

History at Princess Frederica

Overview

At Princess Frederica the children study a broad and enriching history curriculum. These topics often link into other areas of the children's learning, particularly as a stimulus for extended writing pieces.

In KS1 children learn about famous people and significant events in the past such as the Great Fire of London.

In KS2 the history curriculum aims to develop the children's understanding of chronology, starting with Stone Age Britain in Year 3 travelling through key periods of British history, including the Romans, Anglo-Saxons and Vikings, up to the Victorian era and beyond. Throughout KS2 they also study different ancient civilisations, placing them in time and comparing similarities and differences.

Our history curriculum is enriched by workshops and visits to many of London's wonderful museums. Furthermore in Year 3 and Year 5, residential trips are focused on history (stone-age and Victorians).

Vision

- Pupils will have an understanding of the world and how it has changed over time.
- Pupils understand how our knowledge of the past is constructed from a range of sources.
- They can use these skills to make judgements about events happening in the present.

Intent

By the end of Reception, children should be able to,

- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. (When talking about themselves, their family, characters from stories and figures from the past.)
- Comment on images of familiar situations in the past (using the vocabulary identified above).

By the end of Year 1, children should be able to,

- Ask questions about the past.
- Say why people may have acted the way they did in the past (e.g Why did they pull the houses down during the GfoL?)
- Explain how they know something happened in the past using evidence from a book/photograph/object.
- Recount the main events from a significant event in history (GfoL)
- Order a set of events or sort objects into groups (children order pictures of toys in chronological order).
- Use simple historical terms such as past and present, modern/old (For SEND children this may be verbally describing how something is older or newer)
- Give different examples of how life in the past was similar or different to today (seaside holiday).

By the end of Year 2, children should be able to,

- Recall some facts about people/events before living memory.
- Look at different sources of information to find out about and describe the past (e.g. a newspaper report or a television broadcast for the first space flight).
- Use a simple timeline to place the lives of significant individuals in chronological order (The 'game changers')
- Describe some differences between two periods of history (compare a Victorian hospital under

Florence Nightingale with a modern hospital.)

- Use a simple timeline to place important events (Crimean war, WW1, beginning of the NHS.)
- Communicate ideas about people, objects or events from the past in different ways (e.g. role play using historical nurses costumes or through writing.)

By the end of Year 3, children should be able to,

- Understand that a timeline can be divided into BC and AD.
- Understand how we can learn about the past through different sources of evidence (for SEND this might be 'I know this happened because I saw a picture/object/book').
- Know that people in the past represent events or ideas in different ways (e.g. statues of Emperors might show them differently to how they actually looked so they looked strong/brave.)
- Communicate ideas about the past using different media (e.g. genres of writing, making Roman concrete, diagrams of Roman houses)
- Describe the main changes in a period in History (one aspect of life in Britain e.g. food- using a plate, tools to hunt, cut up food, hunter-gather to farmer lifestyle).
- Ask questions and find answers about the past during group and independent work (including working on group projects during the immersive history based residential.)

By the end of Year 4, children should be able to,

- Use a timeline to place historical events in chronological order as well as from the period studied:
 - showing how the Ancient Egyptian civilisation spans a vast period from the Bronze Age up to the Roman invasion - children build on their use of BC and AD from Year 3
 - or ordering key dates relating to Anglo-Saxon/Viking invasions/kings/battles
- Understand how some historical events occurred concurrently in different locations (e.g. the Bronze Age in Britain with the first Egyptian pyramids.)
- Communicate ideas about the past using different media (e.g. Anglo-Saxon recipes and cooking).
- Choose reliable sources of information to find out about the past. (e.g. How do we know the Vikings didn't wear horned helmets?)
- Describe the way of life of people in the past using a range of sources as evidence (artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.)
- Present findings from own research for history based homework projects (e.g. making an Egyptian artefact for a class museum.)

By the end of Year 5, children should be able to,

- Communicate ideas about the past using different media (e.g. through drama and debate, children make a case for Spartan or Athenian citizenship.)
- Describe how historical events studied affect/influence life today (the legacy/birth of democracy or . how Victorian school reforms affect life today)
- Present findings from independent research (in class and through homework projects.)
- Order significant events, movements and dates on a timeline (e.g. Queen Victoria's death, date of key inventions)
- Explain what they think was the most significant change in the Victorian era (out of cultural/technological/ social reforms).
- Use historical evidence to back up their argument.
- Describe similarities and differences between some people, events and artefacts studied. (Compare and contrast a Victorian school child's life with theirs.)

By the end of Year 6, children should be able to,

- Order significant events, movements and dates on a timeline and give reasons *why* they are significant (e.g. order the key moments of WW1 including historic anniversaries such as the armistice and votes for women)
- Give reasons why there may be different accounts of history (compare sources written from an Allied and German soldier) and evaluate these sources.
- Sort sources into primary and secondary sources (e.g. Letter from a soldier vs a modern text book)

account.)

- Describe how historical events studied affect/influence life today (such as the rights and roles of women and the break up of the British Empire post WWI.)
- Confidently use historical terms covered at this key stage (e.g. empire, cause, consequence)
- Make links between some of the features of past societies (e.g. compare religion, society, technology of the Islamic Golden age. with earlier topics covered in Anglo-Saxons/Vikings c. 900 AD.) For SEND children this might be more general links 'I remember that the Ancient Egyptians used boats to travel along the Nile and so did the Vikings/Ancient Greeks'
- Give reasons why changes may have occurred, backed up by evidence (e.g. advances in medicine/technology.)

Implementation

- Weekly history lessons that make up approximately half the academic year.
- Cross-curricular links are frequently made with different subjects such as Art and DT, science and English.
- Homework projects are often based around the class's history focus and allow for deeper independent research and a creative task.
- Workshops in school, residential trips to places like Ironbridge and day trips to many of London's museums support children's learning in history.

Impact

- Pupils will have a chronologically secure knowledge and understanding of British, local and world history.
- Pupils can make connections between different periods of history and note contrasts and trends over time.
- They can use their enquiry skills to make informed judgements about events happening in the present.

Supporting all learners

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals, overlays or personalised visuals such as focus slides. More able children are encouraged to apply their knowledge with less confident children so they are using and applying. There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with our areas).

Assessment

Children broadly move through the curriculum at the same pace. In lessons, there is an expectation that the teacher focuses on the bottom 20% of the class ensuring they are supported with in the moment and over the shoulder feedback to support them with succeeding. At the end of the unit, progress is measured against the assessment question and against the unit targets which link to the expectations for what children will be able to do by the end of the year.