



Shinewater Primary School

# History

Swale Academies Trust

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# Intent



It is our aim that children leave Shinewater with a passion for history, as well as an understanding of their place in the world.

The history curriculum at Shinewater makes full use of resources within the immediate and wider local area. The pupils are taught to be historians and to develop a deep understanding of the rich history of their locality, from the Bronze Age works at Shinewater Park, to the rich history of Pevensey Castle and the adventures of Ernest Shackleton from Eastbourne.

As the children become increasingly secure in their understanding of place and time, we introduce them to history in the wider world from the Ancient Greeks, who seeded the concepts and values that are the pillars of our society, to the Egyptians and the Mayans, who developed separately and whose achievements are equally celebrated.

Our teachers weave diversity through learning by highlighting, for example, the role of women (not only in Viking society but also in Britain during World War 2), the impact of invasion on an indigenous population (Roman Britain) and the defence of British values in World War 2.

# Intent

Our Learning Adventures cover a wide range of historical studies and the history curriculum at Shinewater is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Shinewater aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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.



# Implementation

History is taught through “Learning Adventures” throughout the year. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day, the role visitors (Romans, Anglo Saxons and Vikings) to these islands have played in their development and the impact on Britain in the wider world (Ernest Shackleton, World War 2). They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians, as well as World War 1 and World War 2, with a focus on the impact on the lives of people in Eastbourne in the 1940s.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. Teachers provide pupils with extensive enrichment opportunities, such as using Virtual Reality (VR), trips, speakers and reenactors from groups, such as Hands on History. Consideration is given to how learners learn and pupils are given the opportunity to present their research and learning in a variety of ways. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge, skills and understanding.

The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance, which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year. In addition to this, we offer our pupils the opportunity to participate in the Swale Scholars history programme, which is designed to make pupils think and ask those deeper questions about the past.



# Impact

Pupils will have a knowledge and understanding of:

- A sense of time and place – with a coherent, chronological understanding
- Cause and consequence
- Continuity and change
- Historical interpretation
- Historical context
- Appreciating diversity including the nature of the British Isles and the contributions of the people's have visited



Pupils will be able to:

- Effectively use a range of artefacts and sources, analyse nature, origin, purpose, utility, accuracy and reliability – how do we know this?
- Consider causation and significance of key events
- Utilise opportunities outside the classroom including home learning to enrich experience
- Learn without limits, making cross-curricular links to secure application and mastery.
- Begin to understand the complexities of history and the lessons that can be learnt from it

Emphasis is placed on analytical thinking and “Big Thinking” questioning, which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world so that they are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement about Britain’s contribution to world history.

# Skills Progression- Year 1

|                                |   |   |  |
|--------------------------------|---|---|--|
| KS1 Subject Content            | <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>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.</li> <li>Significant historical events, people and places in their own locality.</li> </ul> |   |  |
| Key skills                     |   | Key skills  |  |
| Chronological understanding    | Sequence events within their own lives<br>Understand the difference between the past and the present<br>Sequence a set of events or objects<br>Use a timeline to place important events<br>Use common words and phrases relating to the passing of time.  | Knowledge and understanding of events, people and changes in the past | Recall some facts about people/events before living memory<br>Say why people may have acted the way they did   |
| Historical interpretations     | Identify different ways in which the past is represented.<br>E.g. look at books, photographs, pictures and artefacts.   | Historical Enquiry  | Ask and answer questions<br>Use sources to answer questions<br>Look at artefacts and sources and use these to answer questions   |
| Organisation and Communication | Sort events or objects into groups (i.e. then and now)<br>Use timelines to sequence events or objects<br>Tell stories from the past   | Historical Terms  | Use a wide variety of everyday historical terms e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. |

These relate to key concepts that underpin all historical enquiry, developed through regular re visiting in a range of contexts.

|                       |   |                       |  |
|-----------------------|---|-----------------------|--|
| Continuity and change | Identify similarities and differences between ways of life at different times       | Similarity/Difference | Make simple observations about different types of people, events, beliefs within a society |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. | Significance          | Talk about who was important   |

# Skills Progression- Year 2

|                                |   |   |  |
|--------------------------------|---|---|--|
| KS1 Subject Content            | <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of changes in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• 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.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul> |   |  |
| Key skills                     |   | Key skills  |  |
| Chronological understanding    | Develop an awareness of the past<br>Use common words and phrases relating to the passing of time<br>Know where all people/events studied fit into a chronological framework<br>Identify similarities and differences between periods  | Knowledge and understanding of events, people and changes in the past | Use information to describe the past<br>Recognise why people did things, why events happened and what happened as a result<br>Describe differences between then and now<br>Show knowledge and understanding of events beyond living memory |
| Historical interpretations     | Identify different ways in which the past is represented e.g. books, pictures, stories, eye witness accounts, pictures, photographs, artefacts, buildings, museums, galleries, historical sites and the internet.   | Historical Enquiry  | Ask and answer questions<br>Use sources to answer questions<br>Look at artefacts and a wide range of sources and use these to answer questions   |
| Organisation and Communication | Sort events or objects into groups (i.e. then and now)<br>Use timelines to sequence events or objects<br>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling or ICT.   | Historical Terms  | Use a wide variety of everyday historical terms e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.   |

These relate to key concepts that underpin all historical enquiry, developed through regular re visiting in a range of contexts.

|                       |   |                       |  |
|-----------------------|---|-----------------------|--|
| Continuity and change | Identify similarities and differences between ways of life at different times       | Similarity/Difference | Make simple observations about different types of people, events, beliefs within a society |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. | Significance          | Talk about who was important   |

# Skills Progression- Year 3

|                                |  |   |  |
|--------------------------------|--|---|--|
| KS2 Subject Content            | <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>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</li> </ul> |   |  |
| Key skills                     |  | Key skills  |  |
| Chronological understanding    | Place the time studied on a timeline<br>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)<br>Sequence events, items, artefacts  | Knowledge and understanding of events, people and changes in the past | Use information to describe the past<br>Recognise why people did things, why events happened and what happened as a result<br>Describe differences between then and now<br>Show knowledge and understanding of events beyond living memory |
| Historical interpretations     | Explore the idea that the past can be represented differently<br>Distinguish between history and prehistory<br>Explore the idea that there are different accounts of history   | Historical Enquiry  | Ask and answer questions about the past<br>Use sources to answer questions<br>Look at artefacts and a wide range of sources and use these to answer questions  |
| Organisation and Communication | Sort events or objects into groups (i.e. then and now)<br>Use timelines to sequence events or objects<br>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling or ICT.  | Historical Terms  | Use a wide variety of everyday historical terms to describe the distant past e.g. BC, thousands of years ago   |

These relate to key concepts that underpin all historical enquiry, developed through regular re visiting in a range of contexts.

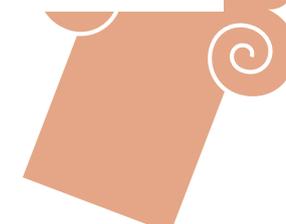
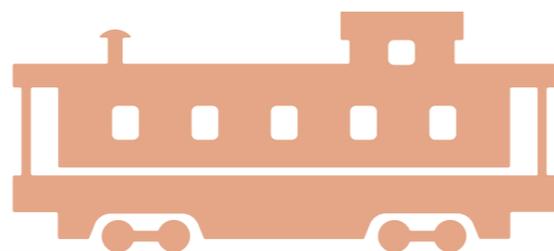
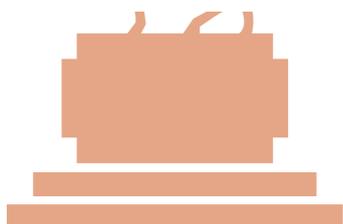
|                       |   |                       |  |
|-----------------------|---|-----------------------|--|
| Continuity and change | Identify similarities and differences between ways of life at different times       | Similarity/Difference | Make simple observations about different types of people, events, beliefs within a society |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. | Significance          | Talk about who was important   |

# Skills Progression- Year 4

|                                |   |   |  |
|--------------------------------|---|---|--|
| KS2 Subject Content            | <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> <li>A local history study</li> </ul>   |   |  |
| Key skills                     |   | Key skills  |  |
| Chronological understanding    | Place the time studied on a timeline<br>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)<br>Sequence events, items, artefacts<br>Describe the main changes in a period of history                 | Knowledge and understanding of events, people and changes in the past | Use information to describe the past<br>Recognise why people did things, why events happened and what happened as a result<br>Describe differences between then and now<br>Show knowledge and understanding of events beyond living memory |
| Historical interpretations     | Explore the idea that the past can be represented differently<br>Distinguish between history and prehistory<br>Explore the idea that there are different accounts of history  | Historical Enquiry  | Ask and answer questions about the past<br>Use sources to answer questions<br>Look at artefacts and a wide range of sources and use these to answer questions  |
| Organisation and Communication | Sort events or objects into groups (i.e. then and now)<br>Use timelines to sequence events or objects<br>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling or ICT. | Historical Terms  | Use a wide variety of everyday historical terms to describe the distant past e.g. BC, thousands of years ago   |

These relate to key concepts that underpin all historical enquiry, developed through regular re visiting in a range of contexts.

|                       |   |                       |  |
|-----------------------|---|-----------------------|--|
| Continuity and change | Identify similarities and differences between ways of life at different times       | Similarity/Difference | Make simple observations about different types of people, events, beliefs within a society |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. | Significance          | Talk about who was important   |



# Skills Progression- Year 5

|                                |  |  |  |
|--------------------------------|--|--|--|
| KS2 Subject Content            | <ul style="list-style-type: none"> <li>Britain's settlement by the Anglo Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>   |  |  |
| Key skills                     |  | Key skills   |  |
| Chronological understanding    | <p>Place the time studied on a timeline</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Sequence events, items, artefacts</p> <p>Describe the main changes in a period of history</p>                                     | <p>Knowledge and understanding of events, people and changes in the past</p> | <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.</p> |
| Historical interpretations     | <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> | Historical Enquiry   | <p>Ask and answer questions about the past</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>  |
| Organisation and Communication | <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>   | Historical Terms   | <p>Use a wide variety of everyday historical terms to describe the distant past e.g. BC, thousands of years ago</p>  |

These relate to key concepts that underpin all historical enquiry, developed through regular re visiting in a range of contexts.

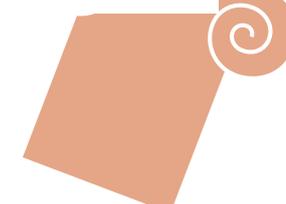
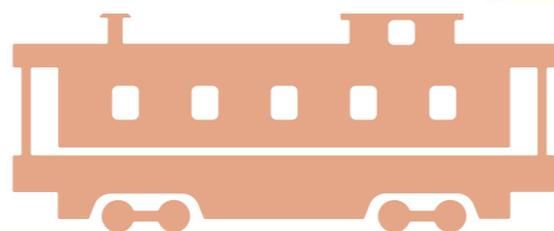
|                       |   |                        |  |
|-----------------------|---|------------------------|--|
| Continuity and change | Identify similarities and differences between ways of life at different times       | Similarity/ Difference | Make simple observations about different types of people, events, beliefs within a society |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. | Significance           | Talk about who was important   |

# Skills Progression- Year 6

|                                |   |   |  |
|--------------------------------|---|---|--|
| KS2 Subject Content            | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWI & WWII)<br>Ancient Greece – a study of Greek life and achievements and their influence on the western world  |   |  |
| Key skills                     |   | Key skills  |  |
| Chronological understanding    | Order significant events, movements and dates on a timeline.<br>Identify and compare changes within and across different periods.<br>Understand how some historical events occurred concurrently in different locations e.g. Ancient Greece and Ancient Persia.   | Knowledge and understanding of events, people and changes in the past | Choose reliable sources of information to find out about the past.<br>Give reasons why changes may have occurred, backed up by evidence.<br>Describe similarities and differences between some people, events and artefacts studied.<br>Describe how some of the things studied from the past affect/influence life today.<br>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) |
| Historical interpretations     | Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.<br>Give reasons why there may be different accounts of history.<br>Evaluate evidence to choose the most reliable forms.<br>Know that people both in the past have a point of view and that this can affect interpretation.<br>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. | Historical Enquiry  | Ask and answer questions about the past<br>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts.<br>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.<br>Investigate own lines of enquiry by posing questions to answer.   |
| Organisation and Communication | Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.   | Historical Terms  | Use a wide variety of everyday historical terms to describe the distant past e.g. BC, thousands of years ago   |

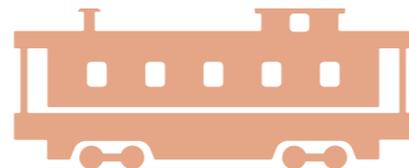
These relate to key concepts that underpin all historical enquiry, developed through regular re visiting in a range of contexts.

|                       |   |                           |  |
|-----------------------|---|---------------------------|--|
| Continuity and change | Identify similarities and differences between ways of life at different times       | Similarity/<br>Difference | Make simple observations about different types of people, events, beliefs within a society |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. | Significance              | Talk about who was important   |



# History Subject Map

|        | Term 1 | Term 2   | Term 3 | Term 4   | Term 5 | Term 6 |
|--------|--------|--|--------|--|--------|--------|
| Year 1 |        | <p>The Gunpowder Plot<br/>use a wide vocabulary of everyday historical terms.</p> <p>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>understand some of the ways in which we find out about the past and identify different ways in which it is represented. events beyond living memory that are significant</p> |        | <p>The Victorians</p> <p>use a wide vocabulary of everyday historical terms.</p> <p>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>know where the people and events they study fit within a chronological framework.</p> |        |        |



# History Subject Map

|        |  |   |  |  |  |  |
|--------|--|---|--|--|--|--|
|        |  | nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].   |  | identify similarities and differences between ways of life in different periods. |  |  |
| Year 2 |  | <p>The Great Fire of London &amp; Samuel Pepys</p> <p>the lives of significant individuals in the past who have contributed to national achievements</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <p>Significant People – Ernest Shackleton</p> <p>Significant historical events, people and places in their own locality.</p> |  | <p>Seaside Holidays Now and Then</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> |  |

# History Subject Map

|        |  |   |   |  |   |
|--------|--|---|---|--|---|
|        |  | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London commemorated through festivals or anniversaries] |   |  | Identify similarities and differences between ways of life in different periods.  |
| Year 3 | Exploring Stone Age to Bronze Age.<br><br>Changes in Britain from the Stone Age to the Iron Age<br><br>The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study. |   |   |  | Exploring the Egyptians<br><br>The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study ...<br><br>A non-European society that provides contrasts with British history: one study chosen from: early Islamic civilization, including... |
| Year 4 |  |   | Romans<br><br>the Roman Empire and its impact on Britain.<br><br>note connections, contrasts and trends over time and develop the appropriate |  | Local History<br><br>a local history study.<br><br>note connections, contrasts and trends over time and develop the appropriate use of historical terms.  |

# History Subject Map

|        |  |  |  |   |   |
|--------|--|--|--|---|---|
|        |  |  | <p>use of historical terms.</p> <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>understand how our knowledge of the past is constructed from a range of sources.</p> |   | <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>understand how our knowledge of the past is constructed from a range of sources.</p>                    |
| Year 5 |  |  | <p>Anglo Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>  | <p>Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | <p>Mayans</p> <p>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.</p> |
| Year 6 | <p>World War 1</p> <p>A study of an aspect or theme in</p> | <p>World War 2</p> <p>A study of an aspect or theme in</p> |  |   | <p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western</p>  |

# History Subject Map

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  | <p>British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"><li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li></ul> | <p>British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"><li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li></ul> |  |  | <p>world.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li></ul> |
|--|--|--|--|--|---|