

History Provision Map – detailed.

‘History is who we are and why we are the way we are.’ David McCullough.

Through our integrated history curriculum children’s knowledge and skills build over the course of their time at Tudor Academy. Our historical knowledge starts with the familiar and slowly builds outwards from London, to England, to Europe, South America and Africa. Rich opportunities are built in to allow the children to begin with the familiar and extend outwards. Pupils come to understand their place in the world, the past and how changing accounts have shaped the identities of diverse people, groups and nations. Our curriculum challenges children to make sense of the similarities and differences in human experiences across time and place.

Learning takes place in context and across subjects. Through purposeful and meaningful carefully woven strands children build their substantive and disciplinary knowledge. As our curriculum increases in range, depth and complexity children are encouraged to recognise and ask questions, to critique sources and reflect on what they have learned, as well as the methods used. They are also encouraged to develop specific vocabulary.

Each unit is supported by a detailed knowledge organiser which is published on our Academy website and sent home to support families at home. The Knowledge organiser break down curriculum content into component parts and draw from the breadth of concepts to give pupils the knowledge they need to appreciate the wider subject.

EYFS: Planning and developing historical knowledge, understanding and skills.

The EYFS team plan children’s learning thematically e.g. in the Autumn Term, ‘Those Nearest and Dearest’ and ‘Harvest’. Within these over-arching themes the team plans to develop the children’s historical knowledge, skills and understanding in the following ways:

1. **Chronological Understanding:** EYFS teachers seek to build pupils’ historical skills and understanding through developing the children’s knowledge and understanding of historical language/terms. This starts with developing the children’s understanding of everyday language relating to time e.g. ‘today’, ‘yesterday’ & ‘tomorrow’. As the year progresses and the children grow, the language relating to chronology develops within their learning to create a wider understanding of time passing, e.g. having a simple timeline of yesterday, today & tomorrow moving to understanding of months for birthdays, which is displayed in the classroom alongside a discussion of the days to Christmas (for example) to develop the children’s understanding of time passing. In addition, children have opportunities to order and sequence familiar events and events within stories, which also gives them opportunities to practice and embed language relating to time and build a deeper understanding of sequences of events and how to create sequences of events.

Autumn 1 – chronological language development takes place on daily basis:

- the days of the week, - times of the day (e.g. morning, lunchtime)
- ‘then/next’ routines - referring to and using the visual timetable to sequence the day

- In the topic '*I'm amazing, I'm fine*' there was use of comparative language (similar/development)

Autumn 2 – chronological language development centres on:

- the date today, what it will be tomorrow
- the chronological understanding to the seasons
- the concept of 'before & after'

2. Historical Knowledge:

To build historical knowledge the EYFS team plans opportunities to explore national festivals or historical celebrations (e.g. Remembrance Day) and discuss why this takes place & its significance. The EYFS team also builds historical knowledge and awareness by planning regular opportunities to extend the children's vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.

Autumn 1 – Children explore about their classroom name and what that name means.

Autumn 2 – Children look at their family trees and relate it to real life experiences from the past e.g. Remembrance Day.

3. Historical Enquiry: The EYFS team develops the skills of historical enquiry through encouraging children to be curious about people and show interest in stories they told and encounter in the wider world and the classroom. In addition, the children have planned opportunities to ask and answer 'how' and 'why' questions in response to stories or events they hear about or experience, e.g. Harvest or Firework Night (Guy Fawkes Night). In these activities they also have the chance to explain own knowledge and understanding (giving rise to the opportunity to correct misunderstandings or misconceptions) and ask appropriate questions. To answer those questions children will also know that information can be retrieved from books and computers, They may then record, using marks they can interpret and explain, answers to the questions they ask or record information about the events they learn about.

Autumn 1 - this concept is developed through working with the children to model, frame and phrase questions about the world around them. E.g. what did you do over the holidays? The questions centre on: who, what, where, when initially

Autumn 2 - at 'Home-time' the children share their news and question one another, with the support of further modelling and sentence starters to encourage the use of 'why' questions

KS1 – Historical Over-arching Outcomes:

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.

Year 1

Autumn: *Discovering History*
Historical Skill Development:
 Recognise the difference between past and present in their own life and the lives of others.
 Know and recount episodes from stories about the past, knowing and understanding key events. Talk about simple similarities and differences between lives at different times.

Spring: *Kings & Queens*
Historical Skill Development: Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.
 Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. Place events on a simple timeline.
 Recognise the difference between past and present in their own life and the lives of others

Summer: *Parliament & Prime Ministers*
Historical Skill Development: Recognise the difference between past and present in their own life and the lives of others.
 Know and recount episodes from stories about the past, knowing and understanding key events.
 Talk about simple similarities and differences between lives at different times.
 Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.
 Place events on a simple timeline.

Year 2

Autumn: *The Romans in Britain*
Historical Skill Development:
 Place events on a simple timeline, adding times previously studied.
 Use simple terms to talk about the passing of time.
 Ask and answer appropriate historical questions, using their growing historical knowledge.

Spring: *The Tudors*
Historical Skill Development:
 Compare pictures or photographs of people or events in the past.
 Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.
 Recognise why people did things, why events happened and what happened as a result.

Summer: *Powerful Voices*
Historical Skill Development: Recognise why people did things, why events happened and what happened as a result. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about similarities and differences between ways of life in different periods.

	<p>Talk about similarities and differences between ways of life in different periods.</p> <p>Compare 2 versions of a past event. □</p> <p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations □</p> <p>Ask and answer appropriate historical questions, using their growing historical knowledge.</p>	
<p>KS2 Over-arching Outcomes:</p>		
<p>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.</p>		
<p>Year 3</p>		
<p>Autumn 1: Stone Age to the Iron Age Autumn 2: Ancient Egypt <u>Historical Skill Development:</u> Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.</p>	<p>Spring 1 & 2: Anglo-Saxons <u>Historical Skills Development:</u> Use evidence to reconstruct life in the time studied. Identify key features and events of time studied.</p>	<p>Summer 1: Law & Power Summer 2: War of the Roses <u>Historical Skill Development:</u> Begin to develop a chronologically secure knowledge and understanding of British and local history,</p>

<p>Find out about everyday lives of people in time studied and compare with our life today. Identify reasons for and results of people’s actions. Understand why people may have wanted to do something.</p>	<p>Find out about everyday lives of people in time studied and compare with our life today. Look for links and effects in the time studied. Offer a reasonable explanation for some events. Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p>	<p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Identify and give reasons for the different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Note connections and cause and effect in historical periods studied. Look at representations of the period e.g. Museum, cartoons etc. Use the library and the internet for own personal research. Ask and answer simple questions.</p>
<p>Year 4</p>		
<p>Autumn 1 & 2: Ancient Greece <u>Historical Skill Development:</u> Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/BCE/CENTURY</p>	<p>Spring 1: Life in Ancient Rome Spring 2: The Rise & Fall of Rome <u>Historical Skill Development:</u> Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Recognise primary and secondary sources. □ Note connections in historical periods studied.</p>	<p>Summer 1 & 2: The Stuarts <u>Historical Skill Development:</u> Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Choose relevant material to present a picture of one aspect of life in time past. Ask and answer a variety of questions. Use the library and the internet for own personal research.</p>

	<p>Use a range of sources to find out about an aspect of time past. □ Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Answer and devise own historically valid questions about change, cause, similarity and difference and significance</p>	<p>Answer and begin to devise own historically valid questions. Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events</p>
<p>Year 5</p>		
<p>Autumn 1: <i>The Early British Empire</i> Autumn 2: <i>Baghdad 900CE</i> <u>Historical Skill Development:</u> Study different aspects of different people – differences between men and women. • Examine causes and results of great events and the impact on people. Compare life in ‘early’ and ‘late’ times studies. • Compare an aspect of life with the same aspect in another period.</p>	<p>Spring 1: <i>The French Revolution</i> Spring 2: <i>Transatlantic Slave Trade</i> <u>Historical Skill Development:</u> Gain greater historical perspective by placing their growing knowledge into different contexts. Compare an aspect of life with the same aspect in another period. Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Make comparisons between different times in the past. Cause and consequence, similarity, difference and significance.</p>	<p>Summer 1: <i>The Industrial Revolution</i> Summer 2: <i>The Victorians Age</i> <u>Historical Skill Development:</u> Gain greater historical perspective by placing their growing knowledge into different contexts. Compare an aspect of life with the same aspect in another period. Recall, select and organise historical information. □ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. □ Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. □ Use Historically accurate terms to talk about the passing of time e.g. BC/AD/BCE/CENTURY.</p>

Year 6		
<p>Autumn 1: World War 1 Autumn 2: The Suffragettes <u>Historical Skill Development:</u> Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Use relevant dates and terms. Sequence previously studied topic on a timeline to gain greater historical perspective. Link sources and work out how conclusions were arrived at. □ Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Be aware that different evidence will lead to different conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. □ Confidently use the library and internet for research.</p>	<p>Spring 1: The Rise and Fall of Hitler Spring 2: World War II <u>Historical Skill Development:</u> Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. Use relevant dates and terms. Know key dates, characters and events of time studied. Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Summer 1: The Cold War Summer 2: The History of Human Rights <u>Historical Skill Development:</u> Link sources and work out how conclusions were arrived at. □ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. □ Be aware that different evidence will lead to different conclusions Recall, select and organise information from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.. Communicate their knowledge and understanding through discussion, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Establish a clear narrative across periods studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>

<p>Recognise primary and secondary sources. □</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. □</p> <p>Answer and devise own historically valid questions about change, cause, similarity and difference and significance.</p>		<p>Compare beliefs and behaviour with another time studied.</p>
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