

HOOK C E PRIMARY SCHOOL

HISTORY SCHEME OF WORK

PURPOSE OF STUDY

Pupils should gain a coherent knowledge and understanding of Britain's past and that of the wider world. History should inspire pupils' curiosity to know more about the past. Pupils should be equipped 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.

Through first hand experiences and an investigatory approach, through stories children are told, their discussions with adults and their imaginative play, we hope to encourage pupils to explore the meaning and practice the language of time and place, their understanding of the wider world and their relationship to it.

History enriches other areas of the curriculum. It allows children to develop skills including reasoning, criticism and communication, helping them to make informed judgements and preparing the pupils for adult life.

Guided by the school's long-term curriculum planning policy, the processes and skills of History will be included where possible in the term's 'focus'. Where specific processes and skills or Study Units do not fit naturally into this focus the area will be taught discreetly during the term.

CONTENT OF STUDY

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 resources 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.

Content to be covered

- Changes within living memory, especially changes in national life.
- Events beyond living memory which are significant nationally or globally.

- The lives of significant individuals in the past, who have contributed to national and international achievements
- Compare aspects of life in different periods.
- 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.

Content to be covered

- Changes in Britain from the stone age to the iron age
- An aspect or theme in British history since 1066
- The Roman Empire and its impact on Britain
- Britain's Settlement by Anglo-Saxons and Scots, and Anglo-Saxon and Viking struggle for power
- The achievement of the earliest civilisations
- A non-European society that contracts with Britain
- Local history study
- Ancient Greece

RECEPTION

	COVERED
CHRONOLOGICAL UNDERSTANDING	
Use of common words and phrases relating to the passing of time e.g. old, new, before, after, long ago, days of week, months of year Introduce chronological order of familiar events Talk about past and present events in their own lives and in lives of family members Describe main story settings, events and principal characters.	
HISTORICAL TERMS	
Extend their vocabulary by exploring the sounds and meaning of new words, especially by grouping and naming.	
INTERPRETATION OF HISTORY	
Know that information can be found in books and on the computer.	
HISTORICAL ENQUIRY	
Take an interest in stories about the past Ask 'how' and 'why' questions in response to stories.	
COMMUNICATION OF IDEAS	
Explain own understanding of events. Record using marks they can explain.	

Year 1

	COVERED
CHRONOLOGY	
Sequence events in their life. Sequence 3 artefacts from different periods Match objects to people of different periods	
HISTORICAL TERMS	
Begin to use some historical terms e.g. year, modern, living memory	
INTERPRETATION OF HISTORY	
Understand some ways we can find out about the past.	
HISTORICAL ENQUIRY	
Find answers to simple questions using a source.	
COMMUNICATION OF IDEAS	
Ask and answer questions about events and stories.	

Year 2

	COVERED
CHRONOLOGICAL UNDERSTANDING	
Sequence events from different periods of their lives and describe memories of these events. Use common words and phrases relating to the passing of time. Understand chronology of topics covered Identify differences/similarities between different periods	
HISTORICAL TERMS	
Use a range of historical terms	
INTERPRETATION OF HISTORY	
Identify different ways in which the past is represented.	
HISTORICAL ENQUIRY	
Use a source to answer questions about the past involving observation.	
COMMUNICATION OF IDEAS	
Communicate their understanding of stories and events	

Year 3

	COVERED
CHRONOLOGICAL UNDERSTANDING	
Place time period studied on a time line. Use dates and terms related to the period of study. Sequence several events or artefacts.	
HISTORICAL TERMS	
Use dates and terms related to the topic.	
INTERPRETATION OF HISTORY	
Identify and give reasons for different ways in which the past is represented Compare two different sources on the same subject.	
HISTORICAL ENQUIRY	
Use a range of sources to find out about at period. Begin to use books and the internet to research. Select information to record.	
COMMUNICATION OF IDEAS	
Choose and use parts of stories and other sources to show understanding. Communicate their understanding in a variety of ways (discussion, drawing, writing, role play, modelling etc.)	

YEAR 4

	COVERED
CHRONOLOGICAL UNDERSTANDING	
Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	
HISTORICAL TERMS	
Begin to understand more complex historical terms e.g. BCE/AD.	
INTERPRETATION OF HISTORY	
Begin to evaluate the usefulness of different sources	
HISTORICAL ENQUIRY	
Use evidence in a source to understand a past event. Use books and the internet to research. Ask relevant questions about a topic.	
COMMUNICATION OF IDEAS	
Choose evidence from a source and use to explain understanding Communicate their understanding in a variety of ways (discussion, drawing, writing, role play, modelling etc.)	

YEAR 5

	COVERED
CHRONOLOGICAL UNDERSTANDING	
Know and sequence key events of time studied. Use relevant terms for the period Make comparisons between different times in the past.	
HISTORICAL TERMS	
Use relevant historical terms and period terms, e.g. Elizabethan	
INTERPRETATION OF HISTORY	
Compare accounts of events from different sources Offer some reasons for different versions of events	
HISTORICAL ENQUIRY	
Begin to identify the difference between primary and secondary sources. Select relevant sections of information as evidence about the past. Confidently use books and the internet to research.	
COMMUNICATION OF IDEAS	
Recall, select and organise historical information Communicate their knowledge and understanding in a variety of ways (discussion, drawing, writing, role play, modelling etc.)	

YEAR 6

	COVERED
CHRONOLOGICAL UNDERSTANDING	
Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line	
HISTORICAL TERMS	
Use relevant historical terms and understand why they are used.	
INTERPRETATION OF HISTORY	
Link sources Consider ways of checking the accuracy different sources Be aware that different evidence will lead to different conclusions	
HISTORICAL ENQUIRY	
Recognise primary and secondary sources. Choose the best research method for a given subject. Use a range of sources to bring together information about the past.	
COMMUNICATION OF IDEAS	
Select and organise information to produce structured work, making appropriate use of dates and terms.	