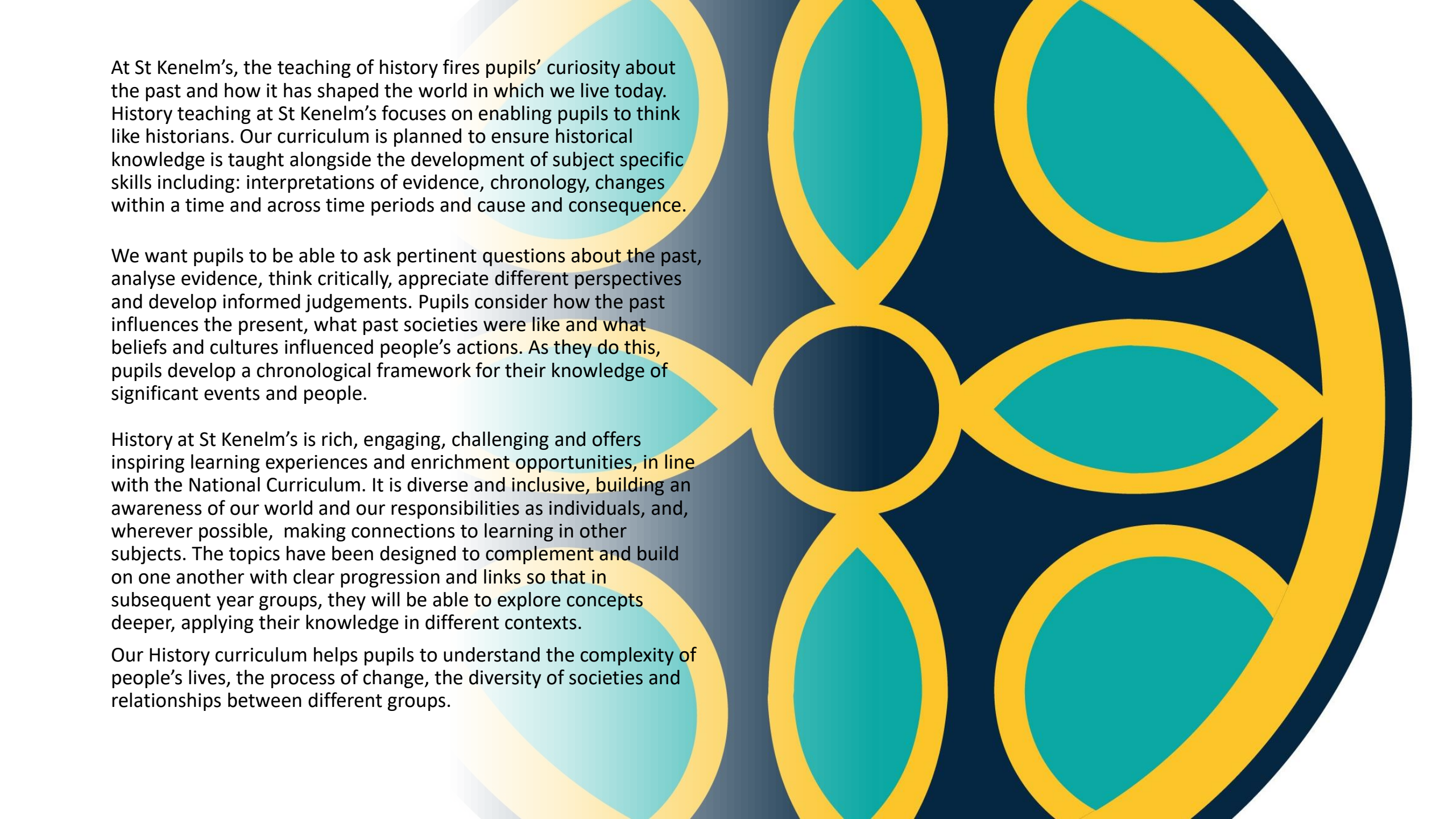




History

‘a people without the knowledge of their past history, origin and culture is like a tree without roots’. Marcus Garvey





At St Kenelm's, the teaching of history fires pupils' curiosity about the past and how it has shaped the world in which we live today. History teaching at St Kenelm's focuses on enabling pupils to think like historians. Our curriculum is planned to ensure historical knowledge is taught alongside the development of subject specific skills including: interpretations of evidence, chronology, changes within a time and across time periods and cause and consequence.

We want pupils to be able to ask pertinent questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people.

History at St Kenelm's is rich, engaging, challenging and offers inspiring learning experiences and enrichment opportunities, in line with the National Curriculum. It is diverse and inclusive, building an awareness of our world and our responsibilities as individuals, and, wherever possible, making connections to learning in other subjects. The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Our History curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.



In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence within the Learning Journeys, whereby prior learning is always considered. Through revisiting and consolidating skills, lesson plans and resources help pupils build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into lessons.

Formative assessments provide teachers with confidence in the progression of skills and knowledge and that outcomes have been met.

History is taught as a termly topic and units are blocked across each key stage, over 2 years. During a History topic block, teachers ensure lessons are delivered weekly/fortnightly through the term and links are made to other subjects to further enrich the teaching. During lessons, pupils are encouraged to question, research, discuss and evaluate, having the opportunities to use artefacts, historical sources, partake in visits as well as welcoming visitors and using our local community.

Through these lessons, we intend to inspire pupils to develop a love of history and to understand how it has shaped the world they live in, nurturing and cultivating their curiosity.



Through the high quality first teaching of History taking place, we will see the impact of the subject in different ways.

Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.

Work will show that a range of topics are being covered, cross-curricular links are made, where possible, and differentiated work set as appropriate.

The school environment will be history rich through displays, resources, vocabulary etc.

As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas.

“We must welcome the future, remembering that soon it will be the past; and we must respect the past, remembering that it was once all that was humanly possible.” George Santayana



Humanities Overview

2024-2025





	Autumn Term	Spring Term	Summer Term
YEAR 1	Memory Lane (History/Geography)	Beyond My Village (History/Geography)	Dinosaurs! (History/Geography)
YEAR 2	Planes, Trains and Automobiles (History/Geography)	London's Burning (History/Geography)	Around the World (History/Geography)
YEAR 3/4	Magical Mummies (History/Geography)	The Home Front (History/Geography)	Visiting the Village (History/Geography)
YEAR 4/5	Victorious Victorians (History)	Journey Across Europe (Geography/History)	Kenelm's Kingdom (History/Geography)
YEAR 5/6	Quest for the Kingdom (History/Geography)	An Italian Escapade (Geography/History)	Off With Their Heads! (History)

History Skills Progression





History
Areas of learning

EYFS

3-4 Year olds

Reception

Communication and Language

Learn new vocabulary.

Understand how to listen carefully and why listening is important.

Ask questions to find out more and to check they understand what has been said to them

Describe events in some detail.

Personal, Social and Emotional Development

Physical Development

Literacy

Engage in extended conversations about stories, learning new vocabulary.

Mathematics

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

Begin to make sense of their own life-story and family's history.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Talk about members of their immediate family and community.

Expressive Arts and Design

Develop storylines in their pretend play.



	Year 1	Year 2
Areas of study	Memory Lane Beyond My Village Discovering Dinosaurs	Planes, trains and Automobiles London's Burning Around the World
Chronological Understanding	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.
Knowledge and understanding of people, events and changes in the past	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. 	<ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.
Historical interpretation	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
Historical enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.
Organisation and communication	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.



	Year 3	Year 4
Areas of study	World War II Visiting the Village Magical Mummies Yabba Dabba Doo!	World War II Visiting the Village Magical Mummies Yabba Dabba Doo!
Chronological Understanding	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history.
Knowledge and understanding of people, events and changes in the past	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.
Historical interpretation	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.
Historical enquiry	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.
Organisation and communication	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.



	Year 5	Year 6
Areas of study	<p>Quest for the Kingdom (Anglo- Saxons)</p> <p>Off With Their Heads! The Tudors</p> <p>Groovy Greeks</p> <p>Arabian Nights</p>	<p>Quest for the Kingdom (Anglo- Saxons)</p> <p>Off With Their Heads! The Tudors</p> <p>Groovy Greeks</p> <p>Arabian Nights</p>
Chronological Understanding	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods.
Knowledge and understanding of people, events and changes in the past	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical interpretation	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical enquiry	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.

