

PGPS - History Learning Journey

Develop a chronologically secure knowledge and understanding of world history

Establish clear narratives within and across period of study

The learning journey and curriculum overview (appendix 1) are currently being reviewed.

Develop a chronologically secure knowledge and understanding of British history

Why did Britain once rule the largest empire the world has ever seen?

Note connections, contrasts and trends over time

How did discovering early Islamic impact on life?

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Address and devise historically valid questions about change, cause, similarity and difference, and significance

History focus week

UKS2
Years 5/6

Historical enquiry about the local area.

How did the events of WW2 impact the lives of people of Britain?

How was the society of Ancient Greece different to ours?

Understand how our knowledge of the past is constructed from a range of sources

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Address and devise historically valid questions about change, cause, similarity and difference, and significance

Establish clear narratives within and across period of study

Develop appropriate use of historical terms

Were the Vikings vicious or victorious?

Pushed or Pulled?

Why did the Anglo Saxons invade Britain?

History focus week

Black History Month

Note connections, contrasts and trends over time

Ask questions and use sources of evidence to inform understanding.

Develop a chronologically secure knowledge and understanding of world history

How did the arrival of the Romans change Britain?

How do we know so much about where Sappho used to live?

Who is the greatest history maker?

LKS2
Years 3/4

How did the lives of ancient Britons change from the Stone Age to the Iron Age?

Events **beyond living memory** that are significant nationally and globally

Use everyday historical terms
Understand a chronological framework

What does it take to be a great explorer?

History focus week

Black History Month

How do our favourite toys and games compare with those of children in the 1960s?

Compare historical times, including with today. Identify similarities and differences

Changes in **living memory** and revealing aspects of change in national life.

Significant individuals in the past who have contributed to national and international achievements.

Significant historical events, people and places in their own locality.

Why was Charles sent to prison?

KS1

Years 1/2

Why is the history of my locality significant?

Culture Boxes

Our holidays

Talk about past and present events in their lives.

Understand that books have a beginning, middle and end.

Beginning to understand about chronology- looking at pictures of events that happened at school in the past (since they joined school)

Scrapbook/Box- Our Year in Reception

EYFS

F2

Introduction

At Pierrepont Gamston, our high quality history education helps our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

The study of history involves pupils in exploring and understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. We ensure that our History curriculum is relevant, exciting and challenging, in order to inspire pupils' curiosity to want to learn more about the past.

Values

Our school curriculum is underpinned by the values that we hold dear. In our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

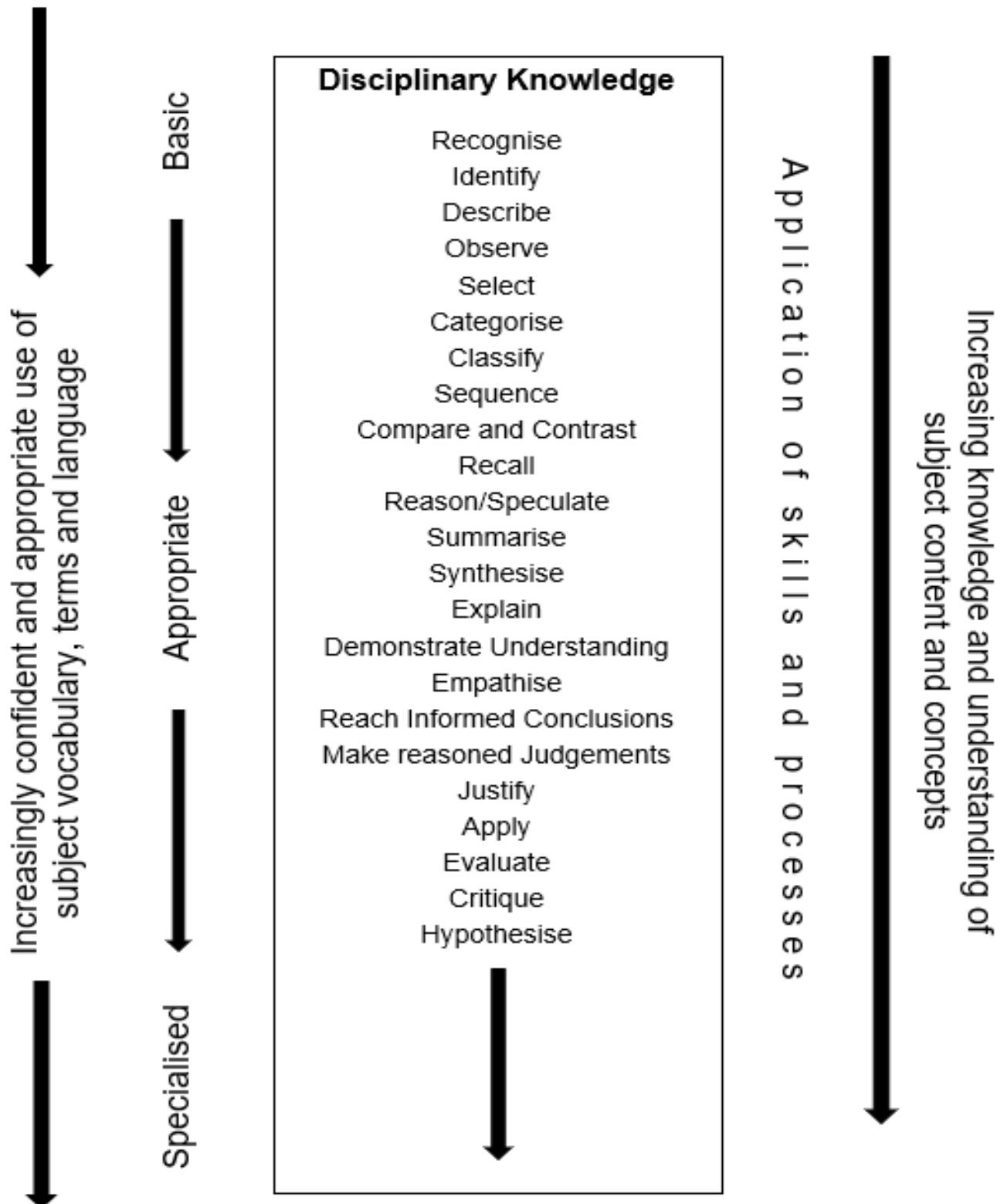
Intent

- Through learning history, children develop skills of critical thinking. Pupils learn to make reasoned judgements that are logical and well thought out. They learn to not merely accept arguments as they are presented but have a healthy, discerning and questioning attitude about new information.
- Children learn to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question. Children are given opportunity to ask perceptive questions, weigh evidence, sift arguments and develop perspective and judgement.
- Children build a sense of identity and belonging on a personal, cultural, national and global level, as they come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society.
- Learning history enables pupils to understand core concepts and most notably; cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, perspective, interconnectivity and validity which have broad relevance and significance in the modern world. (see appendix 3 for glossary)
- Children will use History specific vocabulary (appendix 2) to support their learning of the historical concepts stated above.

Implementation

As pupils progress as historians, we recognise that whatever the content of their learning and the subject skills they are using, our expectations of them must be focused on the following progression in subject outcomes (see appendix 4 for glossary):

Progression in History



- In Foundation Stage, history skills are introduced through the specific area of Understanding the World- past and present. Children are encouraged to talk about the lives of the people around them and their roles in society. Children learn to understand that there are similarities and differences between things in the past and the present day. Children understand the past through settings, characters and events encountered in books read in class and storytelling.
- In Key Stage 1, children develop an awareness of the past, using common words and phrases relating to the passing of time. They are taught where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods using a wide vocabulary of everyday historical terms. The children ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented. The children are introduced to periods of time that they will study in more depth in key stages 2 and 3. Within history teaching, pupils are taught about changes within living memory, events 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 and significant historical events, people and places in their own locality.
- In Key Stage 2, children continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The children construct informed responses that involve thoughtful selection and organisation of relevant historical information. They also understand how our knowledge of the past is constructed from a range of sources. The teaching of history ensures progression through teaching the British, local and world history.

By the end of year 6, the children will be taught about the following: 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, the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066, the achievements of the earliest civilisations, Ancient Greece and a non-European society that provides contrast with British History.

The yearly overview (see appendix), for each year group, ensures that history skills are taught throughout each topic.

A fundamentals-based assessment is carried out at the start of each term to track the children's progress across the school.

Children with Special Educational Needs and Disabilities

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND needs have full access to the National Curriculum, as stated in our SEN policy. We provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

Assessment

Children's work in history is assessed through teacher observations of the children working during lessons. Teachers record the progress made by children against the learning challenge and success criteria for a lesson. At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded or is working towards the expectations for each individual lesson. This should be recorded and can be used to make an annual assessment of overall progress for a child when writing annual reports for parents.

Each term teachers use subject descriptors to make a judgement as to whether a child is 'at' or 'below' in History.

Subject leader role

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programs of study.

Monitoring and Review

- Class teachers are responsible for the day to day planning, organisation and delivery of the curriculum subject.
- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated Governor is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.

Date: February 2022

Review date: Autumn 2023

Appendix- N.C link

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf

Subject overview grid History (Appendix 1)

Term	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/ 4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
1	Why is the history of my locality significant?	What does it take to be a great explorer?	Pushed or Pulled? Why did the Anglo-Saxons invade Britain?	How did the lives of ancient Britons change from the Stone Age to the Iron Age?	How did WWII impact the lives of people in Britain?	A study of an aspect in British history beyond 1066 (The Victorians)
2	Why was Charles sent to prison?	How do we know so much about where Sappho used to live?	Were the Vikings vicious or victorious?	How did the lives of ancient Britons change from the Stone Age to the Iron Age?	How did WWII impact the lives of people in Britain?	A non-European society that provides contrasts with British history (Early Islamic civilisation)
3	How do our favourite toys and games compare with those of children in the 1960s?	Who is the greatest history maker?	Enquiry about local history	How did the arrival of the Romans change Britain?	How was the society of Ancient Greece different to ours?	(Need to look at local history)

Appendix 2

History Vocabulary Progression

	Chronology	Significant events and places	Significant people and groups	Significant objects and symbols
EVFS	Now, then, before, earlier, yesterday, a long time ago, week, this year, today, tomorrow, old, older, before I was born, before your grandparents were born, days, days of the week, when I was younger, little, changed	Celebrations, birthdays, parties, Christmas, Prince Harry and Megan's wedding, coronation, palace, house, London, celebrations, Buckingham Palace, Nottingham, Gamston, West Bridgford, United Kingdom, Nottingham castle	Queen, King, Prince, Princess, Queen Elizabeth II, The Royal Family, our significant person in our family- mum, dad, sister, brother, grandparents- grandad, grandma. Fire fighter	crown, helmet, hard hat, cap, top hat, beret, Jewellery, fire engine- hose, siren, lights, ladder, wheels, artefact, photograph, postcard, Technology- telephone, phone, television, tv, camera, draw bridge, moat, Cartoon, glass bottle
LKS1	Here, now, then, yesterday, last week, last year, x years ago, present, past, timeline, hours, weeks, years, decades, in the past, present day, in the future, already happened, medieval times, passing of time, in order of events, sequence, living memory, beyond living memory, calendar, order of time.	The Great Fire of London, Pudding Lane, River Thames, St Paul's Cathedral, Tower of London, Nottingham, Sherwood Forest, The Titanic sinking, houses, monument, Southampton, New York, Atlantic, Space, moon, voyage, festival, Olympics/Common wealth games, Olympia, Greece, Ancient Olympics, Modern Olympics, pentathlon, Paralympics, Nottingham Castle, Bevoir Castle, palace.	Samuel Pepys, Thomas Farriner, Charles II, bakers, Robin Hood, outlaws, Merry Men, sheriff, King Richard I, Little John, Friar Tuck, Maid Marion, Sir Christopher Wren, passengers, 1 st class, 2 nd class and 3 rd class, survivors, crew, Robert Ballard, White Star Line, Queen Victoria, Queen Elizabeth II, explorers, inventors, astronaut, Christopher Columbus, Neil Armstrong, Mary Seacole, Florence Nightingale, Captain Edward J Smith,	Leather buckets, metal hooks, water squinters, axe, diary, artefact, bow and arrow, lifeboat, propeller, cruise ship, iceberg, rocket, spacesuit, javelin, shotput, chariot, discus, the torch, Olympic rings, wreath, shields, swords, moat, arrow lap, barbican, draw bridge, portcullis, bailey, battlement, crenel, merlons, keep, technology, record player, tape player, cd player.
LKS2	Pre-history, Palaeolithic, Mesolithic Neolithic, Chronological order, Ancient, AD, BC, eras	Stonehenge, Mercia, Sussex, Wessex, roundhouses, monasteries, Hadrian's wall, Roman Empire, Roman baths, Lindisfarne, monastery, River Nile, tomb, annex, burial chamber, antechamber, treasury, Valley of the Kings.	Celt, tribe, Romans, Julius Caesar, The Vikings, Anglo-Saxons, emperor, legion, Picts, warriors, King Ethelred, archers, Angles, Saxons, missionary, slaves, Pagans, Tutankhamun.	daggers, blades, spearheads, chisels, axes and armour, tools, bone marrow, shield, arrows, armour, helmets, coins, broche, alloy, stone, bronze, copper, iron, thick thatch, wattle and daub, upright loom, hearth, tunics, robes, cloaks, Arsenic bronze, urn, silt, hieroglyphs, the Rosetta stone, long ships, linen.
UKS2	Pre-1066, post 1066, millennia, Epochs, ACE, BCE, Hellenistic, Dark Ages, Golden age, Victorian, Edwardian, period.	The Blitz, air raid shelter, Anderson shelter, blackout, Dame School, Industrial Revolution, workhouse, Acropolis, The Parthenon, Sparta, labyrinth, Mount Olympus, amphitheatre, agora, Olympia.	Neville Chamberlain, Nazi, Winston Churchill, Adolf Hitler Evacuee, Gestapo officer, Anne Frank, Axis, Allies, Queen Victoria, Charles Dickens, Thomas Edison, Dr Barnardo, Prince Albert, philosopher, phalanx, aristocrat, Hoplite, oracle, Names of Greek gods- Zeus, Apollo, Hera, Aphrodite etc., Alexander the Great, King Midas.	Victorian Cross, gas mask, ration book, Star of David, barrage balloon, George Cross, Spitfire, swastika, German iron cross, propaganda, cane, mangle, quill, wash board, Trojan horse, trireme.

Appendix 3

Understanding the importance of historical concepts

When planning History for children in the EYFS (and at any stage of learning) it is particularly important to embed provision in the core concepts or main ideas, principles, and theories which underpin the subject. Concepts are the intellectual building blocks of any subject and from a young age they enable learners to connect abstract thoughts and information to deepen their understanding of the knowledge they have learned.

The key concepts that underpin the study of history are:

Change

The process or actions by which something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Change can be positive and precipitate social and economic progress, or it may be considered regressive and have negative outcomes. Historians seek to identify, describe, explain, and evaluate the impact of change over time.

Continuity

Although many things about a society may change over time historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain much the same.

Causation

The relationship between events where one thing occurs because of another. Causation recognises that every event is the consequence of something that has happened previously, and this most recent event will in turn be the cause of something occurring in the future.

Significance

The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.

Similarity and difference

Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.

Perspective

When attempting to interpret and make meaning of the past historians recognise that judgements are influenced by the standpoint or world view of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences. Consequently, historians will frequently see the same event differently and use different language to make sense of it.

Sources

Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.

Chronology

Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of *chronological thinking* – the deliberation undertaken to arrive at a decision.

Empathy

The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective.

Appendix 4

Disciplinary Knowledge	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.