



Subject: History at Denton CP School Statement of Intention

- From the beginning of school, children will develop historical thought through investigating life beyond their living memory.
 - Through the use of artefacts, visits, visitors, drama and experiential activities children will develop their empathy and knowledge of history.
 - History teaching and learning will ensure pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
 - The focus in all our teaching will be for children to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. The curriculum is planned so that all topics are linked into a timeline, to grow the understanding of historical narrative.
 - As children go through school they will also know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; empires and characteristic features of past non-European societies.
 - Teaching will tackle understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' and teach 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.
 - Children will be taught to 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.
- **Aims: Children will leave Denton CP School with an understanding of how their lives are affected by the events of the past; a knowledge of the sequence of key events; an understanding of historical concepts; an ability to question sources and accounts and an enjoyment of history.**

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events or objects in chronological order (B5/6)	Sequence artefacts closer together in time (B5/6) Sequence events (B5/6) Sequence photos etc from different periods of their life (B5/6) Describe memories of key events in lives (B5/6)	Place the time studied on a time line Sequence events or artefacts use dates related to the passing of time	Place events from period studied on a time line Use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels relate current studies to previous studies Make comparisons between different times in history	Place current study on time line in relation to other studies (B5/6) Use relevant dates and terms (B5/6) Sequence up to ten events on a time line (B5/6)
Range and depth of historical knowledge	Begin to describe similarities and differences in artefacts (B5/6) Drama – why people did things in the past Use a range of sources to find out characteristic features of the past (B5/6)	Find out about people and events in other times (B5/6) Collections of artefacts – confidently describe similarities and differences Drama – develop empathy and understanding (hot seating, sp. and listening)	Find out about everyday lives of people in time studied Compare with our life today identify reasons for and results of people’s actions Understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	Study different aspects of life of different people – differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied (B5/6) Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (B5/6) Know key dates, characters and events of time studied (B5/6) Compare and contrast ancient civilisations
Interpretations of history	Begin to identify different ways to represent the past (e.g. photos, stories,	Compare pictures or photographs of people or events in the past	Identify and give reasons for different ways in which the past is represented	Look at the evidence available	Compare accounts of events from different sources. Fact or fiction	Link sources and work out how conclusions were arrived at

	adults talking about the past) (photos, BBC website) (B5/6)	(B5/6) Able to identify different ways to represent the past (B5/6)	Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons etc	Begin to evaluate the usefulness of different sources Use of text books and historical knowledge	Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions (B5/6) Confident use of the library etc. for research
Historical enquiry	Sort artefacts “then” and “now” (B5/6) Use as wide a range of sources as possible (B5/6) Speaking and listening (links to literacy) (B5/6) Ask and answer questions related to different (B5/6)	Use a source – why, what, who, how, where to ask questions and find answers (B5/6) Sequence a collection of artefacts Use of time lines discuss the effectiveness of sources (B5/6)	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library, e-learning for research Ask and answer questions	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library, e-learning for research	Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of library, e-learning, research	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out (B5/6) Bring knowledge gathering from several sources together in a fluent account
Organisation and communication	Time lines (3D with objects/ sequential pictures) drawing (B5/6) Drama/role play (B5/6) Writing (reports, labelling, simple recount) ICT (B5/6)	Class display/ museum Annotated photographs (B5/6) ICT	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Select data and organise it into a data file to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independently and in groups	Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms · work independently and in groups showing initiative	Select aspect of study to make a display (B5/6) Use a variety of ways to communicate knowledge and understanding including extended writing (B5/6) Plan and carry out individual investigations