

Bishop Henderson Primary School Historian



Intention Statement

Our intent is to teach key transferable skills through an enquiry-led and engaging History curriculum. We aim to maximise the outcomes for every child so that they know more, remember more and understand more. Children will learn about local, national and international perspectives and they will gain an awareness of what it means to be British. Through History, children will explore different time periods, investigate sources, ask and answer questions, engage with real life experiences, draw comparisons and consider how the past has impacted the world we live in today. It should inspire pupils' curiosity to know more about the past. Teaching will help to expand their vocabulary and widen their cultural experiences. We are passionate about history and the unique outlook it gives us about the world we live in. Alongside everything we do, we continually embed our values of: perseverance, hope, peace, service and justice into the teaching of History.

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Early Years

Concepts (I understand)

Early Years		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand that there have been changes in my lifetime 	<ul style="list-style-type: none"> I understand that the United Kingdom has a King 	<ul style="list-style-type: none"> I understand that I am a part of the British society
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. Recognise the difference between past and present in their own and others' lives. I know and recount episodes from their own and others' past, saying why it happened. 	<ul style="list-style-type: none"> I can sequence photographs from different parts of their life. Match objects to people of different ages. I can describe an event or family member from their past that is important to remember I can talk about past and present events in their own lives and in the lives of family members. I can talk about some of the things I have observed I can question why things happen and give explanations. I can answer 'how' and 'why' questions about their experiences and in response to events. I can develop my own explanations by connecting ideas and events I can use stories to encourage to distinguish between fact and fiction. 	<p>A long time ago, same/different, change, people, lives, history, artefact, past/now, modern, old, new, touch, see, smell, hear, discuss, questioning, finding out, order, compare</p>

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Year 1		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand that there have been changes within living memory 	<ul style="list-style-type: none"> I understand that the United Kingdom has a government, as well as a King 	<ul style="list-style-type: none"> I understand that the British culture and society have changed over time
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know that drama can explain why people did things in the past I understand the terms then and now I understand that an object can tell me something about the past Use as wide a range of sources as possible I understand that a timeline can show point of time or event. I understand that things happened in the past before I was born 	<ul style="list-style-type: none"> I can begin to describe similarities and differences in artefacts Use a range of sources to find out characteristic features of the past I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) I can sort artefacts from “then” and “now” I can comment on images of familiar situations in the past I can compare and contrast characters from stories that include historical figures I can ask and answer questions related to different sources and objects 	<p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important, Sources</p>



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Year 2		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand that there have been changes beyond living memory 	<ul style="list-style-type: none"> I understand that there have been different rulers of the United Kingdom through time 	<ul style="list-style-type: none"> I understand that British culture and society have changed over time due to significant events and people
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know where specific individuals and events sit in a chronological framework I understand that the past can be represented in different ways I know about events that are significant nationally or globally, or events commemorated through festivals or anniversaries I know about lives of significant individuals eg King Charles III I know about significant events, people and places in their own locality I understand that are different sources and can evaluate their usefulness 	<ul style="list-style-type: none"> I can use a wide vocabulary of everyday historical terms I can ask and answer questions, choosing and using sources to demonstrate knowledge and understanding of key features of events I can make observations and talk about what I can see I can compare and notice similarities and differences between the past and present day I can identify why events and people were important and explain my thinking I can place key events within a chronological framework 	<p>Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p>



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Year 3		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand that time can be organised in to historical periods and ages 	<ul style="list-style-type: none"> I understand that different cultures and societies had different forms of governance 	<ul style="list-style-type: none"> I understand that different cultures and societies have existed during different time periods and ages
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I understand the key differences between any period studied and today. I understand reasons for and results of people's actions understand why people may have had to do something I know about the lives of significant individuals in the past who have contributed to national and international achievements, to be selected from: Florence Nightingale, Neil Armstrong, Queen Victoria, Isambard Kingdom Brunel, Mary Anning I understand that historical sources contain evidence of the past and that some sources are more accurate than others I can place significant events on a timeline that is appropriate to my period of study 	<ul style="list-style-type: none"> I can place the time studied on an appropriate time line I can sequence events or artefacts by time I can use dates related to the passing of time I can find out about everyday lives of people in time studied I can identify and give reasons for different ways in which the past is represented I can look at representations of the period – museum, cartoons etc I can Use a range of sources to find out about a period I can observe small details – artefacts, pictures select and record information relevant to the study I Begin to use the library, e-learning for research ask and answer questions I can Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode 	<p>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence, culture, governance</p>



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Year 4		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand that historical periods and ages can be placed 	<ul style="list-style-type: none"> I understand that different forms of governance have existed within a chronological framework and developed throughout history. 	<ul style="list-style-type: none"> I understand that different cultures and societies have influenced each other throughout history
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> about changes within historical periods and ages and the causes for them – e.g.: The Romans in Britain about the achievements and advancements made within historical periods and ages – e.g.: the building of the pyramids by the Ancient Egyptians, or the development of democracy by the Ancient Greeks I understand Identify key features and events of a studied period I begin to understand links and effects in time studied Begin to identify primary and secondary sources I have a broad understanding of ancient civilisations Begin to evaluate the usefulness of different sources based on their context I know the period in which the study is set 	<ul style="list-style-type: none"> I can consider, select and organize historical information from given sources I can answer historical questions about change, similarity and difference I can use a limited selection of historical terms appropriately I can make observations and comparisons about and between artefacts and sources I can place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD I can use evidence to reconstruct life in time studied I can offer a reasonable explanation for some events I can Look at the evidence available I can use text books and historical knowledge I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can ask a variety of questions use the Library, e-learning for research I can select data and organise it into a data file to answer historical questions 	Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends



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Year 5		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand that periods and ages sometimes affected each other and overlap when placed within a chronological framework 	<ul style="list-style-type: none"> I understand that different forms of governance from the past have influenced the governance of Britain today 	<ul style="list-style-type: none"> I understand that British culture has inherited the culture of others through invasion and migration
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I understand that there are linked between current studies and can make comparisons between different times in history I understand different aspects of the lives of different people i.e. differences between men and women I understand and can Compare an aspect of life with the same aspect in another period compare and contrast ancient civilisations I understand the difference between primary and secondary sources I understand that some sources may show bias I understand that information about an historical event/period will change over time I understand and use appropriate terms, matching dates to people and events 	<ul style="list-style-type: none"> I can Place current study on time line in relation to other studies known and sequence key events of time studied I can use relevant terms and periods labels I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare accounts of events from different sources and state if they are fact or fiction I can offer some reasons for different versions of events I can use evidence to build up a picture of life in time studied I can select relevant sections of information I can confidently use of library, e-learning, research I can place events into a display sorted by theme time I can record and communicate knowledge in different forms I can work independently and in groups showing initiative 	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable



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Year 6		
Concepts (I understand)		
Chronology	Governance	Culture and Society
<ul style="list-style-type: none"> I understand the changes that occurred during key historical periods and ages and the impact of these changes 	<ul style="list-style-type: none"> I understand how forms for British governance have affect other culture's over time 	<ul style="list-style-type: none"> I understand British culture has influenced other cultures and not always for positive reasons
Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> I know that all historical periods and ages studied fit within a secure chronological framework I understand that different countries and societies have been impacted and effected by the advancements and achievements of other periods I know that the accepted understanding of history is change over time and can be affect by the agenda of today i.e generals in WW1, slavery, imperialism I understand and use relevant dates and terms I understand that other peoples/civilisations had their own beliefs, behaviour and characteristics whilst recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied I know about other civilisations beyond European Study (e.g. Benin, Shang Dynasty, Eygpt) I understand that there are different ways of checking the accuracy of interpretations – factor fiction and opinion I understand that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> I can address and sometimes devise historically valid questions about change, cause, similarity, significance and difference I can develop the appropriate use of historical terms I can select from a range of sources and justify decisions in terms of reliability I can compare sources and evidence and evaluate them to include justified opinions Place local, national and world events within a chronological framework, applying knowledge and understanding from previous teaching I can place current study on time line in relation to other studies I can Sequence up to ten events on a time line I can compare beliefs and behaviour with another period studied I can Write another explanation of a past event in terms of cause and effect using evidence to support and Illustrate their explanation Link sources and work out how conclusions were arrived at Confident use of the library etc. for research I can recognise primary and secondary sources and use the appropriate ones to inform a decision or argument 	<p>Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda</p>



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- I know a variety of ways to communicate knowledge and understanding including extended writing.

- I can use a range of sources to find out about an aspect of time past
- I can bring knowledge gathered from several sources together in a fluent account
- I can select aspect of study to make a display
- I can plan and carry out individual investigations