

St Lukes C of E primary school
History scheme of work
Opening hearts, eyes and minds.

What we want our children to gain from History

- To inspire in children a curiosity to know more about the past.
 - To ask questions about the past.
- To know and understand significant aspects of the history of Britain and the wider world including people, events and changes.
 - To know how Britain has influenced and been influenced by the wider world.
 - To put events, people, objects and changes in chronological order. To know their own place in time.
 - To know how and why things have changed over time, understanding that actions have consequences.
- To know how different types of evidence are used to draw conclusions about the past and how evidence can be interpreted in different ways.
 - To learn about local history, investigating significant people, events and changes in our local area over time.
 - To experience and explore a wide range of secondary sources including stories, eye-witness accounts, pictures, photographs, artefacts and historic buildings.
- To enrich and deepen historical learning through visits to museums, galleries and sites and by welcoming visitors to school.

What we want to learn about.

These areas of learning are to follow a 2 year rotation

Y1 and Y2
Famous people/events
Schools
Transport
Holidays
Toys
Homes (including castles)

Statutory requirements

Chronological understanding:

- To use a wide vocabulary of everyday historical terms
- To develop an awareness of the past using common words and phrases relating to the passing of time.
- To know where the people/events fit within a chronological framework.
- Identify the similarities and differences between ways of life in different periods of history.

Knowledge and understanding of changes in the past:

- To know about changes in living memory.
- To know about events beyond living memory that are significant nationally or globally.
- To know about the lives of significant individuals in the past who have contributed to national or international achievements.

Local History study:

- To know about significant historical events, people and places in their own locality.

Historical interpretation and enquiry:

- To ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features/events.
- To understand some of the ways in which we find out about the past.

Y3 and Y4	Y5 and Y6
Stone age	Invaders and settlers
Romans	Ancient China
Ancient Egypt	Mayan history
1066 and onwards	The Plague (local)
World War 2 (local)	The Industrial Revolution (local)
A street through time (local)	Shaping our futures (World War one, Suffragette movement, anti-slavery, Native indigenous people etc)

Statutory requirements

Chronological understanding:

- To continue to develop a chronologically secure knowledge and understanding of British, local and world history.
- To note connections, contrasts and trends over time.
- To develop the appropriate use of historical terms eg ancient, modern, BC, AD, century etc

Local history:

- To study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
- Investigate how an aspect in the local area has changed over time OR how the locality has been affected by a significant national or local event or development or by the work of a significant individual.

Historical knowledge and understanding:

- To know about characteristic features of the periods studied, including ideas, beliefs, attitudes and experiences of people in the past.
- To know about social, cultural, religious and ethnic diversity of the societies studied.
- To identify and describe reasons for and results of historical events, situations and changes in the periods studied.
- To describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation and enquiry:

- To regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

How we want to learn.

- By being creative with our learning eg turning our classrooms into tombs, castles etc
 - Asking key questions to focus on what we want to learn about.
 - Always start with a timeline.
 - Learning history across subjects eg music, English, drama etc
- Using artefacts, visits, photographs, books, interactive resources to enhance what we learn.

Key questions

These are examples and could be used to begin with but the children can choose the direction they wish to take by coming up with their own key question choices. Each new topic could begin with the children choosing 4 or 5 key questions. These questions should not be closed, think about Who? What? Where? How? When? Why? EG:

- Were the Vikings vicious?
- Who lives in a house like this?
- Where is the past in the present?
- Who were the Romans?
- How and why do people invade and settle?