

# TREFONEN PRIMARY SCHOOL

## HISTORY - CURRICULUM PATHWAYS

Through the historical periods studied, children will learn about and continually re-visit the following 10 **key concepts** in age and subject appropriate ways. Children’s understanding of the concepts will be reinforced through the different periods, topics and content that they study:

### FIRST ORDER KEY CONCEPTS:

<b>Chronology</b>	<b>Civilization</b>	<b>Monarchy</b>	<b>Empire</b>	<b>Religion</b>
<b>War</b>	<b>Government</b>	<b>Agriculture</b>	<b>Industry</b>	<b>Trade</b>

### SECOND ORDER KEY CONCEPTS:

In their studies, children will explore their growing understanding of history through the following second order concepts within each period, or topic studied. Through their studies children will deepen & broaden their knowledge & understanding of:

- Chronology
- Cultural ethnic & religious diversity
- Change & continuity
- Cause & consequence
- Interpretation & evidence
- Significance

<b>Key Concept (KC)</b>	<b>Chronology</b> (to create a sense of period & time)	<b>Diversity</b>	<b>Change &amp; Continuity</b>	<b>Cause and Consequence</b>	<b>Interpretation &amp; Evidence (sources)</b>	<b>Significance</b>
<b>Questions for teachers to consider / focus on</b>	What language do we need to use to explain chronology?  What is the sequence of when things happened?  What happened before & after?  What overlaps?	Has history been fair to all groups of people?  Was this deliberate or accidental?	What has changed?  What has stayed the same?	Why did it happen?  What then followed as a result?	Do we all understand the past in exactly the same way?  How do we prove what the past was like?  What do we use to find out about the past?  What are the problems when using historical sources?  Can we always trust historical sources?	What does ‘significant’ mean?  How do we choose what is most important in history?

## PROGRESS

The main ideas that we want children to understand within these concepts will be explored through every history topic / period studies. They will be continually re-visited to foster an increasing understanding of what History means:

<b>Chronology (KC1)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>Understand &amp; use appropriately dates, vocabulary &amp; conventions that describe historical periods &amp; the passing of time.</li> <li>Develop a sense of period through describing &amp; analysing the relationship between the characteristic features of periods &amp; societies.</li> <li>Build a chronological framework of periods &amp; use this to place new knowledge in its historical context.</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
<i>Pre-chronology : developing a sense of the past</i>	Know that a world existed before they and those around them were born. Their world today is connected to the past	Know that all people in the past did not live at the same time.	Know that a world existed before they and those around them were born. Some things occurred many years ago before there were ways of writing about the past. Human time is only a small part of time.
<i>The language of chronology: To know that the past can be described in different ways:</i>	Use everyday language related to time. Order & sequence familiar events: Days of the week Old / new Today / yesterday Before / after Last year When I was little	Develop an awareness of the past. Use common words & phrases related to the passing of time. Know where people / events fit into a studied framework: Once upon a time ... Long ago Past / present (period labels)	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within & across periods studied: Dates Period labels e.g.Georgian Divisions such as a decade, century etc. Know that some periods overlap.
<b>Diversity (KC2)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>understand the diverse experience &amp; ideas, beliefs &amp; attitudes of men, women, &amp; children in past societies&amp; how these have shaped the world.</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
	Know that there are similarities & differences between themselves & others, & among families, communities & traditions.	Make simple observations about different types of people, events, beliefs within a society.  Know that not all history has been fair to all people and groups. Sometimes this is deliberate & at other times accidental.	Describe social, religious, & ethnic diversity in Britain & the wider world.  Know that not all history has been fair to all people and groups. Sometimes this is deliberate & at other times accidental.
<b>Change &amp; Continuity (KC3)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>identify &amp; explaining change &amp; continuity within &amp; across periods of history</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
	Look closely at similarities& differences between themselves & others, & among families, communities, traditions.	Identify similarities / differences between ways of life at different times.  Identify that many things have changed (and are still changing) but some things are the same.	Describe / make links between main events, situations & changes within & across different societies / periods.  Know that the past was different from today: some things have changed (slowly or quickly) but some things are the same.  Change does not always mean 'progress'. There can be bad/negative changes. There are differences between change, progress and development.
<b>Cause &amp; Consequence (KC4)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>analyse &amp; explain the reasons for, &amp; results of, historical events, situations &amp; changes.</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
	Question why things happened & give explanations.	Recognise why people did things, why events happened and what happened as a result.  People in the past were real people, had feelings like real people and usually did things for a reason.  Events usually happen for a reason (sometimes more than one reason).	Identify & give reasons for, and results of, historical events, situations & changes.  People in the past had feelings & emotions & had reasons for their actions.  It is not always easy to work out why things happened & why people did or thought things.  Reason & events usually led to results (sometimes more than one) but sometimes things did not turn out as planned.

<b>Significance (KC5)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>consider the significance of events, people &amp; developments in their historical context &amp; in the present day.</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
	Recognise & describe special times or events for family or friends.	Talk about who was important e.g. in a simple historical account. Know what 'significant' means.	Identify historically significant people & events in situations.
	Because we need to tell a clear story, we need to choose which bits to use and this means deciding what is important. Not all information is equally important.  We should care about what past people did. We should try to understand them without necessarily agreeing with them. Much of our lives today is because of what people in the past have done.	We never know everything that happened in the past so it means that we have to work out things that are likely to have happened and that means giving opinions and ideas rather than definite facts.	
<b>Interpretation (KC6a)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>Understand how historians &amp; others form interpretations.</li> <li>Understand why historians &amp; others have interpreted events, people &amp; situations in different ways through a range of media.</li> <li>Evaluate a range of interpretations of the past to assess their validity.</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
		Identify different ways in which the past is represented.	Understand that different versions of the past may exist, giving some reasons for this.
	People in the past did not know the same things that we know today.  Not everyone in the past thought the same.  People in the past did not always think that the same things were important in their lives as we do today.  Things did not always turn out as planned.  We can tell different stories from the same history.	People in the past did not know the same things that we know today.  When things happened, it was often confusing and uncertain for people & they did not know how things would turn out.  We can put together a story / account about the past in different ways. It can be different information or have views about what is important. This does not mean that one version is right and another is wrong.  There is a difference between a source and evidence. The source is information, but it is the historian who uses it as evidence to answer questions. A good historian uses the source as evidence to ask many questions.	
<b>Evidence / Sources (KC6b)</b>	Children should be helped to: <ul style="list-style-type: none"> <li>Identify, select &amp; use a range of historical sources, including textual, visual &amp; oral sources, artefacts &amp; the historic environment.</li> <li>Evaluate the sources used in order to reach reasoned conclusions.</li> </ul>		
	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>
	Be curious about people and show interest in stories.  Answer 'how' & 'why' questions in response to stories or events.  Explain own information & understanding, & ask appropriate questions.  Know that information can be retrieved from books & computers.  Record, using 'marks' they can interpret & explain	Ask & answer questions.  Understand some ways we find out about the past.  Choose & use parts of stories & other sources to show understanding of key concepts.	Regularly address & sometimes devise historically valid questions.  Understand how knowledge of the past is constructed from a range of sources.  Construct informed responses by selecting & organising historical information.
	We find out about the past from different sorts of evidence / clues that come from that particular time.  We can show the past in different ways, such as pictures, writing, film, theme parks (e.g. The Telford Victorian Living Museum, museums, music and legends).  We never know everything about the past.	We find out about the past from different sorts of information (sources), such as written, artefacts & pictures. Some parts of history have many sources but others have few.  Different people help put together what happened in the past, such as historians, archaeologists, film makers, museum curators.	

		<p>We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.</p>	<p>Not all sources from the past can be trusted. We always need to be careful when using any evidence from the past, e.g. it can be inaccurate, incomplete, unfair.</p> <p>We can make use of all information to tell us something about the past.</p> <p>It is often better when we can find more than one piece of information / source to learn about the past.</p>
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