



HCAT
History Curriculum

History

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 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].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, 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].
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History

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
- 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 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.

History

Key Concepts

Pupils’ progress in history is underpinned by key forms of knowledge that are worth considering to enable pupils’ future learning. An example of this is the use of ‘key’ concepts. Planned, systematic encounters with key concepts alongside substantive and disciplinary knowledge in specific and varied contexts are likely to support pupils’ progress. Many of these key concepts feature regularly throughout the study of history in a range of contexts. As a result, they are particularly important to pupils’ understanding of new material.

At HCAT, we have collated various ‘key concepts’ into categories to consider when planning historical topics. Teachers might cover a range of key concepts during the study of a civilisation or era and some of these will be revisited in children’s later studies to ensure progression in history.

HCAT Key Concepts			
<u>Religion</u>	<u>Conquest</u>	<u>People & Places</u>	<u>Society</u>
Gods	Kingdoms & Empires	Social Class	Economy
Myths & Legends	Invasion	Slavery	Trade
Worship	Military	Monarchy	Law
Sacrifice	Alliance & Revolution	Settlements	Democracy

History

	Transition	LKS1	UKS1	LKS2	UKS2
Chronology INCERTS – A	<p>I can sort events or objects (artefacts) into groups based upon chronology (then and now).</p> <p>I use timelines to order events or objects.</p> <p>I understand how to put events or objects in order of when they occurred.</p> <p>I can accurately use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were younger.</p>	<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put events, objects and people in order of chronology.</p> <p>I can use words and phrases such as: recently, when my parents were children, decades and centuries when discussing chronology.</p>	<p>I can use a timeline to place events I have learnt about.</p> <p>I can take significant events from the past that I have studied and place it on a timeline.</p> <p>I can use words such as century, decade, before Christ, after, before, during to describe the passing of time.</p>	<p>I use terms related to the period and date events accurately.</p> <p>I can name the date of any significant event from the past that I have studied and place it in, approximately, the right place on a timeline.</p> <p>I can place a current study on a timeline in relation to other periods of time that I have studied.</p> <p>I can use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time.</p>	<p>I use dates and terms accurately within and across periods of time.</p> <p>I use key vocabulary of chronology to convey my understanding of the past.</p> <p>I can make comparisons between developments, links or themes across periods of time.</p>
Historical Knowledge INCERTS – B	<p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that have happened to me in the past.</p> <p>I know some things that happened to other people in the past.</p>	<p>I can recognise the difference between past and present in my own and others' lives.</p> <p>I know and recount key events from stories from the past.</p>	<p>I can recognise what people did in the past and the reasons why.</p> <p>I can recognise why events happened and what happened as a result.</p> <p>I can identify differences in ways of life in different time periods.</p> <p>I am aware of general and technical terms relating to a period of study.</p> <p>I can understand changes within living memory.</p>	<p>I can describe similarities and differences between some people, events and objects I have studied.</p> <p>I can identify reasons for and results of significant people's actions.</p> <p>I can use general and technical terms relating to a period of study.</p> <p>I can examine causes and results of significant events and the impact on people.</p> <p>I can compare an aspect of life with the same aspect from another period.</p>	<p>I can find out about beliefs, behaviours and characteristics of significant people from the past.</p> <p>I can compare beliefs and behaviour of people with another time study.</p> <p>I can provide reasons for how significant people and events I have studied from the past have affected life today.</p> <p>I make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>I can apply general and technical terms relating to a period of study and use these to make comparisons.</p>
Historical Enquiry INCERTS – D	<p>I can look at pictures and ask, "Which things are old and which are new?"</p> <p>I can answer questions about events, using 'before' and after to describe when something happened.</p>	<p>I can find answers to simple questions about the past from sources of information.</p> <p>I can ask relevant basic questions about the past.</p>	<p>I can use evidence to find out how things may have changed during a time period.</p> <p>I can ask and answer questions choosing and using evidence.</p> <p>I use evidence to gives reasons why changes may have occurred.</p>	<p>I can give my own reasons why changes may have occurred and use evidence to support this.</p> <p>I can ask open ended enquiry questions about a period.</p> <p>I can choose reliable sources of evidence to help me answer</p>	<p>I can collate knowledge gathered from several sources together in a fluent historical account.</p> <p>I can investigate my own enquiry questions about a period of history using a range of sources.</p>

History

	<p>I can look at objects from the past and ask, "What were they used for?" and try to answer.</p> <p>I can look at pictures from the past and ask, "What were people doing?"</p>	<p>I can observe and investigate evidence to learn about a time period.</p>	<p>I can show an understanding of the ways we learn about the past and identify different ways in which it is represented.</p>	<p>questions, realising that there is often not a single answer to historical questions.</p> <p>I can use a range of sources to collect evidence about the past (documents, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums/sites and galleries).</p>	<p>I can identify omissions from historical events and suggest means of finding these out.</p> <p>I can use a range of reliable sources to collate evidence and answer questions about historical events.</p>
<p>Historical Interpretations INCERTS – C & E & F</p>	<p>I have looked at books to help me find out about the past.</p> <p>I have listened to stories about the past.</p> <p>I tell stories about the past (sometimes using role play).</p>	<p>I can understand the past through exploring settings, characters and events encountered in books with historical settings.</p> <p>I can identify different ways to represent the past (photographs, stories, adults talking about the past).</p>	<p>I can compare two versions of the same event in history.</p> <p>I can compare pictures or photographs of people or events in the past.</p> <p>I can discuss the reliability of photos and stories.</p> <p>I can use a source of information to describe settlements, buildings and ways of life.</p>	<p>I study different versions of the same event in history and identify differences in these accounts.</p> <p>I can give clear reasons why there may be different accounts of history.</p> <p>I can select and record information relevant to the period of study.</p> <p>I know that people both now and, in the past, represent events or ideas in a way that may be biased.</p> <p>I can begin to evaluate the usefulness and reliability of sources.</p> <p>I can investigate the accuracy of representations of a time period (museums, cartoons, illustrations).</p>	<p>I can recognise primary and secondary sources.</p> <p>I can use a range of primary and secondary sources to find out about a period of history.</p> <p>I can consider ways of checking the accuracy and validity of interpretations within sources of information.</p> <p>I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>I know and understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation, and that this can affect interpretations of history.</p>
<p>Organisation & Communication INCERTS</p>	<p>I can draw pictures and write about them to tell others about the past.</p> <p>I can write in sentences things I have found out about the past.</p> <p>I can tell stories about the past.</p>	<p>I can tell and write stories about the past.</p> <p>I can talk, write and draw about things from the past.</p>	<p>I can communicate ideas about people, objects or events from the past in speaking, writing, drawing, role playing and storytelling.</p> <p>I can discuss the most appropriate way to present my findings, which I realise is for an audience.</p>	<p>I can communicate my ideas through speaking, academic writing, storytelling, drama and diagrams when presenting my findings.</p> <p>I can plan and present research about a studied period.</p>	<p>I can analyse and present ideas about the past using academic writing, diagrams, data handling, role playing and storytelling.</p> <p>I can complete self-directed research about the studied period.</p>

History



History Curriculum in EYFS

Understanding the world (educational programme) Past and Present, People, Culture and Communities: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> - Make connections between the features of their family and other families - Notice differences between people (0-3). 	<ul style="list-style-type: none"> - Using summer journals from transition, allow children to explore these in provision and talk to their friends about their family (these could be old photos of family and memories etc). - Model using language exploring the differences between different photos and people in each other’s family, giving opportunities for new vocabulary. 	<ul style="list-style-type: none"> - I can look at objects from the past and ask, “what were they used for?” “What were people doing?” 	<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and ‘have a go’.
<ul style="list-style-type: none"> - Begin to make sense of their own life story and family’s history (3-4). 	<ul style="list-style-type: none"> - Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. - Our family portraits in transition give children the opportunity to talk about different aspects of their own family. 	<ul style="list-style-type: none"> - I understand the difference between things that happened in the past and the present. - I know about things that have happened to me in the past and other people. 	<ul style="list-style-type: none"> • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
<ul style="list-style-type: none"> - Comment on images of familiar situations in the past (4-5). 	<ul style="list-style-type: none"> - Present children with pictures, stories, artefacts, and accounts from the past, explaining similarities and differences. - Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. (Little people big dreams book). - Cover topics that are of interest to children e.g. dinosaurs, bonfire night and the history behind this. - Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. 	<ul style="list-style-type: none"> - I can sort events or objects into groups based upon chronology. - I use timelines to order events or objects. - I can look at pictures and ask, “which things are old, and which are new?” 	<ul style="list-style-type: none"> • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<ul style="list-style-type: none"> - Compare and contrast characters from stories including figures from the past (4-5). 	<ul style="list-style-type: none"> - Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. - Feature fictional and non-fictional characters from a range of cultures and times in storytelling. - Draw out common themes from stories, such as bravery, difficult choices, and kindness, and talk about children’s experiences with these themes. - In storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. 	<ul style="list-style-type: none"> - I can accurately use words and phrases such as now, yesterday, last week. - I can answer questions about events, using before and after to describe when something happened. - I have looked at books to help me find out about the past. - I have listened to stories about the past and tell stories. - I can write in sentences things I have found out about the past. - I can tell stories about the past. 	

Early Learning Goals

- 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.