



Subject: History

Curriculum Intent:

- To ensure children begin to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Inspire pupil' curiosity to know more about the past.
- Help children to understand how peoples' lives are different.
- Begin to understand the process of changes over time.
- Show an understanding of their personal history and changes in their own lifetime.

Teaching should equip children to:

- Ask perceptive questions.
- Think critically.
- Begin to weigh evidence in discussions.

Character development through history:

Our history curriculum will enable children to develop the following character traits throughout their three years at Riverview:

- Moral: To become curious and perceptive history learners, interested in history outside of their own life and country.
- Social: To develop a social understanding of how peoples' lives are different and how this can be affected by diversities in society.
- Cultural: Recognise the importance of history both within their lifetimes and beyond.
- Knowledge: Develop a coherent knowledge and understanding of Britain's past and that of the wider world.
- Skills: Encourage deeper thinking and questioning about changes throughout history.
- Professional: Support others in their historical learning.

Curriculum implementation:

- The curriculum in KS1 is delivered through individual history lessons as well as through literacy based learning linking to relevant topics.
- Each year group ensures their lessons are appropriate to the needs and interests of their cohorts.
- Year 1 and 2 further history learning through a variety of literacy based tasks.
- Historical topics are linked carefully to various topics throughout the cycle in each year group, linking to the aims of the National curriculum.
- History is also taught at specific times in the year, looking at particular events such as bonfire night, etc.
- Shared planning means children across the year groups receive consistent input.
- Enrichment of history is used throughout the year at different times to provide a wider learning experience for all pupils, i.e. assemblies.



CURRICULUM PROGRESSION STRAND MAP

Enrichment in history:

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Theme days linked to topics such as dinosaur and Antarctica. • Visits from speakers relating to various topics. • Attendance at history based assemblies at significant times of the year. (See Yearly Planning overview for Cycle topics) 	<ul style="list-style-type: none"> • Trips linked to topics such as Chatham Dockyards. • Internal visit from a knight. • Theme days linked to topics such as pirates and castles. • Attendance at history based assemblies at significant times of the year. (See Yearly Planning overview for Cycle topics) 	<ul style="list-style-type: none"> • Trip linked to topics such as Victorian school. • Internal visit from a palaeontologist. • Theme days linked to topics such as Victorian, dinosaur and Fire of London. • Attendance at history based assemblies at significant times of the year. (See Yearly Planning overview for Cycle topics)

Skills and Knowledge Progression

Area of study: chronological understanding

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • To sequence pictures of events in their own lives. • Sort artefacts into 'then' and 'now'. • To begin to understand the idea that some things happened in the past. 	<ul style="list-style-type: none"> • Sequence events in theirs and others' lives. • Match objects and artefacts to different periods of time. • Begin to use a timeline to sequence events, starting to look at dates. 	<ul style="list-style-type: none"> • Sequence events from the past. • Sequence artefacts closer together in time, looking closely at dates. • Use timelines with key dates and to sequence events.
Outcome: <ul style="list-style-type: none"> • Photographs to evidence children sorting artefacts. • Evidence of children exploring their own history. Looking at old and new photographs to explore changes over time. 	Outcome: <ul style="list-style-type: none"> • Timeline of their own lives from baby to current age. • Timelines linked to current topics. E.g Guy Fawkes, Monet, etc. • Matching old and new toys in term 1. 	Outcome: <ul style="list-style-type: none"> • Sequencing events during the Victorian period. • Timelines linked to current topic with dates much closer together.



CURRICULUM PROGRESSION STRAND MAP

Area of Study: Organisation and communication		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Begin to sort events into 'then and now'. • Listen to and experience stories from the past. • Talk about things that happened in the past. • Draw pictures relating to historical events, people and changes. 	<ul style="list-style-type: none"> • Understand the difference between events that happened in the past and present. • Talk, write and draw about things from the past. • Listen to and begin to re tell stories from the past. 	<ul style="list-style-type: none"> • Re-tell and write about events from the past. • Recount the main facts of a major historical event. • Communication through - discussion, drawings, role-play, model making, using ICT
<p>Outcome:</p> <ul style="list-style-type: none"> • Evidence of some pictures/writing relating to historical events or figures. 	<p>Outcome:</p> <ul style="list-style-type: none"> • Evidence of history topic based literacy lessons. E.g Guy Fawkes newspaper report. • Drawings of historical figures. E.g step by step Guy Fawkes drawing. 	<p>Outcome:</p> <ul style="list-style-type: none"> • Evidence of in depth writing about historical events or figures. E.g Diary entry by the Wright brothers. • Writing a biography about Mary Seacole.
Area of Study: Historical enquiry		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Begin to answer simple questions about the past. 	<ul style="list-style-type: none"> • Ask and begin to answer questions about historical events. • Talk about and begin to understand some ways we find out about the past e.g. books, artefacts, etc. 	<ul style="list-style-type: none"> • Begin to use sources to independently answer questions about the past. • Handle sources (e.g artefacts) and make simple observations. • Communicate understanding of the past in a variety of ways.
<p>Outcomes:</p> <ul style="list-style-type: none"> • Evidence of adult scribed questions asked by children during history based topics such as dinosaurs. 	<ul style="list-style-type: none"> • Pupil voice evident in classrooms relating to questions/answers children have given during topics. • Photographs of artefacts being used 	<ul style="list-style-type: none"> • Pupil voice evident in classrooms relating to questions/answers children have given during topics. • Evidence of different sources being used to find information. E.g chrome books.



CURRICULUM PROGRESSION STRAND MAP

Area of Study: Range and depth of historical knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Listen to stories about people from the past. Begin to explore historical figures through stories, drama and play. 	<ul style="list-style-type: none"> Recall some facts about people and events before their living memory. Discuss why historical figures may have acted the way that they did. 	<ul style="list-style-type: none"> Finding out about everyday lives of people in the time studied Use information to describe people and events of the past. Identify reasons for and the results of people's actions. Look into a person of interest in history to develop understanding.
Area of Study: Historical interpretation		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Look at pictures, photographs, videos and artefacts. 	<ul style="list-style-type: none"> Look at books, photographs, pictures, videos and artefacts to find out about the past and begin to ask questions. 	<ul style="list-style-type: none"> Compare pictures, photographs, people or events in the past. Compare two versions of a past event. Discuss reliability of photos/accounts/stories.
<p>Outcome:</p> <ul style="list-style-type: none"> Begin to discuss different artefacts, events and changes through time using different sources. Evidence could be scribed conversations, photographs, etc. 	<p>Outcome:</p> <ul style="list-style-type: none"> Start to use time vocabulary. Use a range of sources to identify past and present artefacts. 	<p>Outcome:</p> <ul style="list-style-type: none"> Evidence of topic based trips and internal visitors. E.g palaeontologist and Victorian school trip.