

Becoming a Historian at Kingsway Primary

Our aim is that children who leave our school in Year 6 will be able:

- ★ To know the different types of historical sources and use them to tell a story, establish differences and different viewpoints
- ★ To think and talk like a Historian.
- ★ To understand chronology and how events in the past have influenced the present day
- ★ To make connections and draw contrasts between events
- ★ To ask questions and be curious
- ★ To be able to select relevant information which relates to questions asked about History
- ★ To have an opinion and be prepared to explain it
- ★ To have confidence in themselves and be prepared to have a go

How our children learn to be an Historian

Our History curriculum aims to build pupils' awareness of how History shapes identities, cultures and communities over time. The goal is to inspire them to become reflective, active citizens who can

draw on historical understanding to make sense of the present and contribute thoughtfully to the future.

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

Once our children have a sense of chronology they are ready to take a deeper dive into **different time periods and civilisations**. In addition to finding out about how people from different time periods and civilisations lived, our children will also learn about how historians have found out about life in the past through **source work**. They will learn to compare and contrast different time periods and suggest reasons for the similarities and differences.

Our children are provided with good quality sources and experience as much as they can first hand from trips, visitors and artefacts. The children learn how to present their learning in both written and oral formats gaining in confidence and becoming purposeful, respectful historians.

Subject: History

Key assessment criteria

	Cycle	Autumn 2	Spring 2	Summer 2
EYFS		Units 'Peak into the past' and 'Adventures through time' are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See EYFS LTP		
Year 1/2	A	How was school different in the past? (Year 1 Lesson 1 - What is a timeline? Chronology)	What is a monarch?	The Great Fire of London
	B	How am I making History	How have toys changed?	How did we learn to fly?
Year 3/4	A	British History 1- Would you prefer to live in the stone age, bronze age or iron age?	British History 2- Why did the Romans settle in Britain?	British History 3- How hard was it to invade and settle in Britain?
	B	How have children's lives changed?	What did the ancient Egyptians believe?	Richard III
Year 5/6	A	British History 4- Were Vikings raiders, traders or something else?	British History 5- What was life like in Tudor England?	British History 6- What was the impact on WW2 on the people of Britain?
	B	What does the census tell us about our local area?	What did the Greeks ever do for us?	The Sikh Empire

Year 1/2 Cycle A

How was school different in the past?

- To know that a timeline shows the order events in the past happened. (Chronological Awareness)
- To know that we start by looking at 'now' on a timeline then look back. (Chronological Awareness)
- Sequencing up to six photographs, focussing on the intervals between events. (Chronological Awareness)
- To know that within living memory is 100 years. (Chronological Awareness)
- To know that people change as they grow older. (Change and Continuity)
- To know some similarities and differences between the past and their own lives. (Similarities and Differences)
- To know that daily life has changed overtime but that there are some similarities to life today. (Similarities and Differences)
- To know that there are explanations for similarities and differences between children's lives now and in the past (Similarities and Differences)
- To know that we can find out about the past by asking people who were there. (Sources of Evidence)
- To know that photographs can tell us about the past. (Sources of Evidence)

What is a monarch?

- Sequencing up to six photographs, focussing on the intervals between events. (Chronological Awareness)
- Beginning to recognise how long each event lasted. (Chronological Awareness)
- Knowing where people /events studied fit into a chronological framework. (Chronological Awareness)
- To know that 'historically significant' people are those who changed many people's lives. (Historical Significance)
- Identifying similarities and differences between ways of life at different times (Similarities and Differences)
- Finding out about people, events and beliefs in society. (Similarities and Differences)
- To know that a monarch in the UK is a king or queen. (Power)
- To begin to understand that power is exercised in different ways in different cultures, times and groups. E.g. monarchy (Power)

How did the Great Fire change London?

- To know that within living memory is 100 years. (Chronological Awareness)
- Identifying similarities and differences between ways of life at different times. (Similarities and Differences)
- Recognising why people did things, why events happened and what happened as a result. (Cause and Consequence)
- Interpreting evidence by making simple deductions. (Interpreting findings, analysing and making connections)
- Making simple inferences and deductions from sources of evidence. (Interpreting findings, analysing and making connections)
- Understanding how we use books and sources to find out about the past. (Gathering, organising and evaluating evidence)
- Evaluating the usefulness of sources to a historical enquiry. (Gathering, organising and evaluating evidence)
- Recognising some things which have changed / stayed the same as the past. (Change and Continuity)

Year 1/2 Cycle B

Historical enquiry - How am I Making History? Kapow

- To know that we start by looking at 'now' on a timeline then look back. (Chronological Awareness)
- To know that a timeline shows the order events in the past happened. (Chronological Awareness)
- Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). (Chronological Awareness)
- To know that people change as they grow older. (Change and Continuity)
- To know that throughout someone's lifetime, some things will change and some things will stay the same. (Change and Continuity)
- To know that people celebrate special events in different ways. (Similarities and Differences)
- Identifying similarities and differences between ways of life at different times. (Similarities and Differences)
- To know that we can find out about the past by asking people who were there. (Sources of Evidence)
- To know that photographs can tell us about the past. (Sources of Evidence)

How have toys changed?

- To know that everyday objects have changed as new materials have been invented (Change and Continuity)
- Being aware that some things have changed and some things stayed the same in their own lives. (Change and Continuity)
- Identifying simple reasons for changes. (Change and Continuity)
- To know that everyday objects have similarities and differences with those used for the same purpose in the past. (Similarities and Differences)
- Asking questions about why people did things, why events happened and what happened as a result. (Cause and Consequence)
- To know that artefacts can tell us about the past. (Sources of Evidence)
- Using artefacts, photographs and visits to museums to ask and answer questions about the past. (Sources of Evidence)
- Making simple observations about a source or artefact. (Sources of Evidence)

How did we learn to fly?

- To know that within living memory is 100 years. (Chronological Awareness)
- Knowing where people / events studied fit into a chronological framework. (Chronological Awareness)
- To know that changes may come about because of improvements in technology. (Cause and Consequence)
- Recognising why people did things, why events happened and what happened as a result. (Cause and Consequence)
- To know the impact of a historical event on society. (Historical Significance)
- To know that 'historically significant' people are those who changed many people's lives. (Historical Significance)
- To know that historians use evidence from sources to find out about the past. (Sources of Evidence)
- Identifying a primary source. (Sources of Evidence)
- To know and begin to identify achievements and inventions that still influence their own lives today. (Achievements and Follies of Mankind)

Year 3/4 Cycle A

Would you prefer to live in the stone age, bronze age or iron age?

- To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools (Chronological Awareness)
- To know the meaning of BC and AD. (Chronological Awareness)
- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods and stretch until the Roman invasions in AD43 (Chronological awareness)
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. (Chronological Awareness)
- To know that change can be brought about by advancements in materials, transport, travel and trade. (Change and Continuity)
- To know that we can make inferences and deductions using images from the past. (Sources of Evidence)
- Identifying what the situation was like before the change occurred, reasons for the change and reasons for continuities. (Change and Continuity)
- Describing the changes and continuity between different periods of history and identifying the links between different societies. (Change and Continuity)
- Explaining similarities and differences between daily lives of people in the past and today. (Similarities and Differences)
- Evaluating the usefulness of different sources (Historical interpretations)

Why did the Romans settle in Britain?

- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods and stretch until the Roman invasions in AD43 (Chronological Awareness)
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. (Chronological Awareness)
- To know that archaeological evidence can be used to find out about the past. (Sources of Evidence)
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. (Sources of Evidence)
- Identifying the consequences of events and the actions of people. (Celts) (Cause and Consequence)
- Identifying what the situation was like before the change occurred. (Change and Continuity)
- Explaining similarities and differences between daily lives of people in the past and today. (Similarities and Differences)
- Identifying who is important in historical source and accounts (Boudicca) (Historical Significance)

What changed in Britain after the Anglo Saxon invasion?

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. (Chronological Awareness)
- Using dates to work out the interval between periods of time and the duration of historical events or periods. (Chronological Awareness)
- Noticing connections over a period of time. (Chronological Awareness)
- Identifying the links between different societies. (Change and Continuity)
- To recognise change and continuity in the Iron Age and Anglo Saxon house and settlements. (Change and Continuity)
- Identifying reasons for historical events, situations and changes. (Cause and Consequence)
- Identifying who is important in historical sources and accounts. (King Alfred) (Historical Significance)
- Evaluating the usefulness of different sources. (Sutton Hoo) (Historical Interpretations)

Year 3/4 Cycle B

How have children's lives changed?

- Understanding that history is divided into periods of history e.g. ancient, middle ages and modern. (Chronological Awareness)
- Placing the time studied on a timeline. (Tudor period 1485-1603 and Victorian period 1833-1902). (Chronological Awareness)
- To know what advancements in science and technology can be the cause of change. (Cause and Consequence)
- Identifying similarities and differences between periods of history. (Similarities and Differences)
- Identifying reasons for change and reasons for continuities. (Change and Continuity)
- Comparing different periods of history and identifying changes and continuity. (Change and Continuity)
- To know that we can make inferences and deductions using images from the past. (Source of Evidence)
- Observe small details whilst using a range of sources to find out about a period. (Sources of Evidence)
- Identifying sources which are influenced by the personal beliefs of the author. (Sources of Evidence)
- Identifying primary and secondary sources. (Sources of Evidence)
- Comparing and contrasting different historical sources. (Gathering, Organising and Evaluating Evidence)

What was important to the Ancient Egyptians?

- To understand and use the terms BC, AD and Century. (Chronological Awareness)
- Understanding that history is divided into periods of history e.g. ancient, middle ages and modern.
- To develop questioning skills using sources about Ancient civilisations. (Chronological Awareness)
- To know that change can be brought about by advancements in trade. (Change and Continuity)
- To know that significant archaeological findings are those that change the way we see the past. (Historical Significance)
- To know that archaeological evidence has limitations. It does not give us all the answers or tell us about the emotions of people in the past. (Historical Interpretations)
- Identifying the links between different societies. (Change and Continuity)
- Use a range of sources to find out about a period. (Sources of Evidence)
- Extracting the appropriate information from a historical source. (Gathering, Organising and Evaluating Evidence)
- To be aware that the achievements of ancient civilizations contributed to the development of technology, culture and science. (Achievements and Follies of Mankind)
- To understand that societal hierarchies and structures existed including aristocracy and peasantry. (Power)
- To understand that there are different beliefs in different cultures, times and groups. (Beliefs)

Was Richard III a hero or a villain?

- To know that the actions of people can be the cause of change. (Cause and Consequence)
- To know that significant archaeological findings are those which change how we see the past (Historical Significance)
- Recalling some important people and events (Historical Significance)
- To know that archaeological evidence can be used to find out about the past. (Sources of Evidence)
- Using evidence to build up a picture of a past event (Sources of Evidence)
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past (Historical Interpretations)
- Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. (historical interpretations (Historical Interpretations)

- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world (Paganism and the introduction of Christianity). (Similarities and Differences)
- To understand how invaders and settlers influence the culture of the existing population. (Civilisation)
- To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. (Achievements and Follies of Mankind)

- Identifying reasons for historical events, situations and changes. (Cause and Consequence)
- Asking questions about the bias of historical evidence (Posing Historical Questions)

Year 5/6 Cycle A

Were the Vikings raiders, traders or settlers?

- To understand that historical periods have characteristics that distinguish them.
- Develop a chronologically secure understanding of British, local and world history across the periods studied.
- To know that change can be brought about by conflict.
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- Making links between events and changes within and across different time periods/societies.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Identifying bias in a source and identifying the value of the source to historical enquiries and the limitations and sources.
- Suggesting explanations for different versions of events.
- Identify how conclusions have been arrived at by linking sources and understand that different evidence creates different conclusions.
- Comparing significant people and events across different time periods.

What was life like in Tudor England?

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- To understand that inventories are useful sources of evidence to find out about people from the past.
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.
- Making links between events and changes within and across different time periods/societies.
- Identifying the reasons for changes and continuity.
- Identifying significant people and events across time periods.
- Evaluating the usefulness of historical sources.
- Developing strategies for checking the accuracy of evidence.

What was the impact on WW2 on the people of Britain?

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Start to analyse, give and explain reasons for historical events, the results of historical events, situations and changes.
- Using a range of sources to find out about a particular aspect of the past.
- Comparing accounts of events from different sources.
- Evaluating the usefulness of historical sources.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Explaining the reasons for change and continuity using the vocabulary and terms of the period as well.

Year 5/6 Cycle B

What does the census tell us about our local area?

- Comparing and making connections between different contexts in the past.
- To know that change can be traced using the census.
- To know that a census is carried out every 10 years and is an official survey which records every person living in a household on a specific date.
- To understand the types of information that can be extracted from the census.
- To understand how to compare different census extracts by analysing the entries in individual columns.
- To know that the most reliable sources are primary sources which were created for official purposes.
- Using a range of sources to find out about a particular aspect of the past.
- Evaluating the usefulness of historical sources.
- Addressing and devising historical valid questions.

What did the Greeks ever do for us?

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using the terms AD and BC in their work.
- Relating current study on timeline to other periods of history studied.
- To know that members of society standing up for their rights can be the cause of change.
- Making and describing links between events and changes within and across different time periods / societies.
- Explaining the reasons for change and continuity using the vocabulary and terms of the period as well.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Describing similarities between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Explain the significance of events, people and developments.
- To be able to identify the achievements of civilisations and explain why these achievements were so important (legacy).

What was the Sikh Empire?

- To understand the term 'century' and how dating by century works (e.g. the 1500s are known as the 16th century)
- Putting dates in the correct century.
- To understand that there are different interpretations of historical figures and events.
- To know how historians select criteria for significance and that this changes.
- Explain the significance of events, people and developments.
- Using a range of sources to find out about a particular aspect of the past.
- Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
- Comparing accounts of events from different sources.
- Understanding that different evidence creates different conclusions.
- To be able to identify the achievements of civilisations and explain why these achievements were so

- Identifying bias in a source and identifying the value of the source to historical enquiries and the limitations and sources.
- To identify the reasons why some children migrated to Britain during and after WW2.
- Make deductions about people's experiences from different sources.

important (legacy).

Reception

Understanding the World - Past and Present

Reception

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG: UTW: Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Vocabulary:

now

past

timeline

different

same

To know that a timeline shows the order events in the past happened.

Placing events on a simple timeline.

Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).