



St. Teresa's R.C. Primary School

Subject Statement of Intent for: History

It is our intent that the history element of our curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and inspire pupils' curiosity to know more about the past. As our pupils progress they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want 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. They will have a thorough understanding of chronology and how the periods studied relate to one another across time and places.

	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	<p><i>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events.</i></p>	<p>Understand and use the words past and present when telling others about an event. Recount changes in own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given. Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from period studied.</p>	<p>Order significant events and dates on a timeline. Use historical vocabulary e.g. century, decade. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe the main changes in a period in history.</p>	<p>Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary such as 'social', 'religious', 'political', 'technological' and 'cultural'</p>	<p>Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>

Knowledge and understanding of events, people and changes in the past	<p>Recall some facts about people /events before living memory. Say why people may have acted the way they did. Tell the difference between past and present in their own and other people's lives.</p>	<p>Use information to describe the past. Describe the differences between then and now. Look at evidence to give reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Identify similarities and differences between periods.</p>	<p>Use evidence to describe the past e.g. houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes. Things of importance to people. Differences between lives of rich and poor. Use evidence to find out how any of these may have changed during a time period. Describe similarities and differences between people, events and objects. Show changes on a timeline.</p>	<p>Use evidence to find out how any of these may have changed during a time period. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today e.g. Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, Things of importance to people. Differences between lives of rich and poor.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied. Choose reliable sources of information to find out about the past.</p>	<p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identify how any of above may have changed during a time period. Give own reasons why changes may have occurred, backed up with evidence. Show identified changes on a timeline. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today. Make links between some features of past societies.(e.g. religion, houses, society, technology.)</p>
------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Historical Interpretation	<p>Look at books, videos, photographs and artefacts to find out about the past. Begin to identify and recount some details about the past from sources. e.g. pictures, stories.</p> <p>Identify similarities and differences in artefacts. Begin to identify different ways in which the past is represented (e.g. photos, stories, adults talking about the past.)</p>	<p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Use evidence to explain reasons why people in the past acted as they did. Compare pictures or photographs of events in the past.</p>	<p>Explore the idea that there are different accounts of history. Look at two versions of the same event and identify differences. Evaluate sources in terms of their usefulness.</p>	<p>Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Give reasons why there may be different accounts of history. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Evaluate evidence to choose the most reliable forms.</p>	<p>Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know that people both in the past have a point of view and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Evaluate evidence to choose the most reliable forms.</p>
Historical Enquiry	<p>Identify different ways in which the past is represented. Find answers to simple questions about the past from sources of information. Explore events, look at pictures and ask questions i.e. “Which things are old and which things are new?” or “What were they used for?” and try to answer. Use as wide a range of sources as possible.</p>	<p>Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Ask and answer questions such as “What was It like for a...?” “How long ago did... happen?”</p>	<p>Use evidence to start to generate own questions about the past. Know what a historical question looks like. Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.` Ask questions and find answers about the past.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions such as ‘how did people? What did people do for?’ Suggest sources of evidence to use to help answer questions.</p>	<p>Understand the difference between primary and secondary sources of evidence. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask questions such as ‘what was it like for a during?’ Suggest sources of evidence from a selection provided to use to help answer questions, realising that there is often not a single answer to historical questions.</p>	<p>Identify and use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Form own opinion about historical events from a range of sources Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer</p>

Organisation and Communication	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking.)</p>	<p>Describe objects, people or events in history. Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama-role play, storytelling and using ICT. Use dates and times with increasing accuracy. Discuss different ways of presenting information for different purposes.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.</p>	<p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words such as monarch, settlement, invader.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, datahandling, drama role-play, storytelling and using ICT. Plan and present a selfdirected project or research about the studied period.</p>	<p>Make accurate use of specific dates and terms.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</p> <p>Plan and present a selfdirected project or research about the studied period.</p>
Vocabulary.	<p>Use words and phrases such as: yesterday, last week, before I was born when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, when my parents/carers were young, past/present, before, after, old, new, history, evidence, sequence, museum, recently, oldest, youngest, younger, older, historian, historical,</p>	<p>recently, oldest, youngest, younger, older, historian, historical, next, then, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.</p>	<p>Century, decade, BC/AD/CE, civilisation, in the ... century, in the ... decade, first hand account, era, date, time period, chronology, chronologically, chronological, change, source, evidence,</p>	<p>Use historical vocabulary e.g. century, decade.</p>		