

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1 Pupils should be taught to:

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 sources 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

KS2 Pupils should be taught to:

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. In

planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 9

Intent

At Anderton, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum through Teach Computing and Project Evolve, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT for example writing and presenting as well as exploring art and design using multimedia. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks and email. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also, to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding. At Anderton, we give children access to a wide range of good quality resources and provide cross-curricular opportunities for children to apply their Computing knowledge and skills. Online safety is taught within each Computing lesson as a short starter activity as well as being taught as a unit each year. Online safety procedures are communicated with all staff and parents. We recognise that Computing is no longer included as a separate strand in the Early Years Framework, however we believe that children are exposed to a variety of digital systems and resources through their daily lives and therefore want to support them to become conscientious and confident users of technology. We also ensure that all children know how to protect themselves and stay safe in a digital world.

Impact

The implementation of this curriculum ensures that when children leave Anderton Primary School, they are competent and safe users of ICT with an understanding of how technology works. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing to different challenges going forward.

Key Concepts (Curriculum Overview)

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn		Toys in the Past		Stone Age to Iron Age	Ancient Egypt	Ancient Greece	Ancient Maya
Spring			The Great Fire of London				
Summer		Significant People – Neil Armstrong, Florence Nightingale,		Local History	The Romans	Britain's settlement by Anglo-Saxons & Vikings	Theme Beyond 1066

Skills and Knowledge Progression

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding		Label timelines with words such as: past, present, older and newer Recount changes that have occurred in my own life.	Place events, artefacts and historical figures on a timeline. Begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. Understand and use BCE (Before Common Era)	Place events, artefacts and historical figure on a timeline using dates. Understand and use BCE and CE	use dates accurately in describing events and people. describe the main changes in a period of history. (using terms such as: social, religious, political, technological and cultural).	use dates and terms accurately in describing events and people. describe the main changes in a period of history.
		Significant People Place events, artefacts and people on a timeline Begin to use some dates where appropriate					

<p>Range and depth of historical knowledge</p>	<p>Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.</p>	<p>Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times</p>	<p>Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p>
<p>Interpretations of history</p>	<p>Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p>	<p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research</p>
<p>Historical enquiry</p>	<p>Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Talk to others about what they know about a key person, character, event from the past.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>

Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6