



History Intent

Our vision

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

Compassion Friendship Forgiveness Resilience Hope



History Curriculum

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History is an inspirational subject that fires children's curiosity about the past and how that will influence the future. It develops a chronological framework for knowledge of significant events and people. This knowledge helps children form a sense of identity and understanding of their place in their own community and the world. In addition, it develops the essential skills of research, analysis, evaluation and communication. This document clarifies how and what aspects of history is taught at Charing CEP School.

The History curriculum enables pupils to gain an in depth and logical sequence of historical topics to support progression and curriculum knowledge. With a cross curricular approach to planning, pupils can link and consolidate their learning of historical topics and apply their understanding in other areas of the curriculum.

Our aim with the History curriculum is to develop historical enquiry and a sense of chronology and curiosity. Wherever possible pupils are given opportunities to examine a variety of sources including artefacts, pictures and texts and to visit places of historic importance and to use this evidence to draw their own opinions. Teachers focus on helping pupils to develop the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, develop perspective and judgement and reflect and review events of the past thus deepening their understanding that historical events can be interpreted in different ways. As pupils progress through the school, they communicate and process their knowledge in an increasingly sophisticated way.

What does History look like in the EYFS?

At Charing, children in EYFS use their own experiences, and the experience of our community, to learn that things change over time and to develop early historical skills. Children are given opportunities to talk about past and present events in their lives and in the lives of member of their families. They consider key changes in their own lives - bringing in baby photos and discussing the changes to their own bodies as they have grown. They then progress to thinking about changes in the world around us.

Key events such as bonfire night and Christmas are discussed and children are given the opportunity to understand the way these events are celebrated have changed over time. Talking about experiences is an important part of learning especially at the stage of development and the history curriculum provides ample opportunity to engage children in discussion and reasoning. Children are then encouraged to record their knowledge through drawing and writing.

What does History look like at Charing?

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We follow the Christ Quigley scheme of work to ensure an in-depth knowledge of events and periods studied as well as the children having time to develop the skills required to evaluate sources and form their own, well informed, opinions.

This two-year approach is continued throughout the school and it will enable the children to develop not only their substantive knowledge of the past but also the disciplinary knowledge required to apply their knowledge and evaluate and assess sources to form their own evidence-based opinions.

The areas of study will be:

Years 1 and 2: The Plague and the Great Fire of London, Two Queens; Queen Victoria and Queen Elizabeth II, The Moon Landing and The First Flight

Year 3 and 4: The Stone Age to Iron Age, The Romans, The Vikings and Anglo Saxons

Years 5 and 6: Ancient Greeks, War, The Tudors

** In order to teach the full curriculum to the current year 6 they will be studying the Stone Age to Iron Age, Romans and the Vikings and Anglo Saxons in academic year 2024-2025.*

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History Progression Map

During their time at Charing please see the historical skills the children will develop.

	KS1	Lower KS2	Upper KS2
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers about the past</p> <p>Ask questions such as 'what was it like for people, what happened, how long ago'</p> <p>Identify some different ways the past has been represented</p> <p>Use artefacts, pictures, stories, online resources and databases to find information about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history</p> <p>Describe different accounts of a historical events and explain why the accounts may differ</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence giving reasons for choices</p> <p>Use sources of information to form testable hypothesis about the past</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must show and understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>

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Overview of world history	<p>Describe historical events</p> <p>Describe significant people from the past</p> <p>Recognise there are reasons people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of the school throughout history</p> <p>Give a broad overview of life in Britain from Ancient to Medieval times</p> <p>Compare some of the time studies with those of other areas of interest around the world</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past including: ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Identify continuity and change within the history and locality of the school</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the time studied with those of other areas of interest around the world</p> <p>Describe the social, ethnic or religious diversity of a past society</p> <p>Describe the characteristic features of the past including: ideas, beliefs, attitudes and experiences of men, women and children.</p>
Understand chronology	<p>Place events and artefacts in order on a time line</p> <p>Label time lines with words and phrases such as past, present, older and newer</p> <p>Use dates where appropriate</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Place events, artefacts and historical figures on a time line including dates</p> <p>Understand the concept of change over time, representing this along with evidence on a time line</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural)</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change</p> <p>Understand the concept of continuity and change over time representing them along with evidence on a time line.</p> <p>Use dates and terms accurately in describing events.</p>

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Communicate historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years, decades and centuries to describe the passing of time Show an understanding of concepts such as: nation and nation's history, civilisation, monarchy, parliament, democracy, war and peace.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills in order to communicate information about the past.	Use appropriate historical vocabulary including the following: dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past Use original ways to present information and ideas.
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