

History

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

We have built our history curriculum around ten knowledge categories, which help our students make links and connect their understanding through the breadth of the curriculum to embed learning in their long-term memory and make their learning meaningful:



These knowledge categories thread through the four threshold concepts, which underpin our teaching. Children will:

- Investigate and interpret the past This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence;
- Build an overview of world history This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society;
- Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places; and
- Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.

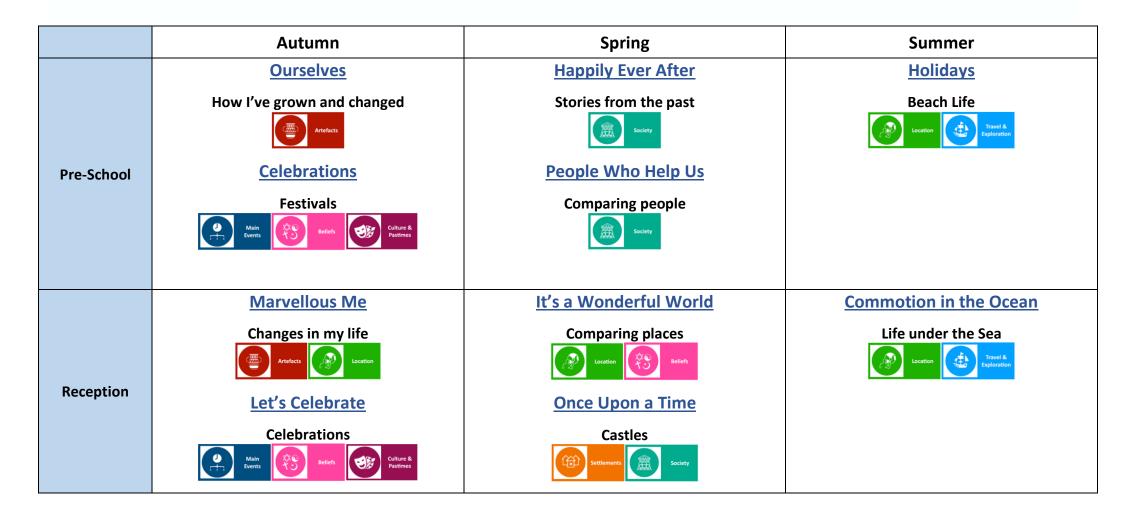
A range of topics are covered to expose pupils, not only to culture but also to situations in which they might not have previous experiences of and this is of paramount importance to their ongoing successes to build on what they understand and know already about who they are and where they come from. Through our creative and engaging curriculum, all children, including those with SEN, will accumulate skills to become life-long learners and become critical thinkers when weighing up evidence about the history of Britain and the wider world.

Our passionate and critical-thinking historians will acquire the skills to have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

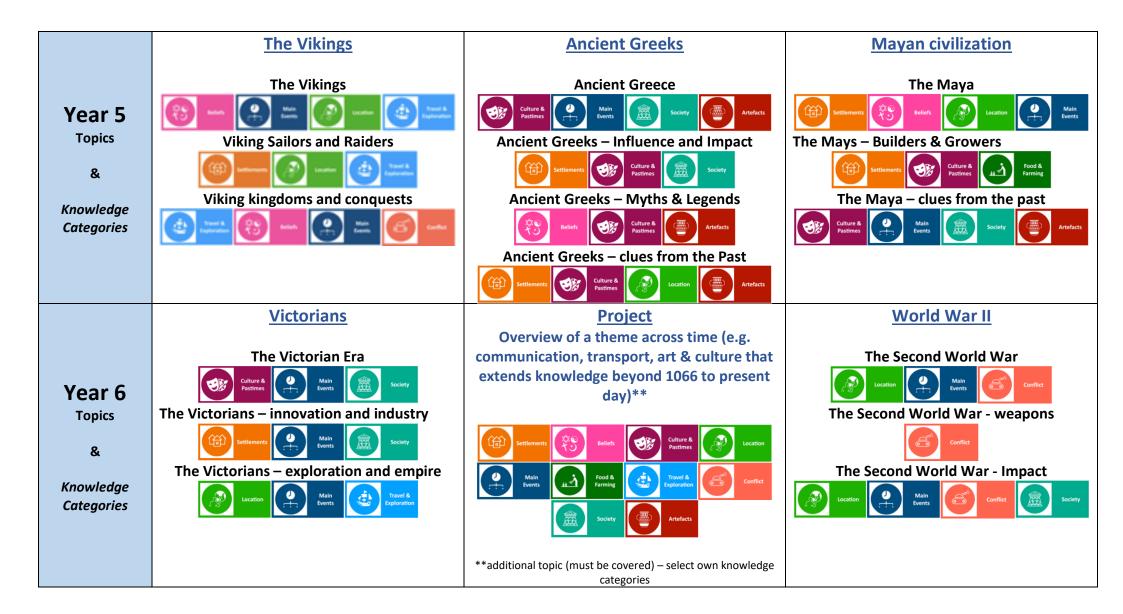
Pupils demonstrate their progress by completing tasks or answering questions of increasing depth, from basic, through advancing to deep. Tasks will be completed through a variety of mediums including written work and multimedia presentations.

CURRICULUM MAP



	Nurses - a comparison	Changes through Time	Space Exploration
Year 1 Topics	Florence Nightingale and Mary Seacole Main Weins Main Edith Cavell Main	Location Main Events Society Artefacts	The Moon Race Location Main Conflict Travel & Neil Armstrong
& Knowledge Categories	Location Main Events Society Conflict		Location Main Events Artofacts
	<u>Guy Fawkes &</u> Rosa Parks (extra black history unit)	Samuel Pepys and the Great Fire of London	<u>Local History – Lichfield</u> (inc Dr Johnson)
Year 2 Topics & Knowledge Categories	Rosa Parks (2 weeks) Verified Mains The Gunpowder Plot (including Guy Fawkes) Verified Mains Verified Main	Artefacts Main Events Location Settlements	Culture & Pastimes Main Pretacts Extension Settlements Settlements Beliefs





Foundation Stage Progression Map

Our Foundation stage team aims to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning.

Knowledge	<u>Skills</u>	<u>Vocabulary</u>
 Passing of time: Time is measured in units. Time has a pattern (days of the week, months of the year) About annual events (birthday, Christmas) How time and events can be sequenced in chronological order from earliest to latest. Things were different in the past. The vocabulary that describes time Historical figures & events: About significant events and people in the past. Historical events and people have a significant place in our history. Sense of Identity: My place in history. There is a past before I was born. Things were different in the past to how they are now. About significant events in my life. 	 Compare similarities and differences. Record findings. Examine evidence and draw conclusions. Remember. Observe. Explore. Ask questions. Enquire. Explain. Describe. Sequence. Use historical vocabulary. 	past present future modern long ago yesterday tomorrow today days months years first next then after before

This lays the foundation for children to progress into Key Stage 1 and beyond. For a full breakdown of the curriculum design in the Foundation Stage, click here.

THRESHOLD CONCEPTS

Each threshold concept (including historical vocabulary) is repeated for two years to ensure it is embedded and improved upon.

Threshold Concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Vocabulary
KS1 Skills/ Knowledge/ Concepts	 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 historical events. 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 dates where appropriate. 	 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. 	Y1 Vocabulary for chronology Long ago Yesterday Then, when, now, last Next before/after First/second Days, months Y2 Vocabulary for chronology Years (dating system) BC/AD CE/BCE Century, period, later Earlier, since Long (after, before) At the same time (as) KS1 Historical Vocabulary Observe Year Artefact Decade Represent Century Past Nation Present Civilisation Future Monarchy Recount Parliament Appropriate Law Recent democracy

Threshold Concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Historical Vocabulary
LKS2 Skills/ Knowledge/ Concepts	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. Give a broad overview of life in Britain from ancient until medieval times. 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. 	 Use appropriate historical vocabulary to communicate, including: dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	Source Evidence Historical source Primary source Account Secondary source Cause Consequence Enquiry Historical enquiry Locality Overview Ancient Medieval Culture BCE CE Social Ethnic Society Change Concept Represent

Threshold Concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Historical Vocabulary
UKS2 Skills/ Knowledge/ Concepts	Demonstrate historical perspective by explaining contrasts and trends in the short and long term. Use precise dates and explain why some are significant (eg transport delay, seasonality).	Sequence and structure complex subjects and themes. Start to suggest reasons for connections over time and across places and cultures. Comment on impact and legacy.	Select, organise and use information from more than once source to construct an informed response and/or opinion. Explain the usefulness and reliability of different sources. To understand how the past is constructed. Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinion. Accurately summarise other people's opinion about the past.	Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).	Suitable Hypothesis Testable Reliable Culture Racial Diverse Characteristic features Analyse Justify Propaganda Bias culture