



Loxwood Primary School History



Intent:

At Loxwood, we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. It will allow children to link their historical learning to other areas of the curriculum, making this learning more meaningful. Children are given the opportunity to make comparisons with their own lives and to examine artefacts where possible; helping them to feel a connection to events, experiences and people from the past.

Our children will:

- Be inquisitive about the past and curious to discover more; seeing themselves as Historians.
- Gain a secure knowledge and understanding of Britain's past and that of the wider world.
- Think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Develop a sense of identity through learning about the past and understand how history has shaped their own lives.
- Make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.
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In History, we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

Implementation:

We have a coherent and sequenced curriculum building progression of knowledge and skills every year. EYFS have their own topic cycle but work alongside Key Stage 1. The rest of the school work in pairs – Year 1 and Year 2, Year 3 and Year 4 and then Year 5 and Year 6 and follow a two-year topic cycle. These year groups plan together weekly. In EYFS children will begin to learn about the passing of time, related to their own lives and will be encouraged to notice similarities and differences. As children progress to Key Stage 1 they begin to develop their understanding of 'the past', learning about people and events and how aspects of life have changed over time; comparing these to their own lives. In Key Stage 2 children begin to learn more about different periods of time, comparing similar aspects of life across time periods. They have access to, and are able to handle artefacts where possible to enrich their learning and go on visits to museums and places of interest, such as Arundel Castle where possible. They have access to secondary sources such as books and photographs and are able to use non-fiction books and the internet for research.

Impact:

Children at Loxwood are confident and able to talk about their Historical Enquiry using subject specific vocabulary. They are inquisitive learners and know how to research answers to further their own learning, using a range of different sources. By the end of Year 6, children have a chronological understanding of British History from the Stone Age to the present day. They have a strong understanding of chronology and can compare different aspects of life across time periods. They are equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Our children will have developed secure substantive knowledge and concepts, alongside disciplinary knowledge and concepts, so that they see themselves as Historians.

Substantive Knowledge:

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

Substantive Concepts:

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the progression map below, you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding. The substantive concepts in different colours are the main, most significant substantive concepts that run throughout all key stages.

Disciplinary Knowledge:

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts:

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. These are mapped out and differentiated for Year 1 and 2; Year 3 and 4; and Year 5 and 6 in the document below.

Historical Enquiry:

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods. Historical enquiry skills are differentiated between Year 1 and 2; Year 3 and 4; and Year 5 and 6 in the document link below each year group on this progression map.

History Whole School Topic Overview:

	Cycle A (2022-2023)						Cycle B (2023-2024)					
	Autumn		Spring		Summer		Autumn		Spring		Summer	
EYFS	This is Me!	Night and Day	Traditional tales	People who help us	Growing	Moving on, journeys and adventures	This is Me!	Night and Day	Traditional tales	People who help us	Growing	Moving on, journeys and adventures
Year 1 & 2	On your Marks... Get set go! How has transport changed over time? The First Flight		A Walk on the Wild Side! Explorers - Amundsen, Cook, Battuta		Make a splash Who was Grace Darling?		Castles in the Sky How have homes changed over time? Castles - Arundel Castle The Battle of Hastings		Fantastic Forests!		Once there were giants... Mary Anning Brunel	
Year 3 & 4	Ancient Egypt		Vikings & Anglo-Saxons		Local History Study		Stone Age to Iron Age		The Roman Empire		Anglo Saxons & Scots	
Year 5 & 6	World War II		Maya Civilisation		Crime and Punishment		Ancient Greece		The Railways		Leisure and Entertainment	

Progression in History:

	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Development Matters/ Early Learning Goal and National Curriculum</p>	<p>Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>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.</p>	<p>Children should be taught about:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Children should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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 • 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 study of an aspect or theme in British history that extends children's' chronological knowledge beyond 1066 <ul style="list-style-type: none"> • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study 	
<p>Knowledge</p>		<p><u>How Transport Has Changed</u></p> <ul style="list-style-type: none"> • find out about cars in the past • compare how objects have changed over time • show how cars have changed over time • ask questions to find out how travel has changed within living memory • research information about an aspect of the past • understand ways we find out about the past • begin to show where places, people and events fit into a simple time line • find out about significant events in history <p>travel, transport, car, steam, electric, petrol, engine, 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s)</p> <p><u>A Walk on the Wild Side</u></p> <ul style="list-style-type: none"> • find out about arctic explorer Roald Amundsen • compare how polar explorers clothing has changed & give reasons for these changes 	<p><u>Egypt</u></p> <ul style="list-style-type: none"> • Find out about ancient Egyptian life by looking at artefacts • Understand what was important to people during Egyptian times • Understand and explain the ancient Egyptian ritual of mummification • Understand how evidence can give us different answers about the past • Compare and contrast the Egyptian writing with my own. • Compare and contrast the powers of different Egyptian gods <p>Ancient, Egypt, Egyptian, BCE, ACE, artefacts, kingdoms, wealth, exhibit, cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, Canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead</p> <p><u>Anglo-Saxons and Vikings</u></p> <ul style="list-style-type: none"> • explain what life was like In England at the end of the 4th Century • describe how life changed in England after the fall of the Roman Empire 	<p><u>World War II</u></p> <ul style="list-style-type: none"> • explain why World War II began and order events from early World War II on a timeline • write a letter in role as an evacuee from World War • describe how people's diets were different during World War II and answer questions about the implementation of rationing • find out about women's wartime jobs and describe what they entailed in detail. • explain what the Holocaust was and describe some events that happened • describe what happened during some keys events from World War II and order events on a timeline <p>World War II, Briatin, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers</p> <p><u>Maya</u></p> <ul style="list-style-type: none"> • discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived

		<ul style="list-style-type: none"> • find out about the life of Captain James Cook • find out about the life of Ibn Battuta • find out about life of a modern-day explorer • suggest what an explorer might take on a voyage <p>Explorer, expedition, arctic, desert, past, present, change, timeline</p> <p>Make a Splash</p> <ul style="list-style-type: none"> • find out about Grace Darling • talk about how we know about Grace Darling • imagine what it might have been like to be Grace Darling • retell the story of Grace Darling <p>Artefact, significant, famous, Victorian era, lighthouse, Coble (boat)</p>	<ul style="list-style-type: none"> • know why the Angles, Saxons and Jutes settled in Britain • understand how Anglo Saxon Britain was ruled & how they kept control of their kingdoms • describe the shifts in religion and power and how we know this • know who the Vikings were and why they carried out raids • explain where the Vikings settled and how we know <p>empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.</p> <p>A local study – The Canal</p> <ul style="list-style-type: none"> • investigate the local area and its key features • explain what the canal was used for in 19th century • know where the canal goes • describe how it has changed over the years <p>navigation, travel, transport, London, Littlehampton, Shalford, Wey and Arun river, navigable, lock,</p>	<ul style="list-style-type: none"> • explain religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people • understand how the Maya number system works • identify and use a range of evidence sources to help me understand more about the Maya civilisation • explain what the Mayan writing system consists of, how words are constructed and what codices are • describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant <p>Civilisation, Mesoamerica, sacrifice, worship, blood-letting, ritual, Xibalba, upperworld, Base 10, Base 20, vigesimal number system, evidence, primary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, Hieroglyphs, syllabogram, logogram, codex, codices, cacao, maize</p> <p>Crime and Punishment</p> <ul style="list-style-type: none"> • chronologically order British time periods explain what crime and punishment was like in Roman Britain • understand what crime and punishment was like in Anglo-Saxon Britain • describe what crime and punishment was like in Tudor Britain • understand what crime and punishment was like in the Stuart period • explain what crime and punishment was like for Victorian prisoners <p>crime, period, deter, severe, justice, court, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, modern, CCTV, detective, unarmed, prevention, detection, rehabilitation, source, prison</p>
<p>Chronology</p>	<p>Recognise and use everyday terms about the passing of time e.g. old, new, a long time ago, before, after, first, next. Sequence the school day Show awareness that some things are old and some things are new.</p>	<p>(Year 1) Recognise and use everyday terms about the passing of time, e.g. today, yesterday, days of the week, months and years. Sequence a few events, pictures or objects in chronological order e.g. when did the first aeroplane flight come before or after the first</p>	<p>(Year 3) Sequence several events - show understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time on a timeline.</p>	<p>By the end of Year 5, children will be able to: Recognise characteristic features of periods and societies studied. Pick out connections, contrasts and trends over time within and across different periods.</p>

	<p>Simple words to describe the passing of time – e.g. past before now then</p>	<p>commercial cars? Show awareness that things may be different today compared to earlier times.</p> <p>(Year 2) Use common words and phrases relating to the passing of time including use of numbers, e.g. one year ago, 10 years after, 5 months before, in living memory, beyond living memory. Arrange events or objects in chronological order on a simple timeline. Identify similarities and differences between ways of life in different periods. Using simple phrases and words to describe the passing of time - e.g. past, before, now, then, Long ago, before I was born, present, period.</p>	<p>Compare durations of eras or events. Use correct use of historical period terms. Develop increasingly secure chronological knowledge and understanding of history, local British and world. Put events, people, places and artefacts on a time-line.</p> <p>(Year 4) Use dates to place events, people and features of particular eras on a timeline. Understand and use terms such as BC and AD dates. Describe similarities and differences within and across different periods and suggest reasons for them.</p> <p>Using phrases and words to describe the passing of time e.g. decade, century duration, period, era, concurrent, during this time, previously, 'compared to.</p>	<p>By the end of Year 6, children will be able to: Use dates precisely including BC and AD and say, read and write dates accurately. Have a secure knowledge and understanding of the chronology of the British, local and world history studied. Place current study on timeline in relation to other studies.</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. chronology, context, the duration of..., continuing on from...</p>
<p>Historical Enquiry</p>	<p>Using a source – handle, question, observe, sketch. Distinguish between old and new.</p> <p>Old, new, now, then.</p>	<p>(Year 1) Find answers to some simple questions about the past from sources of information. Ask questions about the past. Sort artefacts using the language of 'then' and 'now' recognising differences.</p> <p>(Year 2) Use sources such as artefacts, pictures and stories to help answer historical questions- why, what, who, how, where. Sequence collections/artefacts from different periods – identifying similarities and differences.</p> <p>Source, artefact, differences, sequence</p>	<p>(Year 3) Use a range of sources to find out about a specific period. Ask appropriate historical questions, e.g. about a picture, artefact or story; propose some additional questions for future consideration. Begin to use nonfiction texts and ICT programs for research. Use evidence to build up a picture of a past event.</p> <p>(Year 4) Select and record information relevant to the study. Use research skills to answer questions and give some valid reasons to substantiate answers.</p> <p>Evidence, research, reason,</p>	<p>By the end of Year 5, children will be able to: Begin to identify primary and secondary sources. Use a range of sources to find out about an aspect of past times. Confident use of non-fiction texts and ICT programs to research. Select relevant sections of information.</p> <p>By the end of Year 6, children will be able to: Use evidence to build up a picture of life in a specific time studied. Recognise primary and secondary sources. Devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources.</p> <p>Primary source, secondary source, significance, cause, similarity,</p>
<p>Interpreting History</p>	<p>Read different versions of the same story. Look different illustrations of the same person. Discuss different versions of an event at school.</p> <p>Same, different,</p>	<p>(Year 1) Begin to understand that the past can be seen in different ways. Compare two different versions of a past event. Compare pictures/ photographs of people or events in the past.</p> <p>(Year 2)</p>	<p>Be aware that different versions of the past may exist and being able to suggest reasons for this.</p> <p>(Year 3) Identify some of the different ways in which the past is represented and interpreted. Look at different representations of a specific period or event –books, film, websites.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>By the end of Year 5, children will be able to: Link sources and work out how conclusions are arrived at. Begin to evaluate the usefulness of different sources understanding that some are</p>

		<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Discuss reliability of photos/ accounts/ stories.</p> <p>Begin to distinguish between fact and fiction.</p> <p>Compare, fact, fiction.</p>	<p>(Year 4)</p> <p>Verbal debate: Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Version, interpret, debate</p>	<p>less reliable sources of evidence than others.</p> <p>By the end of Year 6, children will be able to: Understand how our knowledge of the past is constructed from a range of sources. Know the difference between primary and Secondary sources and discuss their possible validity. Consider ways of checking the accuracy of interpretation, fact or opinion.</p> <p>Primary source, secondary source</p>
Continuity and Change	<p>Begin to identify similarities and differences between now and then. Show knowledge of changes in their own lives- now, nursery, baby.</p> <p>Change, old, young, old, new.</p>	<p>(Year 1)</p> <p>Recognise that their own lives are different from the lives of people in the past and be able to talk about this difference.</p> <p>(Year 2)</p> <p>Use a range of sources, including books, ICT, and films paintings and photographs to develop knowledge and understanding of key features of events in the past.</p> <p>Past, present, sources,</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Time periods,</p>	<p>By the end of Year 5, children will be able to: Use evidence from sources to show knowledge by being able to describe in detail the stories of events, people and places.</p>
Causes and Consequences	<p>Begin to understand that things often change for a reason eg as they grow up they come to school.</p>	<p>(Year 2)</p> <p>Show awareness that actions have consequences</p> <p>Consequence,</p>	<p>Identify and give reasons for historical events, situations and changes.</p> <p>Identify some of the results of historical events, situations and changes.</p>	<p>Being to offer explanations about why people in the past acted as they did. (Year 6)</p> <p>Show historical understanding by identifying and explaining causes of events and changes and describing and explaining what happened as a consequence.</p>
Similarities / Differences	<p>Look at pictures or artefacts from the past and talk about what they notice.</p> <p>Begin to relate to their own experiences.</p> <p>Notice,</p>	<p>(Year 1)</p> <p>Recognise differences and similarities between ways of life in the past and now.</p> <p>Identify, differences and similarities, way of life.</p>	<p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Social, belief, local, individual</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>
Significance	<p>Relate significance to celebrations, such as birthdays or to important people in their lives such as their family and friends, or in society eg the monarch.</p> <p>Important</p>	<p>(Year 2)</p> <p>Compare and talk about significance of events and people.</p>	<p>Identify and begin to describe historically significant people and events in situations.</p> <p>Significant, historically</p>	<p>Give reasons why some events, people or developments are seen as more significant than others.</p>
Key	<p>EYFS Framework</p> <p>Early Learning Goal</p> <p>Non Statutory Birth to 5 matters document</p> <p>Vocabulary</p>	<p>National Curriculum Objectives</p> <p>Children can:</p> <p>Vocabulary</p>		