



The History Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

The Sheepscombe community believes that curiosity about the past needs to be forged from the earliest possible point in a child’s education journey, in order to ignite a passion for history and encourage critical thinking as that interest grows.

Children at Sheepscombe encounter historical narratives through a variety of media, including storytelling, primary sources, both written and visual, and learning from the oral histories of individuals. The thematic curriculum encourages children to understand the history of the world, ancient and modern, as well as the past of our village, our county and Britain as a whole, and the ways the local is influenced by, and influences, the history of the wider world. Children will learn, for instance, about eras and movements that impact on our own time and place in the world, in order to see themselves as part of history, and to foster sensitivity that values and protects the local and global environment. This curriculum is planned so that children will be able to build on their early learning by revisiting significant moments, giving them a more sophisticated understanding of particular periods and helping them to gain a sense of the process of change and the complexity of people’s lives. While history can be understood as a coherent chronological narrative, children will also learn that people interpret the past in different ways and that it is important for an empathic approach to history to analyse critically evidence from marginalised voices and to question the narratives of history.

National Curriculum – Aims

The national curriculum for history aims to ensure that all pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this 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’; understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

National Curriculum – Purpose of Study

A high-quality history education will help 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.

Early Years Foundation Stage

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. Many children within the EYFS will have younger and/or older siblings who they will see being involved in activities at a different level. This can be used to extend the children’s learning and understanding of themselves and the world around them. By the time children are in Reception they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes in times have an impact on what activities they can do and when (sleep, eat, play, home, holidays etc) as well as what they wear and what and how they celebrate. They can begin to learn more about the lives of others now and in the past.

In EYFS and KS1 all children will: develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. They will be encouraged to ask questions and to become immersed in the stories and details of the time.

In Key Stage 2 all children will: gain a coherent knowledge and understanding of Britain’s past and that of the wider world. They will become curious to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History teaching and knowledge will help 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. They will communicate their ideas confidently in a range of styles appropriate to a range of audiences. They will have respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows interest in the lives of people who are familiar to them; Remembers and talks about significant events in their own experience; Recognises and describes special times or events for family or friends;	Children talk about the past and present events in their own lives and in the lives of family members. Children know about the similarities and differences between themselves and others, and among families.	Historical enquiry Identify different ways in which the past is represented such as pictures, artefacts and written sources Explore events, look at pictures and objects and ask questions i.e, “Which things are old and which are new?” or “What	Historical enquiry Use a wide range of information to ask and answer questions Chronological understanding Use understanding of the past and present to tell others about an event including changes in my own life over time	Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past	Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past	Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past Choose reliable sources of evidence to answer questions, realising that there is	Historical enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past

Knows some of the things that make them unique Can talk about some of the similarities and differences in relation to friends or family; Enjoys joining in with family customs and routines. Emerging curiosity about people and places	Children know about the similarities and differences between themselves and others, and among communities. Children know about the similarities and differences between themselves and others traditions. Beginning to use historical based language – language associated with the passage of time; A sense of uniqueness and of belonging to a community; Developing a sense of historical enquiry; Talk about comparison and contrast, similarity and differences Historical narrative and sequence and a sense of chronology and duration; An introduction to handling artefacts and the use of evidence. Know that times passes in sequential order; Know that there are key vocabulary associated with the passage of time; Know that time changes us all. Be curious about people and show interest in stories Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount)	were people doing?” “What were they used for?” and try to answer Chronological understanding Understand and describe the difference between things that happened in the past and the present 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/carers were young Use timelines to order events or objects Organisation and communication Begin to identify different ways to represent the past Sort events or objects into groups (i.e. then and now) Talk, write and draw and tell stories about things from the past Knowledge and understanding Recall some facts about people/events before living memory and say why people may have acted the way they did	Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events Identify differences between ways of life at different times Historical Interpretation Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Organisation and communication Describe objects, people or events in history Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT Knowledge and understanding Use information to describe the past and compare it to the present day Look at evidence to give and explain reasons why people in the past may have acted in the way they did Recount the main events from a significant event in history	Chronological understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and place historical events in chronological order Describe dates of and order significant events from the period studied Historical Interpretation Explore the idea that there are different accounts of history Organisation and communication Communicate ideas about the past using different genres of writing, data-handling and drama Knowledge and understanding Use evidence to describe the culture and leisure activities from the past Use evidence to describe the clothes, way of life and actions of people in the past Use evidence to describe buildings and their uses to people from the past	Chronological understanding Describe the main changes in a period in history Historical Interpretation Look at different versions of the same event in history and identify differences and understand how people represent events or ideas in a way that persuades others Organisation and communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT Knowledge and understanding Use evidence to describe what was important to people from the past and how this differs between the lives of rich and poor people Describe similarities and differences between people, events and artefacts studied Describe how some of the things I have studied from the past affect/influence life today	often not a single answer to historical questions, including investigation own lines of enquiry Be aware that different evidence will lead to different conclusion Chronological understanding Order and describe significant events, movements and dates on a timeline Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Historical Interpretation Give reasons why there may be different accounts of history and evaluate evidence to choose the most reliable forms Organisation and communication Plan and present a self-directed project or research about the studied period Knowledge and understanding Give own reasons why changes may have occurred, backed up by evidence Describe similarities and differences between some people, events and artefacts studied and explain how they have influenced life today	When investigating own lines of enquiry by posing questions, choose reliable sources of evidence to answer these, realising that there is often not a single answer to historical questions Chronological understanding Identify and compare changes within and across different periods Order significant events, movements and dates on a timeline and understand how some historical events occurred concurrently in different locations i.e. The Early Roman Empire and Celtic Britain Historical Interpretation Evaluate evidence to choose the most reliable forms and know that people both in the past have a point of view and that this can affect interpretation Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past Organisation and communication Plan and present a self-directed project or research about the studied period evaluating the sources and information used Knowledge and understanding Make links between some of the features of past societies (e.g. religion, houses, society, technology)