



History

Our Vision

Our history curriculum incorporates the statutory elements of the National Curriculum with the principles of Townlands vision – A journey of learning in the light of God's love. Whether in KS1 or KS2, history at Townlands Primary Academy teaches children the historical knowledge and transferable skills to become analytical thinkers and confident communicators, who are curious about the past and how it links to their futures.

National Curriculum Aims

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

- know and understand the history of the UK 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 idiocies 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.

Progression of History throughout the school

Key stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms.

They will ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in Leicestershire

Key stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and devise historically valid questions about change, cause, similarity and difference. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

History – Topics per Year

Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Topics	Being Me in My World Night and Day Dangerous Dinosaurs Once Upon a Time Out and About in the Local Community Big Wide World, Transport and Travel	How am I making History? Know the difference between past and present in their own life. Historical link with a Geography unit- What is it like here? Local historical study: Boot & Shoe industry. How have toys changed? Toys through time - Find answers to questions about the past, through toys. What is a monarch? Learning about the royal family and how monarchy started.	Why did this Great Fire burn so many more houses than other fires? Great Fire of London & Samuel Pepys. How did we learn to fly? Significant figures in the history of flight.	Would you rather live in the Stone Age, Bronze age or Iron Age? Changes in Britain from: The Stone Age, Bronze Age to the Iron Age. (Leicestershire having Bronze Age and Iron Age Settlements). Why did the Roman's settle in Britain? Roman Empire and the impact on Britain. (Leicester being a Roman city and Leicestershire having Roman evidence of settlements).	What did the Ancient Egyptians believe? Ancient Egyptians – achievements of the earliest civilisations. How hard was it to invade and settle in Britain? Britain's settlement by the Anglo-Saxons. Were the Vikings raiders, traders or settlers? The Viking struggles for the Kingdom of England.	How was life in Tudor England? The reign of King Henry VIII. Links to Local history: Lady Jane Grey (Bradgate Park). What can the census tell us about local areas? Links to the past of Victorian working children, women's lives and our local area.	What was the impact of World War II on the people of Britain? The impact of the Blitz and how evacuation changed lives. What is the legacy of the Ancient Greek civilisation? Ancient Greeks – (learning about those who have made important discoveries and their influence on the western world).

				Consider impact on our lives today.			
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History – Substantive Knowledge Strand

Chronological Understanding

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	- Talk about past and present events in own lives and in the lives of family members. - Uses words now, past, yesterday, days of the week.	- Sequence some events or 2 related objects in order. - Uses words and phrases: old, new, young, days, and months. - Remember parts of stories and memories about the past.	- Recount changes in own life over time. - Puts 3 people, events or objects in order using a given scale. - Uses words and phrases such as recently, before, after, now, and later. - Uses past and present when telling others about an event.	- Uses timelines to place events in order. - Understands timeline can be divided into BC and AD. - Uses words and phrases: century and decade.	- Uses words and phrases: century, decade, BC, AD, after, before, during. - Divides recent history into present, using century, and the past. - Name and places, dates of significant events, from the past on a timeline.	- Uses timelines to place and sequence local, national and international events. - Sequences historical periods, using 15th, 16th, 17th century. - Describes events using words and phrases such as: century, decade, BC, AD, after, before and during, Tudors, Stuarts, Victorians, era, and period. - Identifies changes within and across	- Uses timelines to place events, periods and cultural movements from around the world. - Uses timelines to demonstrate changes and developments in culture, technology, religion and society. - Uses these key periods as reference points: BC, AD, Romans, Anglo Saxons, Tudors, Victorians and Today.

						historical periods.	• Describes main changes in a period in history using words such as; social, religious, political, democratic, technological and cultural. • Names date of any significant event studied from past and place it correctly on a timeline.
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History – Substantive Knowledge Strand

Knowledge and understanding of past events, people and changes in the past.

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of past events, people and changes in the past	Remember and talk about celebrations and special events in their families.	Tell the difference between past and present in own and other people's lives.	- Uses information to describe the past. - Uses information to describe differences between then and now. - Recount main events from a significant in history. - Uses evidence to explain reasons why people in	- Uses evidence to describe the past: <i>Houses and settlements.</i> <i>Culture and leisure activities.</i> <i>Clothes, way of life and actions of people.</i> <i>Buildings and their uses.</i> <i>People's beliefs and attitudes.</i> <i>Things of importance to people.</i>	- Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. - Gives reasons why changes in <i>houses, culture, leisure, clothes,</i>	- Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. - Gives some causes and consequences of the main events, situations and changes in the period studied. - Identifies changes and links within and	- Chooses reliable sources of factual evidence to describe: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes</i> <i>Way of life</i> <i>Actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs</i> <i>Religion and attitudes</i>

			the past acted as they did.	• <i>Differences between the lives of rich and poor.</i> • Uses evidence to find out how any of these may have changed during a time period. • Describe similarities and differences between people, events and objects.	<i>buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</i> • Describe how some of the past events/people affect life today.	across the time period studied.	• <i>Things of importance of people</i> • <i>Differences between lives of rich and poor</i> • Identifies how any of the above may have changed over a time period. • Gives own reasons why changes may have occurred, backed up with evidence. • Describe similarities and differences between some events and objects studied. • Describes how some changes affect life today. • Makes links between some features of past societies.
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History – Disciplinary Strand

Historical Enquiry

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Talk about special events in their lives.	Finds answers to simple questions about the past from sources of information, e.g. pictures and stories.	- Looks carefully at pictures or objects to find information about the past. - Asks and answers questions such as: <i>What was it like for a ...?</i> <i>What happened in the past ...?</i> <i>How long ago did ... happen?</i>	- Uses printed sources: internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks questions such as: <i>How did people ...?</i>	- Understands the difference between primary and secondary sources of evidence. - Uses documents, printed sources, internet, data bases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Uses documents, printed sources, internet, data bases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	- Identifies and uses different sources of information and artefacts. - Evaluates the usefulness and accurateness of different sources of evidence. - Selects the most appropriate source of

			Estimates the ages of people by studying and describing their features.	<i>What did people do for ...?</i> - Suggest sources of evidence to use to help answer questions.	historic buildings and visits to collect information about the past. - Asks questions such as: <i>What was it like for a ... during ...?</i> - Suggests sources of evidence from a selection provided to use and help answer questions.	- Asks a range of questions about the past. - Chooses reliable sources of evidence to answer questions. - Realises that there is often not a single answer to historical questions.	evidence for tasks. Forms own opinions about historical events from a range of sources.
Questioning	Ask questions about the differences that have been noticed.	Asking 'how' and 'why' questions based on evidence they have noticed.	- Asking a range of questions. - Understanding the importance of questioning in history.	- Understanding how historical enquiry questions are structured. - Creating historically valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.		- Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. - Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? - Creating a hypothesis to base an enquiry on. - Asking questions about the interpretations, viewpoints and perspectives help by others.	
Organisation and communication of findings	Talk about past and present events.	- Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, and writing, talking). - Writes own date of birth.	- Describes objects, people and events. - Write simple stories and recounts about the past. - Draws labelled diagrams and writes about	- Presents findings about the past using speaking, writing, ICT and drawing skills. - Uses dates and terms with increasing accuracy. - Discusses different ways of presenting different information for different purposes. - Presents findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.		- Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. - Chooses most appropriate way to present information to an audience - Makes use of different ways of presenting information. - Presents information in the most appropriate way (e.g. written	

			them to tell others about people, events and objects from the past.	• Uses dates and terms correctly. • Discusses most appropriate way to present information realising that it is for an audience. • Uses subject specific words such as settlement, invader (tier 3)	explanation, tables, charts, labelled diagrams).
Making connections	• Make simple observations about the past.	• Making simple inferences from a source.	• Making links across a unit. • Using sources to explain links.	• Understanding that there are different ways to interpret evidence. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period, of time, cultures or groups. Asking the question “How do we know?”	• Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Challenging existing interpretations of the past using interpretations of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Beginning to interpret simple statistical sources
Drawing conclusions	• Make simple observations about photographs from the past.	• Using sources to answer questions. • Making observations from the past from a simple source.	• Evaluating the usefulness of a source. • Selecting information from a given source to answer questions. • Identifying a primary source.	• Using a range of sources to construct knowledge of the past. Defining the terms ‘source’ and ‘evidence’. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Reaching conclusions that are substantiated by historical evidence.	• Evaluating conclusions and identifying ways to improve conclusions • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising ‘gaps’ in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the

					ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
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History – Disciplinary Strand

Disciplinary concepts

Skills	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Change and Continuity	- Being aware of changes that happen throughout the year (e.g. seasons, nature). - To know that the environment	- Being aware that some things have changed, and some have stayed the same in their own lives. - Describing simple changes and	- Recognising some things which have changed / stayed the same as the past. - Identifying simple reasons for changes.	- Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity.	- Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes

	around us changes as time passes.	ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • To know that people change as they grow older. • To know that throughout someone's lifetime, some things will change, and some things will stay the same. • To know that everyday objects have changed over time	• To know that daily life has changed over time but that there are some similarities to life today.	• Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade	within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity • To know that change can be brought about by conflict. • To know that change can be traced using the census.
Cause and Consequence	• Experiencing cause and effect in play - achieve through continuous provision.	• Asking why things happen and beginning to explain why with support. • To know that everyday objects have changed as new materials have been invented.	• Asking questions about why people did things, why events happened and what happened as a result. • Recognising why people did things, why events happened and	• Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • To know that the actions of people can be the cause of change. • To know that advancements in science and technology can be the cause of change.	• Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • To know that members of society standing up for their rights can be the cause of change.

			what happened as a result. To know that changes may come about because of improvements in technology.		
Similarities and differences	- Beginning to recognise similarities and differences between the past and today. - Using photographs and stories to compare the past with the present day.	- Beginning to look for similarities and differences over time in their own lives - To know that there are similarities and differences between their lives today and their lives in the past. - To know some similarities and differences between the past and their own lives. - To know that people celebrate special events in different ways. - To know that everyday objects have similarities and differences with those used for the same purpose in the past	- Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. - Making comparisons with their own lives - To know that there are explanations for similarities and differences between children's lives now and in the past.	- Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. Describing change throughout time.

Historical Significance	- Recalling special people in their own lives. - To know the names of people that are significant to their own lives.	- Recalling special events in their own lives - To know that some people and events are considered more 'special' or significant than others.	- Discussing who was important in a historical event. - To know that some events are more significant than others. - To know the impact of a historical event on society. - To know that 'historically significant' people are those who changed many people's lives	- Recalling some important people and events. - Identifying who is important in historical sources and accounts. - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	- Identifying significant people and events across different time periods. - Comparing significant people and events across different time periods. - Explain the significance of events, people and developments. - To know how historians select criteria for significance and that this changes.
Sources of Evidence	- Using photographs and stories to compare the past with the present day. - Using stories and non-fiction books to find out about life in the past. - To know that stories and books can tell us about the past.	- Using artefacts, photographs and visits to museums to answer simple questions about the past. - Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. - To know that photographs can tell us about the past.	- Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source	- Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying sources which are influenced by the personal beliefs of the author. - To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	- Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Describing how secondary sources are influenced by the beliefs, cultures and time of the author. - To know that a census is carried out every ten years and is an official survey of the population which records every person living

		- To know that we can find out about the past by asking people who were there. - To know that artefacts can tell us about the past. - To know that we remember some (but not all) of the events that we have lived through.	- To know that we can find out about how places have changed by looking at maps. - To know that historians use evidence from sources to find out more about the past.		in a household on a specific date. - To understand the types of information that can be extracted from the census. - To understand that inventories are useful sources of evidence to find out about people from the past. - To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. - To understand how to compare different census extracts by analysing the entries in individual columns. - To know that the most reliable sources are primary sources which were created for official purposes.
Historical interpretation	- Listen to stories from the past and recall simple facts. - Recognising that different members of the class may notice different things in photographs from the past - To begin to understand that the past can be represented in	- Begins to identify and recounts some details from the past from sources, e.g. pictures, stories. - Beginning to identify different ways to represent the past (e.g. photos, stories). - Developing their own interpretations from historical artefacts.	- Looks at books and pictures (eyewitness accounts, photos, artefacts, buildings, visits and the internet). - Understands why some people in the past did things. - Recognising different ways in which the past is represented (including eye-witness accounts).	- Looks at two versions of the same event and identified differences in the accounts. - Gives reasons why there may be different accounts of history. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - To know that archaeological evidence has limitations: it does not give all the answers or tell us	- Looks at different versions of the same event and identifies differences in the accounts. - Gives clear reasons why there may be different accounts of history. - Knows that people now and in the past can represent events or ideas in ways that persuade others. - Understands that the past has been represented in different ways. - Suggests accurate and plausible reasons for how and why aspects of the past have been

	photographs and drawings.		• Comparing pictures or photographs of people or events in the past. • Developing their own interpretations from photographs and written sources • To know that the past is represented in different ways	about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence.	represented and interpreted in different ways. • Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Addressing and devising historically valid questions. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.
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