

Primary Specification



History

Contents:

- Rationale**
- National Curriculum and Subject 3Is**
- Summary of Subject Content**
- Year Descriptors**
- Scheme of Assessment**
- Assessment Criteria**

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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

- know and understand the history of these islands 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 follies 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

	Objectives
KS1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p>

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

KS2

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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

HISTORY INTENT

At Farington we are committed to delivering a Humanities curriculum which provides all children the opportunity to gain a wider understanding of the world in which they live. Teachers deliver a high quality, progressive curriculum which encourages children to ask questions, carry out research and investigate how the world has changed over time.

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Farington, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

HISTORY IMPLEMENTATION

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that the children develop progressive skills of a historian throughout their time at Farington and do not just learn a series of facts about the past. In History, pupils at Farington, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

HISTORY IMPACT

By the time the children at Farington leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate 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, forming 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 judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Summary of Subject Content

The history curriculum is dependent on chronological understanding, where pupils grasp a sound understanding of chronology through a real sense of time, period and narrative. It encompasses local, national and international history including how they relate to one another. History topics in KS2 are taught in order of chronology according to **British history**, alongside the achievements of the earliest civilizations, a study of Greek life and a non-European society that provides contrasts with British history.

Year 1	<i>Events beyond living memory</i> Great Fire of London	<i>Life of a significant individual</i> Florence Nightingale	<i>Changes within living memory</i> Toys and Seaside
Year 2	<i>Significant historical events, people and places in own locality</i> Bashall & Boardman	<i>Events beyond living memory</i> Titanic	<i>Life of a significant individual</i> Ernest Shackleton
Year 3	Stone Age	Iron Age	Romans
Year 4	Anglo-Saxons and Vikings	Ancient Egypt	Normans
Year 5	Local History – Leyland / Farington	Ancient Greece	Tudors
Year 6	Victorians – Children through the ages summary	World War 1 & 2 - Evolution of war summary	Mayans

Stage Descriptors

EYFS

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1

Use words and phrases like; a long time ago, before I was born, last week, when I was younger, yesterday, new, old, object, photograph, before, after, next, now, past, present, during, modern, recent, diary, event, museum, timeline

Recognise that some objects belonged to the past

Ask questions about old and new objects

Answer simple historical questions

Recognise similarities and differences such as here/there and then/now involving situations and other sources

Draw some simple conclusions about sources such as what an artefact was used for

Understand that the people and events I study fit within a chronological timeline

Know some ways in which we find out about the past and identify different ways in which the past is represented.

Recount the life of someone significant who lived in the past, explaining how they had an impact on others lives

Compare aspects of life from two periods of time

Describe an historical place, event or person from my own locality

Understand and discuss changes within living memory

LKS2

Use appropriate historical vocabulary to communicate, including; ancient, BC/AD, century, era, decade, chronology/chronologically, archaeology/archaeologist, architecture, evidence, artefact, source, civilisation, empire, conquest, enemies, invade, settle, enquiry, evaluate and conclusion

Use a timeline within a specific period of history to set out the order that things may have happened

Plot events on a timeline covering the periods studied

Describe events from the past using dates when things happened

Explain some of the times when Britain has been invaded

Draw information from different sources to find similarities and differences between two or more periods of history

Use research skills to answer specific historical questions

Compare modern day Britain to the past making connections and comparisons

Explain how historic items and artefacts can be used to help build up a picture of life in the past

Explain how an event from the past has shaped our life today

UKS2

Use appropriate vocabulary to communicate, including; change, period, citizen, continuity, cultural, legacy, monarchy, peasantry, social, democracy, government, parliament, political, excavate, interpretation, reliability, immigration, perspective, propaganda, analyse, hypotheses.

Identify and explain differences, similarities and changes between different periods in history

Construct a timeline with different historical periods showing key historical events and lives of significant people

Research two versions of an event and explain how it can differ

Detect change and continuity and comment on these

Describe the social, ethnic, cultural or religious diversity of past society

Explain how parliament affects decision making in England and compare it to a past society.

Use sources to form an argument and justify my conclusions about life in a past society.

Use original ways to present information and ideas

Summarise how Britain has had a major influence on the world

Summarise how Britain may have learned from other countries and civilisations

Place features of historical events and people from the past societies and periods in a chronological framework

Summarise the main events from a period in history, explaining the order of events and what happened.

Identify and explain propaganda

Describe the features of historical events and way of life from periods I have studied; presenting to an audience

Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

