

Tonwell St Mary's School Curriculum Overview of Intent for History

Overall aims:

We aim for all children to have knowledge of the chronology of British and World History and an understanding of how people's lives have shaped and influenced the way we live today. We aim for all children to ask questions about the past and utilise methods of historical enquiry. Our curriculum is designed to inspire children to think about the past and think and act as historians.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for History in the following ways:

In the Early Years, we begin by looking at change during the lifetime of the child. The EYFS has a balance of pre-planned and pupil-led opportunities for learning about history. The focus is on comparing similarities and differences and encouraging enquiry.

Y1-6 is organised to allow a sense of chronology of knowledge, either within an area of study or across the year of the rolling programme. Every year, we plan for repetition of skills and use of vocabulary. Where possible, children will revisit and build upon their knowledge. These links are shown by the arrows.

Wherever possible, we have a visit or visitors as part of each area of study and include planned opportunities for longer writing in medium term plans.

Our school's local history is explored through links to:

Victorian times (our school first opened in 1858)

Roman times (local Roman roads, Verulamium)

Black History (Abolition of Slavery, ? and Quakers in Hertford)

Tonwell Top Ten: evidence, change, similarities, events, continuity, source, difference, past, significant, cause.

	Autumn Term		Spring Term		Summer Term	
EYFS Years A & B	What has happened to me since I was born? What is my family history?	Why do we have firework night? Why do we wear poppies?	Child-Led	How do eggs become chickens?	Child-Led	Where did my parents/carers/grandparents go on holiday in the past? –
	Past, same, different, now, then, days, weeks, years, change	Past, history, now, then, King, hero,		Similarity, difference, change, days, weeks, life-		Past, history, now, then, similarity, difference, source of evidence

		villain, important, ruler, past history, parliament, government, treason, war, remember		cycle, growth, eggs, hatch, incubate, habitat		
<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Developing an understanding of growth, decay and changes over time. • Looks closely at similarities, differences, patterns and change. 						
KS1 Year A	How did Florence Nightingale change hospitals in the past ?	How did people clean their houses in the past with no electricity? – (Victorian homes and houses)	Did Earnest Shackleton manage to travel to the South Pole?			Why did people use bathing machines at the seaside in the past ? – (Victorian holidays)
	Similarities, differences, significant, history, sources, evidence, eye witness, past, present, before, after, decades, centuries, dates, infection, Crimean War, patient, Red cross, injured, nurse, germs, medicine, Scutari hospital, Turkey, ward, wounded, significant figure, past	Historical enquiry, source of evidence, similarities, differences, change Victorian times, Queen Victoria, 1800s, nineteenth century, artefact, old,	Historical enquiry, source of evidence expedition, explorer, navigation, map, discover, achievement, globe, south pole, leadership, significant figure, past			Historical enquiry, source of evidence, similarities, differences, change recent past, twentieth century, fact, fiction, research, modern, infer, Victorian times, chronological order, etiquette, Victorian values, differences.

		new, past, significant figure				
KS1 Year B		<p>What made Grace Darling so brave? How did Grace Darling save people when she was just a young child? When was the first aeroplane invented?</p>	<p>Why did the Great Fire of London spread so quickly? Why do we call the Great fire of London 'great'?</p>	<p>Who was Queen Victoria and what do we remember her for? When was the first castle built and why?</p>		<p>When did the first spacecraft orbit the Earth? Why did Neil Armstrong say, "That's one small step for man and one giant leap for mankind?"</p>
		<p>inventor, century, source, evidence, similarities, differences, significant, history, eye witness, past, present, before, after, decades, centuries, dates, rescue, survivor. significant figure, past</p>	<p>Similarities, differences, changes, significant, history, sources, evidence, cause, event, past</p>	<p>Source, evidence, King, queen, monarch, reign, invasion, centuries, evidence, Norman, Motte, Bailey, palisade, Windsor Castle, significant figure</p>		<p>Source, evidence, recent past, twentieth century, fact, fiction, research, modern, infer, chronological order, image, photograph, astronaut, Apollo 11, moonwalk, significant figure, past</p>

KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 				
KS2 Year A	Which age had the most important advancements / changes / achievements – Stone Age, Bronze Age or Iron Age?	Why did King Alfred the Great have this title and did he deserve it? (The Anglo-Saxons)	Were the Vikings raiders or traders/settlers? Why are there differing views on the Vikings?		
	archaeologist, historical enquiry, source of evidence , infer, change, similarities, differences, cause , excavation, pre-history, Neolithic, Palaeolithic, Mesolithic, agriculture, tribe, evolve, artefact, hunter-gatherer, nomadic civilization, culture, leisure activities, clothes, way of life, actions, buildings, evidence, question, timeline, chronological order, dates	historical enquiry, source of evidence, change, cause , invasion, settle, manuscript, Old English, excavate, preserved, deduce, site, trench, Bayeux Tapestry, bronze, cremation-pot, East Anglia, Mercia, Offer's Dyke, runes, St Bees, Sutton Hoo, jewellery, Wessex, round house, significant figure	historical enquiry, source of evidence, change, similarities, difference, cause, continuity , journey, migration, invader, settler, explorer, voyage, fact, opinion, interpret, legacy, impact, Dane law, runes, old Norse, hoard, word-hoard, wapentake, settlement, Jorvik, berserker, Scandinavia, colonize, Dane geld, raid, Gods, jarls, thralls, karls, trade,		

KS2 Year B	How did the Romans change Britain? What do you think was the most significant change?		
	Citizen, empire, archaeology , source of evidence, change, continuity , infer, interpret, legacy, impact, army, roads, mythology, Gods, temple, Casear, colleseum gladiator, baths, senate, Rome, significant figure		
KS2 Year C	How were Egyptians mummified and how do we know?	What problems did the Mayans face that could explain their decline?	What do you think has been the most significant legacy of the Ancient Greeks and why?
	Archaeologist, historical enquiry, ancient, source of evidence , infer, civilisation, society, mummification, excavation, hierarchy, hieroglyph, canopic jar, pyramid, Tutankhamun, , pharaoh, Nile, afterlife, sarcophagus, Anubus, Howard Carter, significant figure	Source of evidence, change, cause, social , economic, cultural, political, civilisation, conclusion, nobles, creation, sacrifice, agriculture, astronomy, calendar, Ahahu, astrology, Barcabs, Batab, Birth chart, Cacao, Ceiba, City-state, codex, drought, deforestation.	Historical enquiry, source of evidence, change, similarities , difference, continuity , City state, democracy, citizen, government, architecture, culture, empire, slaves, Olympic, marathon, myth, interpret, legacy, impact. Athens, Sparta, Homer, Hippocrates, architecture, column, slavery – link to Black and local history, significant figure.
KS2 Year D	What would it have been like to attend our school when it first opened in Victorian times?	Was it better to go to school or go to work in Victorian times?	What affect did World War 1 or 2 have on our local area?
	Contrasting, source of evidence, change, similarities , difference , interpret, legacy, impact, church school, log book, diary, transform, duty, underprivileged,	Historical enquiry, source of evidence, change, similarities , difference , Industry, factories, textile, chimney sweeps, mines, street sellers, 1870 Education Act, school's pence, mandatory, significant figure	Sources, evidence, change, similarities, difference , reliability, bias, memorial, civilian, conscription, volunteer, evacuee, blitz, propaganda, commemorate, symbolism, rationing, Jewish, Holocaust, Allies, prejudice,

	peasant, Victorian era, corporal / punishment, equality, chalk and slate,	William Forster.	invade, reserved occupation, significant figure , Hertfordshire Regiment, Alfred Burt.
KS2 Years A, B, C & D revisited objectives	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century , decade, legacy 	

Black History – celebrated from 1st to 31st October yearly

EY

Set up an African or Caribbean café – ask parents to come and help out with cooking (dumplings are always popular). Take photos and make a book. Develop some drama work based on familiar stories, e.g. So Much by Trish Cooke, Handa’s Surprise by Eileen Browne, Not so fast Songololo by Niky Daly Traditional tales (Anansie stories), folk stories, poetry and non-fiction. Some stories lend themselves really well to being told rather than read e.g. Give me my Yam, Jan Blake, Abiyoyo, Pete Seeger (a wonderful, very exciting folk tale) What’s in the Pan Man, Pauline Stewart

KS1: Mary Seacole

KS2:

Study slavery and links to local area

Links to Ancient Greek work in KS2 Year C – Athenians kept slaves. Sparta didn’t – compare and contrast.

Black History Week October Yearly	KS1	KS2
	How did Mary Seacole help during the Crimean War? Why did Florence Nightingale not want Mary to help?	What has our local area got to do with the abolition of slavery?
History vocabulary	Past, history, now, then, similarity, difference, change source of evidence	Significant event, history, sources, evidence , eye witness, letters as evidence, cause, event, change
Topic Vocabulary	Slaves, free born, cholera, Crimean War, British Hotel, hospital, front line, pension.	Thomas Clarkson, Clarkson monument, (The monument to Thomas Clarkson is on the old A10, and the school is approximately 300 metres away, in the village of Thundridge.) Anti-slavery Society, abolition, Abel Smith, Quaker, reform, sugar plantations, slaves, triangular trade.

Further Information:

<https://www.hertsmemories.org.uk/content/category/herts-history/topics/abolition-of-slavery>

<https://www.hertsmemories.org.uk/content/category/herts-history/people/african-caribbean-people-in-herts-before-1830>

Contact: Hertford Achieves.

History Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery Reception	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year group			
Year 1	<ul style="list-style-type: none"> • Retell a simple past event in correct order (e.g. went downslide, hurt finger) • Talk about past and present events in my own life and in the lives of family members • Put up to three objects in chronological order (recent history) Use words and phrases like: old, new and a long time ago • Tell others about things that happened when they were little 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time • Make observations of animals and plants and explain why some things occur, and talk about changes • Appreciate that some famous people have helped our lives be better today • Begin to identify the main differences between old and new objects • Identify objects from the past, such as old toys • Give examples of things that are different in my life from that of my grandparents when they were young 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world • Look closely at similarities, differences, patterns and change • Make observations of animals and plants and explain why some things occur, and talk about changes • Ask and answer questions about old and new objects • Spot old and new things in a picture Answer questions using an artefact/ photograph provided • Give a plausible explanation about what an object was used for in the past
	<ul style="list-style-type: none"> • Recognise that a story that is read to them may have happened a long time ago • Understand that some objects belonged to the past • Retell a familiar story set in the past Explain how they have changed since they were born 	<ul style="list-style-type: none"> • Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago Understand that we have a queen who rules us and that Britain has had a king or queen for many years • Recount the life of someone famous from Britain who lived in the past giving attention to what 	<ul style="list-style-type: none"> • Answer questions using a range of artefacts/ photographs provided • Find out more about a famous person from the past and carry out some research on him or her • Find out something about the past by talking to an older person

		<p>they did earlier and what they did later</p> <ul style="list-style-type: none"> • Explain what is meant by a parliament 	
Year 2	<ul style="list-style-type: none"> • Use words and phrases like: before I was born, when I was younger • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning • Use the words past and present correctly • Use a range of appropriate words and phrases to describe the past • Sequence a set of events in chronological order and give reasons for their order 	<ul style="list-style-type: none"> • Explain how my local area was different in the past • Recount some interesting facts from an historical event, such as where the fire of London started • Explain why Britain has a special history by naming some famous events and some famous people • Explain why someone in the past acted in the way they did 	<ul style="list-style-type: none"> • Answer questions by using a specific source, such as an information book Research the life of a famous Briton from the past using different resources to help them • Research about a famous event that happens in Britain and why it has been happening for some time • Research the life of someone who used to live in their area using the Internet and other sources to find out about them
Year 3	<ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade • Describe events from the past using dates when things happened • Use a timeline within a specific time in history to set out the order things may have happened • Use my mathematical knowledge to work out how long-ago events in recent and local history would have happened 	<ul style="list-style-type: none"> • Appreciate that the early Brits would not have communicated as we do or have eaten as we do • Begin to picture what life would have been like for the early settlers • Suggest why certain events happened as they did in history 	<ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use various sources of evidence to answer questions • Research a specific event from the past then write about this
Year 4	<ul style="list-style-type: none"> • Plot recent history on a timeline using centuries • Place periods of history on a timeline showing periods of time • Use my mathematical skills to work exact time scales and differences as need be 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives • Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences 	<ul style="list-style-type: none"> • Research more than one version of an event and say how they differ • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • Give more than one reason to support an historical argument

	<ul style="list-style-type: none"> • Use dates and historical language in my work • Begin to build up a picture of what main events happened in Britain/ the world during different centuries 	<ul style="list-style-type: none"> • Explain how people who lived in the past cooked and travelled differently and used different weapons from ours • Recognise that the lives of wealthy people were very different from those of poor people • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • Begin to appreciate that how we make decisions has been through a Parliament for some time 	<ul style="list-style-type: none"> • Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out
Year 5	<ul style="list-style-type: none"> • Use dates and historical language in my work • Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc • Place features of historical events and people from past societies and periods in a chronological framework • Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc 	<ul style="list-style-type: none"> • Describe historical events from the different period/s they are studying/have studied • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same • Begin to appreciate that how we make decisions has been through a Parliament for some time • Appreciate that significant events in history have helped shape the country we have today • Gain a good understanding as to how crime and punishment has changes over the years 	<ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question • Appreciate how historical artefacts have helped us understand more about British lives in the present and past • Give more than one reason to support an historical argument • Identify and explain my understanding of propaganda
Year 6	<ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade • Place features of historical events and people from past societies and 	<ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened Summarise how Britain has had a major influence on world history 	<ul style="list-style-type: none"> • Look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint Identify and explain my understanding of propaganda

	<p>periods in a chronological framework Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>	<ul style="list-style-type: none">• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently• Describe features of historical events and people from past societies and periods they have studied• Recognise and describe differences and similarities/ changes and continuity between different periods of history	<ul style="list-style-type: none">• Describe a key event from Britain's past using a range of evidence from different sources• Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out
--	---	---	---