



BECKSTONE
PRIMARY



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A Year 5 pupil compares his own childhood experiences of writing with using an with quill and ink during our Evolution of Childhood Study.





History – Intent

At Beckstone Primary School, we believe a high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims of the History Curriculum

The national curriculum for history aims to ensure that all pupils:

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

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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.

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.

Historical Knowledge and Skills

Across Key Stage 1 and 2, pupils will be taught to:

Vocabulary

- Use an increasing range of common words and phrases relating to the passing of time.
- Describe memories of key events in his/her life using historical vocabulary.
- Communicate his/her learning in an organised and structured way, using appropriate terminology.
- Use historical terms related to the period of study. Present findings and communicate knowledge and understanding in different ways.

Chronological Understanding

- Show awareness of the past, using common words and phrases related to the passing of time.
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Place some historical periods in a chronological framework.
- Use dates to order and place events on a timeline.



Historical Enquiry

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Use a variety of resources to find out about aspects of life in the past.
- Compare sources of information available for the study of different times in the past.

Historical interpretations

- Describe significant historical events, people and places in their own locality.
- Understand that sources can contradict each other.
- Make comparisons between aspects of periods of history and the present day.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Provide an account of a historical event based on more than one source.
- Give some reasons for some important historical events

Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community.
- Name and describing people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Spaced Retrieval Practice Approach

Our Curriculum is delivered in modules, rotating through each subject area in Science, History, Geography, Computing, French, Art& Design and Design & Technology. All History modules are identified on our curriculum maps. Below is how our curriculum delivers (introduces and revisits) the National Curriculum expectations within and across year groups.



EYFS TO KEY STAGE ONE



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Specific Area of Learning Understanding the World	ELG 13 Past and Present	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	History KS1
	<p>• Talk about the lives of people around them and their roles in society.</p> <p>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p style="text-align: center;">ELG 14 People, Culture and Communities</p> <p>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day • Bonfire Night – Guy Fawkes • R.E themes taught through Emmanuel Project; Easter, Christmas, bible stories. • Exploring artwork of famous artists • Toys past and present • London past and present – Link 'The Naughty Bus,' story. • Amelia Earhart – Theme – Journey's. How does this differ from the present day. • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Child led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> • History • Historian • After • Before • New • Old • Now • Past • Present • Time 	<ul style="list-style-type: none"> • 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

KEY STAGE ONE - TWO



KS2 History Provision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 YA	Study events beyond living memory (Great Fire of London)		Revisit events beyond living memory		Historical Events in our own locality	
KS1 YB	Changes in Living Memory			Study the lives of significant individuals (Mary Anning and David Attenborough)	More Lives of Significant People	
LKS2 YA	Study changes in Britain from the Stone Age to the Iron Age		Roman Empire and its impact on Britain			
LKS2 YB	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		Option to revise the Stone Age	Ancient Egypt	
UKS2 YA	Local History				A non-European society - contrasts with British history – Maya	
UKS2 YB		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Ancient Greece	The Windrush Generation	



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