

Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



History

A high-quality history education will be provided to help all 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.

Year 1

Children will be able to ask and respond to simple questions about the past using simple source materials such as photographs and begin to describe similarities and differences between historical artefacts. They begin to order artefacts and pictures, using simple vocabulary to describe the passing of time. They study the importance of a local historical place or landmark and learn about a significant historical figure.

Year 2

Children will be able to ask and answer questions using a range of source materials and use stories of famous historical figures to compare aspects of life in different times, beginning to understand cause and effect by looking at what happened as a result of significant individual's actions. They order events in a period of history and begin to recall the dates of important festivals or celebrations. They describe how their own lives are different from past generations and look at changes within the local area.

Year 3

Children will be able to suggest useful research questions and choose the most important source material for a task, showing an awareness of a range of sources. They use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people and use appropriate historical vocabulary to describe key features of a time period. They describe some of the main changes in Britain resulting from an event such as an invasion or war and explain how a significant figure of a period influenced change, expressing an opinion on whether a person or event had a positive or negative impact on life in Britain.

Year 4

Children will be able to ask and answer more complex questions through independent research using a range of source materials. They choose the best way to record historical information, giving reasons for their choice and place different periods of time on a timeline. They compare two periods of history, identifying similarities and differences between them and remembering key historical facts and important dates. They will explain how significant historical figures contributed to national and international achievements in a variety of eras and explain the impact of a significant historical figure on life in Britain.

Year 5

Children will be able to follow independent lines of enquiry and select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. They will describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. Through the teaching of the topic 'Peasants, Princes and Pestilence' the children will make connections between 14th Century England and one other time period. They will then begin to develop historical perspective. They will independently place historical events of change on a timeline, remembering key facts from the period studied and describe how a significant individual or movement has influenced the UK or wider world.

Year 6

Children will be able to independently investigate a complex historical research question using a wide range of source, and select, organise, summarise and present relevant information in the most effective way for a given purpose. They will acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. They will be able to make connections, draw contrasts and identify trends in two or more periods of history and provide reasons for, and describe outcomes of, the main events and changes, showing factual knowledge of aspects of Britain and the wider world.