

Oakdene Primary School



History at Oakdene

Subject Leader: Mrs. C Heskett

Mission Statement

Oakdene - Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The History curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

History at Oakdene

"History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life."

Curriculum and Coverage

The History National Curriculum 2014 is followed at Oakdene Primary School.

Year group	Autumn	Spring	Summer
Reception	<u>Changes</u> How have I changed since I was a baby?	<u>Toys</u> How are my toys different from toys in the past?	<u>Seasons</u> Why do we wear clothes at different times of the year?
Y1	<u>Houses</u> Would you prefer to live in a house from today or long ago?	<u>Rainhill Trials</u> Why were the Rainhill trials an important event and what impact did it have on transport?	<u>Neil Armstrong</u> Who is Neil Armstrong and how did he change the world?
Y2	<u>Great Fire of London</u> How did the Great Fire change London?	<u>Holidays</u> Would I prefer to go on holiday now or in the past?	<u>Christopher Columbus</u> What did Christopher Columbus discover and how did it impact the world we now know?
Y3	<u>Stone Age/Iron Age</u> How did Britain change from the Stone Age to the Iron Age?	<u>Earliest Civilisations</u> What were the achievements of the earliest civilisations?	<u>Egypt - The Pyramids</u> Why are the pyramids significant?
Y4	<u>Ancient Greeks</u> How did the Ancient Greeks influence the western world?	<u>Compare Greeks and Romans</u> Who influenced the Western world more, Greeks and Romans?	<u>St Helens</u> How did St Helens go from the biggest town in England to what it is today?
Y5	<u>Anglo Saxons</u> How were the Anglo Saxons and Vikings able to co- exist?	<u>The Mayans</u> Were the Mayans more advanced than the British Civilisations of that time?	<u>Explorers</u> Which explorers are the most significant and why?
Y6	<u>Liverpool's Impact on World History</u> Has Liverpool had a positive or negative impact on world history?	<u>Women in History</u> How have women become more empowered over time?	<u>Communicate Changes in History</u> How do we communicate information about the past?

Oakdene Milestone Progression for History

Key Learning Concepts	Foundation Stage	Year 1 and 2	Year 3 and 4	Year 5 and 6
To investigate and interpret the past	<p>I can question why things happen and give explanations. (C+E)</p> <p>I can answer why and how questions in response to stories or events.</p> <p>I know that information can be retrieved from books and computers.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past. (S+D)</p> <p>I can ask questions such as: What was it like for people? What happened? How long ago? (S+D)</p> <p>I can use artefacts, pictures, stories, online stores and databases to find out about the past. (S+D)</p> <p>I can identify some different ways the past has been represented. (S+D)</p>	<p>I can use evidence to ask questions and find answers to questions about the past. (C+E)</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why they differ. (S+D)</p> <p>I can suggest causes and consequences of some of the main events and changes in history.(C+E)</p>	<p>I can select suitable sources of evidence to deduce information about the past.</p> <p>I can refine lines of enquiry as appropriate. (C +C)</p> <p>I can use sources of information to form testable hypotheses about the past.</p> <p>I can seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>
To build an overview of World History	<p>I know about similarities and differences between themselves and others and among families, communities and traditions. (C+Ch)</p>	<p>I can describe historical events. (C+E)</p> <p>I can describe significant people from the past. (S)</p> <p>I can recognise that there are reasons why people in the past act as they did. (C+E)</p>	<p>I can describe changes that have happened in the locality throughout history. (C+CH)/(S)</p> <p>I can give a broad overview of life in Britain from Stone Age to Roman times, including aspects of leisure , culture, clothing and homes. (C+CH)</p> <p>I can compare the achievements of the earliest civilizations. (S and D)</p>	<p>I can identify continuity and change in the local area.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society. (S + D)</p> <p>I can give a broad overview of life in Britain in Anglo - Saxon and Viking times.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (S + D)</p>

				I can compare some of the times studied with those of the other areas of interest around the world.
To understand chronology	<p>Talk about past and present events in their own lives and the lives of family members.(S+D)</p> <p>Order and sequence familiar events</p> <p>Label timelines with long ago/old, now/new</p> <p>Describe main story settings, events and characters.</p>	<p>I can place events and artefacts in order on a time line.</p> <p>I can label time lines with words or phrases such as: past, present, older and newer.</p> <p>I can recount changes that have occurs in my own life. (C+Ch)</p> <p>I can use dates where appropriate.</p>	<p>I can create a timeline of a period of history and place events, artefacts and historical figures on it.</p> <p>I can use appropriate chronological conventions eg BC AD</p> <p>I can use dates and terms to describe events. (S)</p>	<p>I can describe the main changes in a period of history. (S)</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can understand the concepts of continuity and change over time representing them with evidence on a timeline. (C + Ch)</p> <p>I can use dates and terms accurately in describing events. (S)</p>
To communicate historically	<p>Use everyday language related to time</p> <p>Extend vocabulary exploring meanings of new words.</p> <p>Recognise and describe special times or events for family and friends (S)</p>	<p>I can 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. (S+D)</p> <p>I can show an understanding of the concept of nation and a nation's history. (C+Ch)</p> <p>I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. (S+D)</p>	<p>I can use appropriate historical vocabulary to communicate effectively.</p> <p>I can apply literacy, numeracy and computing skills to communicate information about the past.</p>	<p>I can use appropriate historical vocabulary to communicate:</p> <ul style="list-style-type: none"> • Continuity • Century • Decade • Legacy <p>I can use a range of more complex skills learnt in other subjects in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>

Key identifying:- key historical concepts - C+CH- continuity and change C+E- cause and effect S+D- similarities and differences S- significance

HISTORY VOCABULARY

YR	Today, tomorrow, yesterday, day, week, month ,last year, timeline, old, new, then, now Why? How?
Y1	long ago, before, decade, , modern, sequence, similar, different, ,artefact , local area, historical event, Rainhill trials, Rainhill Rocket, Sans Pareil, Lion,Novelty, Armstrong, America, space, rocket, moon landing, What? When? Where?
Y2	present, past, future, when grandparents were young, before/after, date order, , chronological order, source, , eye witness account, evidence , Edwardian, Victorian, steam train, seaside holiday, beach, Ferris wheel, Punch & Judy show, beach hut, pier, swimming costume, ice cream, rock historians, experts, letters, newspapers, websites, Century, The Gunpowder Plot, Parliament , King James , Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys, diary, Christopher Wren, St Paul's Cathedral, monument, Britain explorers, Columbus, travel encounter impact significant, pioneer, Who?
Y3	chronological order era/period, BC AD , ancient, timeline, period, Stone Age, Iron Age, Neolithic, Bronze Age, hunter-gatherer ,archeology, nomad, peasant, Stonehenge, hill, forts sacrifice Britons nomad/nomadic Ancient Egyptians Egyptologist outpost colony gods/goddesses, Cleopatra, museum ,pharoh,tomb,pyramid, hieroglyphics, mummy, Tutankhamun
Y4	first hand evidence second hand evidence, thousands of years Stone Age Iron Age Celts Boudicca Romans invasion civilisation kingdoms Emperor Caesar republic empire army/soldiers resistance conquest revolt , first civilisations flood fertile agriculture empire invasion civilisation settlers migration settlements conversion Sparta Athens culture achievements legacy democracy impact effects consequences change continuity cause/s infer suggest archaeologist Ancient Greece The Ancient Greeks, philosophy , Athenians , Spartans , democracy ,Olympics , plague , truce, Zeus , loincloth , Apollo , temple ' Local area History, St Helens, coal, mining, glass, manufacture, Pilkingtons
Y5	Version, historical argument ,point of view, weigh up, both sides, on one hand, primary evidence, secondary evidence, eye witness, this source suggests that... ,this source doesn't show that... effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer, historian The Saxons The Vikings, Norse , raids, vicious , longship , Scandanavia The Ancient Maya, Central America, Mexico, empire, Codex, Chichen Itza, cacao ajaw, Kukulcán, pok-ol-pok, huipil, kin, uinal, Popol ,Vuh
Y6	Decade, century, legacy, extent of change... extent of continuity... turning point, impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology, Monarchy, execution