Trefonen History Policy / Curriculum Provision - V3 - May 2021

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1. CURRICULUM STRATEGY - HISTORY

Our History Strategy begins with the expectations set out for the EYFS Framework (2021) and the National Curriculum (2014) and builds upon them. The National Curriculum sets out expectations and key content for the end of each key stage.

We teach pupils to use their critical thinking skills to help them to develop an increasingly rigorous understanding of History within context and its impact on more recent and modern day civilization.

Through our curriculum Children should develop an increasing understanding of how History reflects and shapes our civilization and contributes to the culture, creativity and wealth of modern day society.

In developing our strategy we have drawn on the statutory requirements and best practice from the Historical Association in organising and scheduling teaching units.

We have been mindful of maintaining the integrity of History as a distinct and special subject, whilst also recognising the importance of connecting learning across the curriculum, to enable pupils to make connections that will support their long-term learning, in line with our School's Curriculum Design Strategy: https://primarysite-prod-sorted.s3.amazonaws.com/trefonen-ce-primary-school/UploadedDocument/262081de7e4944ab83bffd668cd5eed7/curriculum-design-statement-_-final_-parentversion_-29_01_19.pdf

2. INTENT - AIMS OF OUR HISTORY CURRICULUM

2.1 Aims of the EYFS National Strategy & the National Expectations for EYFS, KS1 & KS2 (Statutory Requirements)

The broad aims or expectations for our History Curriculum are set down in the National Curriculum (2014) and Revised EYFS Framework (2021):

Early Years Revised Curriculum - 2020/21
Pupils should be taught: • To talk about the lives of the people around them and their roles in society • To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • To understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1		
Pupils should be taught: • About changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • About events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • About the lives of significant individuals in the past who have contributed to national and international achievements, • To compare aspects of life in different periods *[e.g, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]* • About significant historical events, people and places in their own locality		
Key Stage 1 – Aspects to develop		
Substantive Knowledge		**Disciplinary Knowledge**
Knowledge of British history	**Knowledge of wider world history**	**The ability / disposition to:**
Children should be taught about: Changes within living memory - used, where appropriate, to reveal changes in national life *See also wider world history* **Local history** Significant historical events, people and places in their own locality	***Children should be taught about:*** Events from beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should compare aspects of life in different periods	***Children should be taught to:*** Be aware of the past, using common words & phrases relating to time Fit people/events into chronological framework Identify similarities / differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented

Key Stage 2

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- An aspect or theme in British history that extending pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Key Stage 2: Aspects to develop *The following areas of study are taught through a combination of overview and depth studies*

Knowledge / understanding of British history	***Knowledge / understanding of wider world history***	***The ability / disposition to:***
Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Local history - A local study	The achievements of the earliest civilizations; depth study of one of: · Sumer · Indus Valley · Egypt · Shang Dynasty Ancient Greece – life, achievements, influence Non-European society that contrasts with British history. One of: · early Islamic civilizations inc study of Baghdad c 900AD · Mayan civilization c. 900 AD • Benin (west Africa) c. 900-1300	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

2.2 Our School's Aims

In addition to the statutory aims of our History Curriculum, at Trefonen we aim that our History curriculum will also help our pupils to develop a knowledge of Add from Curriculum Design Statement:

- a coherent narrative of British history to 1066
- an understanding of the inter-relationship between British and wider world history, including connections between local, regional , national and international history.
- Cultural, economic, military, political, religious and social history
- Key substantive concepts e.g. empire, class, peasant
- Have an appreciation of the value and worth of History
- Have an awareness of the careers and opportunities available to them involving History
- Have opportunities to become involved in wider activities, such as inter-school competitions, debates, events
- …….. TBC

2.3 Equality, Diversity and Protected Characteristics (Culture & Inclusivity)

Through our History curriculum provision, we aim to promote **Equality, Diversity and the 'Protected Characteristics'**. We will ensure that …..TBC

IMPLEMENTATION - KEY CONTENT OF OUR HISTORY CURRICULUM

Each unit of work brings together key Substantive knowledge and Disciplinary knowledge:

Substantive Knowledge (Knowledge of the past)			Disciplinary Knowledge		
Topic Knowledge	Chronological Knowledge	Knowledge of Substantive Concepts & understanding of vocabulary	How do historians find out about the past? How they shape their arguments?	Historical Concepts	**How Historians learn about the past**
At KS2 pupils should engage meaningfully with the past, they need knowledge of the period, place, and society that they are studying. This is set out in our 'Knowledge Organisers'	***At KS2 pupils should develop a secure overview of the main developments and periods in order to make sense of their knowledge*** Pupils should build up their chronological knowledge to help them to navigate the past Chronological knowledge needs to be planned and emphasised in order to ensure pupils have the knowledge they need to access to make sense of more complex content in the future Strong chronological knowledge helps pupils to make sense of new learning across the curriculum.	***At KS2 pupils should develop an understanding of the key concepts and vocabulary related to the topic:*** e.g 'empire', 'invasion', 'parliament', 'democracy'. How will we deliver the crucial knowledge so that children will remember it? TBC	***At KS 2 pupils need to know how historians use sources of evidence to construct their accounts and arguments about the past:*** Sources and evidence Historical interpretation Cause and Consequence Change and Continuity Similarity and Difference Historical Significance	***At KS 2 Pupils need to know how historians analyse the past using concepts such as:*** Causation Change & continuity Similarity and difference Historical significance	***At KS 2 Pupils need to know that there are gaps in our knowledge of history:*** We derive history from sources and the evidence of historians Different historians may interpret events in different ways: Sources are from the past Sources can take different forms Sources and interpretations are different things Historians use sources Different sources may provide conflicting evidence

3.2.3 Common Misconceptions

Teachers need to avoid common mistakes

- Do not ask pupils to make their own interpretations, give a view, or suggest a 'no right or wrong answers' scenario.
- Clarify any confusion about the reliability of evidence.
- Clarify any confusion between 'sources' and 'information'.
- Do not use inappropriate questioning e.g. moral questions.
- Do not use History for anachronistic writing tasks.

3.3 Progress

What does progress mean in history?

Key Questions:

What is really important for pupils to remember about this topic?

What do we know about what pupils have remembered?

What content do we select and emphasise in order to help pupils learn more history content – and more readily – in the future

3.3 Making Connections with the Wider World

Through our History curriculum provision children should …..

They should be supported in making appropriate connections (e.g. historical, cultural, religious, equalities, sustainability and other connections) that help them to understand the importance of History in the development of our civilization and our world.

3.4 Making Connections to Career Opportunities

Evaluation Questions:

Do our pupils know about careers and opportunities available to them involving History?

3.4 Long Term Plan / Study Cycle

Schemes of work and lesson plans are based on the History Association models: www.history.org.uk.

Year A – Red Study Cycle

Class	Robins & Nightingales		Wrens		Puffins		Hawks	
	Topic	**Scheme of Work**	**Topic**	**Scheme of Work**	**Topic**	**Scheme of Work**	**Topic**	**Scheme of Work**
Aut	Significant Event: The Great Fire of London	https://www.history.org.uk/primary/categories/207/resource/7198	Ancient Civilization: Egypt	https://www.history.org.uk/primary/resource/7517	Ancient Civilization: Greece	https://www.history.org.uk/primary/categories/216/resource/6791	Ancient Civilization: Roman Britain	https://www.history.org.uk/primary/resource/9227
Spr	Significant Individual: Sarah Forbes Bonetta BAME	https://www.history.org.uk/primary/resource/8667	British History Beyond 1066: Elizabethans	https://www.history.org.uk/primary/resource/8721/primary-scheme-of-work-the-elizabethans	British History Beyond 1066: Georgians	https://www.history.org.uk/primary/resource/8925/scheme-of-work-the-georgians	British History Beyond 1066: The Blitz & World War II	https://www.history.org.uk/primary/categories/217/resource/9433
Sum	Events beyond Living Memory: Local History: Why were castles important on the borders?	https://www.history.org.uk/primary/categories/217/resource/7518	Local History: How has trefonen changed since Victorian times?	https://www.history.org.uk/primary/categories/217/resource/7518	Local History: What was the impact of WWII on Trefonen? /Who were Trefonen's Local Heroes?	https://www.history.org.uk/primary/categories/217/resource/7518	Local History: What does the Lime Works Heritage site tell us about how local people lived?	https://www.history.org.uk/primary/categories/217/resource/7518

Year B – Blue Study Cycle

Class	Robins & Nightingales		Wrens		Puffins		Hawks	
	Topic	**Scheme of Work**	**Topic**	**Scheme of Work**	**Topic**	**Scheme of Work**	**Topic**	**Scheme of Work**
Aut	Significant Event: The Bristol Bus Boycott BAME Rosa Parks*	Bespoke	Ancient Civilizations: Stone Age to Iron Age in Britain	https://www.history.org.uk/primary/resource/7537	Ancient Civilizations: Anglo-Saxons, Vikings & Scots settlement in Britain (Enquiry Q 1 & 2)	https://www.history.org.uk/primary/categories/177/resource/6919	Ancient Civilizations: Anglo-Saxons, Vikings & Scots settlement in Britain (Enquiry Q 3 & 4)	https://www.history.org.uk/primary/categories/177/resource/6919
Spr	Significant Individual: Walter Tull BAME	https://www.history.org.uk/primary/categories/207/resource/9081	Achievements of Early Civilizations: Ancient Sumer	https://www.history.org.uk/primary/resource/9061/scheme-of-work-ancient-sumer	Achievements of Early Civilizations: Indus Valley	https://www.history.org.uk/primary/resource/8404	Achievements of Early Civilizations: Shang Dynasty	https://www.history.org.uk/primary/categories/207/resource/7538
Sum	Events beyond Living Memory: Explorers or Exploiters?	https://www.history.org.uk/primary/categories/177/resource/7484	Non-European Society that Contrasts with British History: The Maya	https://www.history.org.uk/primary/resource/8154	Non-European Society that Contrasts with British History: Early Islam, including Bagdhad	https://www.history.org.uk/primary/categories/216/resource/8155	Non-European Society that Contrasts with British History: Benin	https://www.history.org.uk/primary/resource/7531

- KS1 history requirements: (a) changes within living memory, (b) events beyond living memory (c) the lives of significant individuals (d) significant historical events should be include within each module.

*The Bristol bus boycott
Before 1965 and the establishment of the Race Relations Act in the UK, there was nothing in law to prevent racial discrimination when hiring people for jobs.

In 1963, the Bristol Omnibus Company refused to employ any Black or Asian workers. There was an outcry, leading to a four-month boycott before the bar on applicants of colour was lifted. The boycott, led by members of the West Indian community, was inspired by the refusal of civil rights pioneer **Rosa Parks** to give up her seat on a segregated bus in Alabama, USA, in 1955.

Prof Andrews said: " It was perfectly legal before the Race Relations Act to not hire someone if they were Black or Asian. Black people were told passengers wouldn't feel safe riding with them and that other people wouldn't want to work with them. There was nothing anyone could do."

The boycott was seen as catalyst for the Race Relations Act to be established.

- **Rosa Parks** was an **important** figure in the American Civil Rights Movement. By refusing to give up her seat on a bus for a White person, she started a chain of **events** that resulted in the banning of segregation on public transport in America.

3.5 Class Plans

Trefonen School: History Scheme of Work 04/01/23

Robins Class

Cycle A			Cycle B		
Aut	***Spr***	***Sum***	***Aut***	***Spr***	***Sum***
Significant Event	**Significant Individuals**	**Events beyond Living Memory / Local History**	**Significant Events**	**Significant Individuals**	**Events beyond Living Memory**
The Great Fire of London: What happened on the night of 2 September 1666?	Various – one per week, specific individuals decided each cycle	**Chirk Castle:** Why were castles important on the borders?	Rosa Parks Bus Boycott / The Bristol Bus Boycott (Question?)	Walter Tull & Nicola Adams (Question?)	**Explorers or Exploiters?:**

In their studies children will develop their understanding of the following 9 'first order concepts':			
Civilisation	Monarchy	Empire	Religion
War	Government	Agriculture / Industry	Trade

In their studies, children will investigate the following six 'Second Order Concepts' / 'Historical Elements':		
Chronology	***Cultural, Ethnic & Religious Diversity***	***Change & Continuity***
Children will be helped to: • Understand and use appropriately dates, vocabulary and conventions that describe historical periods and the passing of time. • Develop a sense of period through describing and analysing the relationship between the characteristic features of periods and societies.	Children will be helped to: • understand the diverse experience & ideas, beliefs & attitudes of men, women, & children in past societies& how these have shaped the world.	Children will be helped to: • identify & explaining change & continuity within & across periods of history

• **Build chronological frameworks of periods and use this to place new knowledge in its historical context.**		
Teachers will ask: • What language do we need to use to explain chronology? • What is the sequence of when things happened? • What happened before & after? What overlaps?	Teachers will ask: • Has history been fair to all groups of people? • Was this deliberate or accidental?	Teachers will ask: • What has changed? What has stayed the same? • Why have some things changed and other things stayed the same?
Pre-chronology: developing a sense of the past: Children will: • Know that a world existed before they and those around them were born. • Know that their world today is connected to the past **Develop the language of chronology: To know that the past can be described in different ways**: Children will: • **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	Children will: • Know that there are similarities and differences between themselves and others, and among families, communities and traditions	Children will: • Look closely at similarities and differences between themselves and others, and among families, communities, traditions.
Cause & Consequence	***Significance***	***Interpretation & Evidence / Sources***
Children will be helped to: • analyse & explain the reasons for, & results of, historical events, situations & changes.	Children will be helped to: • consider the significance of events, people & developments in their historical context & in the present day • Why are some facts especially important?	Interpretation Children will be helped to: • Understand how historians & others form interpretations. • Understand why historians & others have interpreted events, people & situations in different ways through a range of media. • Evaluate a range of interpretations of the past to assess their validity. Evidence / Sources Children will be helped to: • Identify, select & use a range of historical sources, including textual, visual & oral sources, artefacts & the historic environment. • Evaluate the sources used in order to reach reasoned conclusions.
Teachers will ask: • Why did it happen? • What then followed as a result?	Teachers will ask: • What does 'significant' mean? • How do we choose what is most important in history?	Teachers will ask: • 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?
Children will be helped to: • Question why things happened and give explanations	Children will be helped to: • Recognise and describe special times or events for family or friends	Interpretation (No EY Objectives) Evidence / Sources Children will be helped to: • 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

Trefonen School: History – Nightingales Class

Cycle A			Cycle B		
Aut	***Spr***	***Sum***	***Aut***	***Spr***	***Sum***
Significant Event	**Significant Individuals**	**Events beyond Living Memory / Local History**	**Significant Events**	**Significant Individuals**	**Events beyond Living Memory**
The Great Fire of London:	Various – one per week, specific individuals decided each cycle	**Chirk Castle:** Why were castles important on the borders?	Rosa Parks Bus Boycott / The Bristol Bus Boycott	Walter Tull & Nicola Adams (Question?)	**Explorers or Exploiters?:**

What happened on the night of 2 September 1666?			(Question?)		

In their studies children will develop their understanding of the following 9 'first order concepts':			
Civilisation	Monarchy	Empire	Religion
War	Government	Agriculture / Industry	Trade

In their studies, children will investigate the following six 'Second Order Concepts' / 'Historical Elements':		
Chronology	***Cultural, Ethnic & Religious Diversity***	***Change & Continuity***
Children will be helped to: • Understand and use appropriately dates, vocabulary and conventions that describe historical periods and the passing of time. • Develop a sense of period through describing and analysing the relationship between the characteristic features of periods and societies. • Build chronological frameworks of periods and use this to place new knowledge in its historical context.	Children will be helped to: • understand the diverse experience & ideas, beliefs & attitudes of men, women, & children in past societies& how these have shaped the world.	Children will be helped to: • identify & explaining change & continuity within & across periods of history
Teachers will ask: • What language do we need to use to explain chronology? • What is the sequence of when things happened? • What happened before & after? • What overlaps? • How do we place events within historical timelines?	Teachers will ask: • Has history been fair to all groups of people? • Was this deliberate or accidental?	Teachers will ask: • What has changed? • What has stayed the same? • Why have some things changed and other things stayed the same? • How does information from the past help us to understand the world today?
<u>Pre-chronology: developing a sense of the past:</u> Children will: • Develop an awareness of the past. • Know that all people in the past did not live at the same time <u>Develop the language of chronology: To know that the past can be described in different ways</u>: Children will: • Use common words & phrases related to the passing of time. • Know where people / events fit into a studied framework (e.g Once upon a	Children will: • 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 and other times accidental.	Children will: • 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

time … , Long ago, Past / present *,(period labels)*		
Cause & Consequence	***Significance***	***Interpretation & Evidence / Sources***
Children will be helped to: • analyse & explain the reasons for, & results of, historical events, situations & changes.	Children will be helped to: • consider the significance of events, people & developments in their historical context & in the present day • Why are some facts especially important?	<u>Interpretation</u> Children will be helped to: • Understand how historians & others form interpretations. • Understand why historians & others have interpreted events, people & situations in different ways through a range of media. • Evaluate a range of interpretations of the past to assess their validity. <u>Evidence / Sources</u> Children will be helped to: • Identify, select & use a range of historical sources, including textual, visual & oral sources, artefacts & the historic environment. • Evaluate the sources used in order to reach reasoned conclusions.
Teachers will ask: • Why did it happen? • What then followed as a result?	Teachers will ask: • What does 'significant' mean? • How do we choose what is most important in history?	Teachers will ask: • 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? • How does information from the past help us to understand the world today?
Children will: • Recognise why people did things, why events happened and what happened as a result Children will know that: • 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)	Children will: • Talk about who was important e.g. in a simple historical account. • Know what 'significant' means. Children will know that: • 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.	<u>Interpretation</u> Children will: • Identify different ways in which the past is represented. Children will know that: • 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 live as we do today. • Thing did not always turn out as planned. • We can tell different stories from the same history.

	• 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.	<u>Evidence/ Sources</u> Children will: • 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. Children will know that: • 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 can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.

Trefonen School: History – Wrens Class

Cycle A			Cycle B		
Aut	***Spr***	***Sum***	***Aut***	***Spr***	***Sum***
<u>Ancient Civilization Egypt:</u>	**<u>British History Beyond 1066 Elizabethans:</u>**	**<u>Local History:</u> Trefonen:**	**<u>Ancient Civilizations:</u> Stone Age to Iron Age in Britain:**	**<u>Achievements of Early Civilizations:</u> Ancient Sumer:**	**<u>Non-European Society that Contrasts with British History:</u> The Maya:**
How did the civilisation of Egypt wax & Wane?	What do we understand by Elizabethan times? How safe was it? What was it like to live in Elizabethan times?		What was 'new' about the Stone Age? Which was better, bronze or iron? When do you think it was better to live – Stone Age, Bronze Age or Iron Age?	Where and when was Ancient Sumer? What was everyday life like? How do we know? What did they invent? What happened to them?	Where and when did they live? What were their lives like? What did they invent? (writing , telling the time, numbers & maths) How do we know?
In their studies children will continue to develop their understanding of the following 9 'first order concepts':					
Civilisation	Monarchy		Empire		Religion

War	Government	Agriculture / Industry	Trade

In their studies, children will investigate the following six 'Second Order Concepts':

Chronology	***Cultural, Ethnic & Religious Diversity***	***Change & Continuity***
Teachers will ask: • What language do we need to use to explain chronology? • What is the sequence of when things happened? • What happened before & after? • What overlaps? • How do we place events within historical timelines?	Teachers will ask: • Has history been fair to all groups of people? • Was this deliberate or accidental?	Teachers will ask: • What has changed? • What has stayed the same? • Why have some things changed and other things stayed the same?
Children will: • ***Develop a sense of the past, understand & use the language of chronology:*** • Understand and use appropriately: dates, vocabulary and conventions that describe historical periods and the passing of time. • Develop a sense of period through describing and analysing the relationship between the characteristic features of periods & societies. • Build a chronological framework of periods and use this to place new knowledge in its historical context. • 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. • Understand that 'Human time' is only a small part of time. • ***Know that the past can be described in different ways:*** • Continue to develop a chronologically secure knowledge of history. • Establish clear narratives within & across periods studied: (e.g. Dates, Period labels, Divisions such as a decade, century etc. , Know that some periods overlap).	Children will: • Describe social, religious, & ethnic diversity in Britain & the wider world. • understand the diverse experience & ideas, beliefs & attitudes of men, women, & children in past societies & how these have shaped the world. • Know that not all history has been fair to all people and groups. Sometimes this is deliberate & at other times accidental.	Children will: • Describe / make links between main events, situations & changes within & across different societies / periods. • identify & explain change & continuity within & across periods of history • Know that the past was different from today: some things have changed (slowly or quickly) but some things are the same. • Understand that change does not always mean 'progress'. There can be bad/negative changes. There are differences between change, progress and development.
Cause & Consequence	***Significance***	***Interpretation & Evidence***
Teachers will ask: • Why did it happen? • What then followed as a result?	Teachers will ask: • What does 'significant' mean? • How do we choose what is most important in history? • Why are some facts especially important?	Teachers will ask: • 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? • How does information from the past help us to understand the world today?
Children will: Cnalyse & explain the reasons for, & results of, historical events, situations & changes. 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.	Children will: consider the significance of events, people & developments in their historical context& in the present day. Identify historically significant people & events in situations: • 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.	Children will: <u>Interpretation</u> Understand that different versions of the past may exist, giving some reasons for this: • Know that 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. • Understand how historians & others form interpretations. • Understand why historians & others have interpreted events, people & situations in different ways through a range of media. • Evaluate a range of interpretations of the past to assess their validity. <u>Evidence / Sources:</u> • Identify, select & use a range of historical sources, including textual, visual & oral sources, artefacts & the historic environment. • Evaluate the sources used in order to reach reasoned conclusions. • 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.

Trefonen School: History – Puffins Class

Cycle A			Cycle B		
Aut	***Spr***	***Sum***	***Aut***	***Spr***	***Sum***
Ancient Civilization: Greece:	**British History Beyond 1066: Georgians:**	**Local History: Trefonen:**	**Ancient Civilizations: Anglo-Saxons, Vikings & Scots settlement in Britain:**	**Achievements of Early Civilizations: Indus Valley:**	**Non-European Society that Contrasts with British History: Early Islam, including Bagdhad:**
How can we find out about the civilization of Ancient Greece? Can we thank Ancient Greece for anything in our lives today?	How did trade shape and develop Georgian society? What does the work of significant individuals tell us about the period?	Who were Trefonen's Local Heroes? What was the impact of WW II on our locality?	(Enquiry Q 1 & 2): Who were the Anglo-Saxons & why did they invade & settle in Britain? How well did the Anglo-Saxons & Vikings get on with each other?	Who were the Indus people and what were their lives like? How do we know? What did they invent? What happened to them?	How different was Baghdad to London around 900AD? What was the House of Wisdom? Who was Ibn Battuta and how did he help us? What can we learn from Muslim medicine & what did early Islamic civilization leave behind?

In their studies children will continue to develop their understanding of the following 9 'first order concepts':			
Civilisation	Monarchy	Empire	Religion
War	Government	Agriculture / Industry	Trade

In their studies, children will investigate the following six 'Second Order Concepts':		
Chronology	***Cultural, Ethnic & Religious Diversity***	***Change & Continuity***
Teachers will ask: • What language do we need to use to explain chronology? • What is the sequence of when things happened?	Teachers will ask: • Has history been fair to all groups of people? • Was this deliberate or accidental?	Teachers will ask: • What has changed? • What has stayed the same? • Why have some things changed and other things stayed the same?

• What happened before & after? • What overlaps? • How do we place events within historical timelines?		
Children will: • ***Develop a sense of the past, understand & use the language of chronology:*** • Understand and use appropriately: dates, vocabulary and conventions that describe historical periods and the passing of time. • Develop a sense of period through describing and analysing the relationship between the characteristic features of periods & societies. • Build a chronological framework of periods and use this to place new knowledge in its historical context. • 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. • Understand that 'Human time' is only a small part of time. • ***Know that the past can be described in different ways:*** • Continue to develop a chronologically secure knowledge of history. • Establish clear narratives within & across periods studied: (e.g. Dates, Period labels, Divisions such as a decade, century etc. , Know that some periods overlap).	Children will: • Describe social, religious, & ethnic diversity in Britain & the wider world. • understand the diverse experience & ideas, beliefs & attitudes of men, women, & children in past societies & how these have shaped the world. • Know that not all history has been fair to all people and groups. Sometimes this is deliberate & at other times accidental.	Children will: • Describe / make links between main events, situations & changes within & across different societies / periods. • identify & explain change & continuity within & across periods of history • Know that the past was different from today: some things have changed (slowly or quickly) but some things are the same. • Understand that change does not always mean 'progress'. There can be bad/negative changes. There are differences between change, progress and development.
Cause & Consequence	***Significance***	***Interpretation & Evidence***
Teachers will ask: • Why did it happen? • What then followed as a result?	Teachers will ask: • What does 'significant' mean? • How do we choose what is most important in history? • Why are some facts especially important?	Teachers will ask: • 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? • How does information from the past help us to understand the world today?
Children will: Cnalyse & explain the reasons for, & results of, historical events, situations & changes. Identify & give reasons for, and results of, historical events, situations & changes:	Children will: consider the significance of events, people & developments in their historical context& in the present day. Identify historically significant people & events in situations:	Children will: <u>Interpretation</u> Understand that different versions of the past may exist, giving some reasons for this: • Know that people in the past did not know the same things that we know today.

• 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.	• 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.	• 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. • Understand how historians & others form interpretations. • Understand why historians & others have interpreted events, people & situations in different ways through a range of media. • Evaluate a range of interpretations of the past to assess their validity. <u>Evidence / Sources:</u> • Identify, select & use a range of historical sources, including textual, visual & oral sources, artefacts & the historic environment. • Evaluate the sources used in order to reach reasoned conclusions. • 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.

Trefonen School: History – Hawks Class

Cycle A	Cycle B

Aut	*Spr*	*Sum*	*Aut*	*Spr*	*Sum*
Ancient Civilization: **Roman Britain:**	**British History Beyond 1066:** **The Blitz & World War II:**	**Local History:** **Trefonen:**	**Ancient Civilizations:** **Anglo-Saxons, Vikings & Scots settlement in Britain:**	**Achievements of Early Civilizations:** **Shang Dynasty:**	**Non-European Society that Contrasts with British History:** **Benin:**
When did the Romans invade & why? Did the native Britons welcome or resist the Romans, and why? How did the Romans influence the culture of the people already here?	What was the Blitz & how did it effect peoples' lives? What was life like for an evacuee? How significant was WW II on women? What did men do in WW II?	What does 'The Limeworks Heritage site' tell us about how local people lived?	(Enquiry Q 3 & 4) What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind?	Where and when was the Shang Dynasty? What was life like for people in the Shang Dynasty? How do we know? What did the Shang people believe? Who was Fu Hao & how did the Shang army win battles? What were the accomplishments of the people of the Shang Dynasty? What happened to them / How did the Shang Dynasty end?	What is Africa's 'big picture'? What can we learn from Benin artefacts? Why did the Tudors & Stuarts visit the kingdom of Benin? What can we learn from the story of Ewaka? What happened to the kingdom of Benin?

In their studies children will continue to develop their understanding of the following 9 'first order concepts':

Civilisation	Monarchy	Empire	Religion
War	Government	Agriculture / Industry	Trade

In their studies, children will investigate the following six 'Second Order Concepts':

Chronology	***Cultural, Ethnic & Religious Diversity***	***Change & Continuity***
Teachers will ask: • What language do we need to use to explain chronology? • What is the sequence of when things happened? • What happened before & after? • What overlaps?	Teachers will ask: • Has history been fair to all groups of people? • Was this deliberate or accidental?	Teachers will ask: • What has changed? • What has stayed the same?
Children will: • ***Develop a sense of the past, understand & use the language of chronology:*** • Understand and use appropriately: dates, vocabulary and conventions that describe historical periods and the passing of time. • Develop a sense of period through describing and analysing the relationship between the characteristic features of periods & societies. • Build a chronological framework of periods and use this to place new knowledge in its historical context. • 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. • Understand that 'Human time' is only a small part of time. • ***Know that the past can be described in different ways:*** • Continue to develop a chronologically secure knowledge of history. • Establish clear narratives within & across periods studied: (e.g. Dates, Period labels, Divisions such as a decade, century etc. , Know that some periods overlap).	Children will: • Describe social, religious, & ethnic diversity in Britain & the wider world. • understand the diverse experience & ideas, beliefs & attitudes of men, women, & children in past societies & how these have shaped the world. • Know that not all history has been fair to all people and groups. Sometimes this is deliberate & at other times accidental.	Children will: • Describe / make links between main events, situations & changes within & across different societies / periods. • identify & explain change & continuity within & across periods of history • Know that the past was different from today: some things have changed (slowly or quickly) but some things are the same. • Understand that change does not always mean 'progress'. There can be bad/negative changes. There are differences between change, progress and development.
Cause & Consequence	***Significance***	***Interpretation & Evidence***
Teachers will ask:	Teachers will ask:	Teachers will ask:

• Why did it happen? • What then followed as a result?	• What does 'significant' mean? • How do we choose what is most important in history? • Why are some facts especially important?	• 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?
Children will: Cnalyse & explain the reasons for, & results of, historical events, situations & changes. 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.	Children will: consider the significance of events, people & developments in their historical context& in the present day. Identify historically significant people & events in situations: • 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.	Children will: <u>Interpretation</u> Understand that different versions of the past may exist, giving some reasons for this: • Know that 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. • Understand how historians & others form interpretations. • Understand why historians & others have interpreted events, people & situations in different ways through a range of media. • Evaluate a range of interpretations of the past to assess their validity. <u>Evidence / Sources:</u> • Identify, select & use a range of historical sources, including textual, visual & oral sources, artefacts & the historic environment. • Evaluate the sources used in order to reach reasoned conclusions. • 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.

4. IMPACT

4.1 Pedagogy (Quality of Teaching)

- There is a clear rationale for activities chosen in lessons. Knowledge comes before pedagogy.
- Activities enable pupils to remember the right things and do not overload their working memory.
- The sequence of lessons build logically on what has been learned before and enable pupils to build and strengthen their schema.
- The sequence of lessons follow the long term plan and match the curriculum intent.
- Subject specific vocabulary is used accurately.

4.2 Progress

Progression involves developing historical perspective through:

Work likely in …	**Early Years**	**work likely at KS1 to**	**work likely at KS2 to**
1. Chronological knowledge / understanding including characteristic features of periods	• Uses everyday language related to time • Orders and sequences familiar events • Describes main story settings, events and principal characters • Talks about past and present events in their own lives and in lives of family members.	• Develops an awareness of the past • Uses common words and phrases relating to the passing of time • Knows where all people/events studied fit into a chronological framework • Identifies similarities / differences between periods	• Continues to develop chronologically secure knowledge of history • Establishes clear narratives within and across periods studied • Notes connections, contrasts and trends over time
2. Historical terms eg empire, peasant	• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	• Develops the appropriate use of historical terms
3. Historical enquiry Using evidence / Communicating ideas	• Is curious about people and show interest in stories • Answers 'how' and 'why' questions … in response to stories or events. • Explains own knowledge and understanding, and asks appropriate questions. • Knows that information can be retrieved from books and computers	• Asks and answers questions * • Understands some ways we find out about the past • Chooses and use parts of stories and other sources to show understanding (of concepts in part 5 below)	• Regularly addresses and sometimes devises historically valid questions * • Understands how knowledge of the past is constructed from a range of sources • Constructs informed responses by … • Selects and organises relevant historical information

	• Records, using marks they can interpret and explain		
4. Interpretations of history		• Identifies different ways in which the past is represented	• Understands that different versions of the past may exist, giving some reasons for this
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			
5a. Continuity and change in and between periods	• Looks closely at similarities, differences, patterns and change • Develops understanding of growth, decay and changes over time	• Identifies similarities / differences between ways of life at different times	• Describes / makes links between main events, situations and changes within and across different periods/societies
5b. Cause and consequence	• Questions why things happen and give explanations	• Recognises why people did things, why events happened and what happened as a result	• Identifies and gives reasons for, results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	• Knows about similarities and differences between themselves and others, and among families, communities and traditions	• Makes simple observations about different types of people, events, beliefs within a society	• Describes social, cultural, religious and ethnic diversity in Britain & the wider world
5d. Significance of events / people	• Recognises and describes special times or events for family or friends	• Talks about who was important eg in a simple historical account	• Identifies historically significant people and events in situations

4.3 Assessment

Evaluation Questions:

- What does assessment focus on and why?
- What does assessment tell us about pupil progress?
- How does it support pupils who may be confused?
- How does it shape next steps?
- Do not remove tricky content in order to simplify things!

4.3. Monitoring

4.4 Evaluation

Evaluation Questions:

What do pupils tell us about their perceptions of History?
How does the History curriculum meet the needs of all pupils?
How do we set high expectations and how do we know if these are being met?
How does the School Leadership Team show the value of History?
How does the curriculum promote an interest in History?
How does the curriculum contribute to pupils' cultural capital?

Evaluation Questions:

How does our scheme help pupils to learn about how historians study the past and how they construct their accounts and arguments about the past?
How does our scheme help pupils to understand that disciplinary knowledge is knowledge?
How does our scheme help pupils to build up a schema of disciplinary knowledge?
How does our scheme ensure that pupils develop disciplinary knowledge and avoids building misconceptions?

Evaluation Questions:

How does our scheme help pupils to build up a knowledge of chronology?
How does our scheme support and build on pupils' chronological knowledge?
How does our scheme help pupils to create and remember mental timelines?

5. APPENDICES

A. Concept Map
B. Useful Links:

The National Curriculum aims to ensure that all pupils :

Build Knowledge:

- Know and understand the history of these islands as coherent, chronological narrative, from the earliest times to the present day: how peoples lives have shaped the 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'

Understanding processes and the 'Big ideas':

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections

- 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

The overall goal of History education:

- To 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.
- To gain an increasingly mature and informed historical perspective of the world;