethnic diversity of the periods studied</p>	<p><u>Interpretations of History</u></p> <p><u>NC</u></p> <p>Note connections, contrasts and trends over time</p> <p>Develop appropriate use of historical terms</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance</p> <p><u>IPC</u></p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and changes both within and across time periods</p>	<p><u>Historical Knowledge</u></p> <p><u>NC</u></p> <p>Demonstrate an understanding of an aspect of local history</p> <p>Demonstrate understanding of an aspect or theme in British history beyond 1066</p> <p>Demonstrate understanding of the history of Britain's settlement by Anglo-Saxons and Scots.</p> <p>Demonstrate understanding of the history of the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Interpretations of History</u></p> <p><u>IPC</u></p> <p>3.20 Understand how some aspects of the past have</p>	
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		<p>3.13 Be able to describe how the history of the host country affects the lives of people who live there</p> <p>3.14 Be able to describe how the history of one country affects that of another</p> <p>3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Construct informed responses that involve selection and organisation of relevant historical information</p> <p><u>IPC</u></p> <p>3.09 B able to enquire into historical issues and their effects on people's lives</p>	<p>been represented and interpreted in different ways</p> <p>3.21 Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p> <p><u>Historical Enquiry</u></p> <p><u>NC</u></p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	
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		<p>3.10 Be able to find out about aspects of the past from a range of sources</p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and changes both within and across time periods</p> <p>3.15 Be able to ask and answer questions about the past</p> <p>3.16 Be able to select and record information relevant to a historical topic</p>		
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