

# HISTORY

## Curriculum Map



### What does the National Curriculum have to say about History?

“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.”

#### **KS1**

- Develop an awareness of the past using common words & phrases relating to the passing of time.
- Know where the people & events they study, fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historic terms.
- Ask & answer questions, choosing & using parts of stories & other sources to show that they know & understand key features of events.
- Understand some of the ways in which we find out about the past & identify different ways in which it is represented.

**LEARNING OUTCOMES:** the children will be able to identify, recognise, describe, recall, compare & contrast, sequence, categorise, reason & interpret.

#### **KS2**

- Continue to develop a chronologically secure knowledge & understanding of British, local & world history, establishing clear narratives within & across the periods they study.
- Note connections, contrasts & trends over time & develop the appropriate use of historical terms.
- Address & sometimes devise historically valid questions about change, cause, similarity & difference & significance.
- Construct informed responses that involve thoughtful selection & organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

**LEARNING OUTCOMES/LOWER KS2:** as at **KS1** & further extended, the children will be able to combine different ideas into a more coherent whole, understand these through explanation, justify & develop conclusions.

**LEARNING OUTCOMES/UPPER KS2:** as at **Lower KS2** & further extended. At Y6, information is selected & gathered still further & incorporates making use of dates & terms, whilst the children will achieve progressively more challenging outcomes, able to make substantial judgements, evaluate, critique, empathise, hypothesise & generate further questions to investigate as HISTORIANS.

## Our Vision statement...



Across the Key Stages, children will communicate their growing knowledge of History by accessing a colourful, creative, enjoyable & sometimes evolving, curriculum, in which they are participating in drama & role play, music & song, model making, painting & drawing, ICT, writing & research, as well as using their mathematical skills, all the while helping them to plot timelines, investigate key questions, compare & contrast, justify, reason & question. The desired 'end point' being that we see the children's historical learning at Stramongate enabling them to become critical thinkers, communicating their ideas with confidence, whilst at the same time, learning the importance of accepting and tolerating the views and opinions of others, helping to empower them as responsible citizens of the future.

It is our aim and 'collective vision', that by the time the children reach the end of Year 6, our thriving young historians will know that History has added value to their learning and be able to explain in their own words, how this learning, along with everything else that encompasses their rounded school life, has made an impact on their ability to achieve their academic potential and they will aspire to the following 'end points'...



"A knowledge of history helps us to consider our identity & sense of place in the world "

"Learning about the past contributes a knowledge of why & how our lives are lived the way they are today, as well as informing us of how things may be in the future"

"Our teachers teach us in a variety of ways, including 'History Mysteries', fun 'JONK' lessons and the 'joy of not knowing' fascinates us, making us curious and excited about engaging in those lessons."

"Our lessons in History include opportunities for collaborative and co-operative learning where we respond enthusiastically to a challenge set, showing that we can think creatively, talk & exchange ideas, whilst respecting & valuing each other's opinions, points of view & contributions."

"We can research independently, demonstrating the required standard of reading and digital skills to enable us to do so."

"History encourages us to question and think critically which contributes positively to our strong sense of self & well-being."



## Rationale for what we teach and how we teach it...

- We aim to provide our children with a well-rounded knowledge of and curiosity towards the past.
- We intend for our children to have a secure knowledge of chronology and to be able to explore with confidence & critical thinking, some of the key events, people & places from the early civilisations to the present day.

We are proud of our school's long historical heritage- 'The Auld Grey Town is rich in history- we have a castle dating back to the early 1400's, with links to Katherine Parr & the Tudors (local street names, Castle Dairy, Mayor's exhibition in the town hall), museums showcasing the area's past industries (eg. important wool trade) & local life and the school itself is rooted in 300 years of history, having been founded by the Society of Friends in 1698 and having connections with two renowned scientists, John Dalton, the founder of the atomic theory & the 'father of modern chemistry' who taught at the school in the 1700's. Also Sir Arthur Stanley Eddington Professor of Astronomy at Cambridge University who had links with the Greenwich observatory and was born here in 1882, his father having been the headmaster. Associated scientific images & images of tools from the wool trade form part of our school logo. The school itself was used as an Auxiliary hospital during WW1.

History is taught as a discrete subject within a wider TOPIC focus at different times throughout the year, with planned opportunities for creative and cross-curricular learning where appropriate. Through engaging children in the process of independent enquiry it contributes to the school's key values of **SELF-BELIEF, PERSEVERE & ACHIEVE**, similarly it helps to foster a sense of **PRIDE & RESPECT** as children mark important dates such as Remembrance.

KEY QUESTIONS & ENQUIRY 'how?' & 'why?' - are set as a way of highlighting for the children the importance of them learning as 'time detectives' & historians from the outset, with the aim being to make History engaging, exciting & fun. Key questions are overarching questions which give topics or lessons unity & coherence, driving & focusing the investigation. We encourage them to pursue a line of enquiry with the intention that they are able to answer a valid historical question, reach a conclusion & make a judgement, at the appropriate level. (A couple of examples are included below in our subject map)

Children learn about real people with real personalities, people who fought battles, achieved great things and made mistakes, people who were vulnerable to disease and circumstance, people just like us, but in a different time and place- this makes History an exciting journey of discovery! By understanding our past, and where we came from, we hope to better understand where we are now and even decide what might happen in the future. The way things are now is a consequence of the things that happened in the past. The way things will be tomorrow will be a consequence of the way things are now. History can offer our children models of good and responsible behaviour, as well as teaching us how to learn from the mistakes of others. History helps us understand how society can change and develop. Children love to hear stories of days gone by and we are still listening to these stories told not only by today's author's and writers, but by our grandparents and parents too, hence the word his-story!

History helps to make us who we are today, giving us our identity and is regarded as the home of critical thinking. It is therefore deemed to have a crucial role in contributing to safeguarding & well-being at a whole school level. History is given a high profile within the school & there are many opportunities for engaging with & absorbing historical learning beyond the classroom, with notable dates & key events or celebrations marked through whole school Assemblies, visiting speakers, trips out or special displays to highlight & raise awareness, eg, Black History month, Grandparents' Day, Bonfire Night, Remembrance Day & the Queen's Jubilee celebrations, as well as 'dress up' days linked to topics.



The following subject

broad NC content to meet the intentions of historical learning at Stramongate, with clear progression and learning at a greater depth for each Year group and within a cross curricular approach throughout the academic year, with flexibility to allow for an evolving curriculum, as fits the learning needs of our children.

The children will develop these experiences & key skills to a greater depth (with some revisited because they are skills that are constantly required), as they move through the Key Stages:

- a) chronological understanding
- b) range & depth of historical knowledge
- c) interpretations of history
- d) historical enquiry

All children's learning is enhanced by first-hand experiences of primary & secondary sources, such as visits to museums/the library & local Archives, sites of historical interest(eg. Abbot Hall, Kendal Museum, The Imperial War Museum in Salford, Vindolanda/Hadrian's Wall, Bobbin Mill, Kendal Castle, Jubilee Bridge, Kendal Coat of arms, Judge's Lodgings in Lancaster, WW2 Memorial in town), handling of artefacts, launch days & guest speakers.

All classes are encouraged to access & use the large-scale timeline of events in British History that is located in the playground.

Links with British values are embedded into planning as appropriate.

Language & Literacy are integral aspects of History & different genres are enhanced through the teaching of exciting history themes, eg diary writing, newspaper reports, persuasive arguments.

### EARLY YEARS FOUNDATION STAGE



**'ONCE UPON A TIME' - using stories to teach history!** From a very young age, children are taught to recognise and appreciate stories that they are told.

In the Early Years Curriculum, much of the history learning is through talking about the past, often by way of sharing story books. As such, historical learning is an element in the specific area of 'Understanding the World', where in the Early Learning Goals, there is a more explicit reference to teaching about the past, ie. 'Past and Present'.

Our intent is that over the course of the year, through both a topic focused approach (ie. where a particular topic includes a history focus), as well as incidental learning and talk time, our children will experience the following:

- a) talking about & sharing pictures of members of their immediate family & community;
- b) naming & describing people who are familiar to them & talking about their own experiences;
- c) commenting on images of familiar situations from the past, beginning to observe and talk about similarities & differences, eg. a toy or mode of transport from the past, also visiting a site of historical importance, such as Kendal Castle, offering first-hand experiences that deepen understanding and offering opportunities for children to begin to organise events using the language of basic chronology, recognising that things happened before they were born;

d) comparing & contrasting characters from stories,(fictional & non-fictional),including figures from the past to help children begin to develop an understanding of past and present.

**ELG (Past and Present)** Children at the **expected** level of development will: Talk about the lives of the people around them & their roles in society; Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class; Understand the past through settings, characters & events encountered in books read in class & storytelling.

 **AUTUMN** (Seasonal change, marking the passing of time)

**Marvellous Me/My Birthday/My Family/My Story-** Examples of Key Question/s & Enquiries: *Where do I come from? Where do I live? What is important to me? What are my family's memories of me when I was a baby/toddler? Do I have an 'old' favourite toy? What do we mean by 'old'?* (Old Bear story/pictures) Changes in me/Changes in my life -becoming part of the Stramongate school family- sharing our own 'jigsaw' pieces, completed before starting school (as part of our Induction programme) I started school in the AUTUMN, I will be finishing my first year at school in the SUMMER.

**Dinosaurs-** extinct- Examples of Key Question/s & Enquiries: *Why can I not see real dinosaurs in a zoo?* Mary Anning Story- her achievements as the first woman fossil hunter. Role play archaeologists digging up the past. Stories 'Dinosaur Lady' & 'The Dog that Dug' - a fun rhyming story that explores the layers of excavations through time. We have a trip to the **local Kendal Museum** to view & make our own **fossil rubbings**.



**Guy Fawkes-** a significant figure from the past- why? Sharing in a cultural celebration of Bonfire Night.

**Remembrance-** joining in with our school's focus on remembering those who have died in the Great Wars & beyond.

Showing **RESPECT & PRIDE** & a sense of solemn occasion. (We make our own **REMEMBRANCE MEMORIAL GARDEN** on the school field as part of our Muddy Morning sessions.)



 **SPRING** (Seasonal change, marking the passing of time)

**British Birds-** the **RSPB symbol & its beginnings-** looking at **Emily Williamson (founder)** & images of hats with feathers- **COMPARE & CONTRAST-** British Bird Watch (a nationwide focus on the health of the bird population, caring for our birds)

**Farming-** Stories such as 'Rosie's Walk' & Nursery Rhymes to stimulate talk about old-fashioned farm images, eg. cart, milk churns, haystack etc.

 **SUMMER** (Seasonal change, marking the passing of time)

 **Fairy tales, Castles & shields**

**Traditional fairytales 'Once upon a time/long ago/happily ever after'**



Examples of Key Question/s & Enquiries: **THEN & NOW**, compare & contrast, similarities & differences

Looking at the difference between **fact & fiction**...leading to Castles- local link Kendal Castle. *Who lived there? Dragons?? Witches?? A real King/Lord/Lady? How did they live? (How do you live in your home?)* Dress up walk to Kendal Castle, in line with **ST GEORGE'S DAY** – a celebration 'banquet' up on Castle Hill. Castle **RUINS-** *What can we learn from the ruins? Where can we find out more?*

**Local walks around our school-** 'Batman' (Jubilee) bridge- Queen Victoria's Jubilee celebrations, noting Kendal's coat of arms- *what does it mean?* Designing our very own coat of arms to illustrate to others what is important to me & my family. Wildman Street-observations of local 'Street furniture', post boxes, lamp posts, old/modern houses, old buildings like the Castle Dairy, street signs (Katherine Parr link), dates on buildings etc.



**Transport-** main focus of the train-Key figure from the past - **George/Robert Stephenson & the 'Rocket' locomotive train-** the **IMPACT** of their **INVENTION-** the beginnings of a nationwide network of railways & passenger train travel. We have a trip on the train to Staveley, including a ride on the 555 bus, also a visit to the **Motor**

**Museum. COMPARE & CONTRAST** Sharing of 'The Train Ride' story. Examples of Key Question/s & Enquiries: *What is different? How have vehicles changed?*

**People in our community-** 'superheroes' (Fire -fighters, Police, Nurses etc) **Florence Nightingale-** her impact, nursing **THEN & NOW, COMPARE & CONTRAST**

**Display of real artefacts** from the past & present to generate discussion, sort, compare etc. Table top display- 'hands on' sorting & exploring of artefacts **OLD & NEW/ THEN & NOW/PAST & PRESENT**

**Celebration Week at the end of term-** Look back at what our memories of Reception are. Look at our photographs on our 'All About Me' 'jigsaw pieces'- [Examples of Key Question/s & Enquiries](#): how have we changed? What have we achieved/learnt in that time? What can we do now that we couldn't do at the start of our time in Reception?

**Key Stage One** (Some of our classes are comprised of mixed year groups, so topics are taught on a two-year cycle A/B & each term will not necessarily have a history topic focus)

**Y1/2**

**AUTUMN** 

**A**

**WWI/Remembrance & local War memorials** 

[Examples of Key Question/s & Enquiries](#): How did the First World War effect the lives of people where I live?

\* Local links- Stramongate school became an Auxiliary Hospital in WW1

**Guy Fawkes - his life & The Gunpowder Plot**



[Key Question/s](#): Curiosity box to stimulate discussion/promote questioning... Hero or villain?

**SUMMER**



(Events beyond living memory that are significant nationally or globally)

**The Great Fire of London/ The Diary of Samuel Pepys** [Key Question/s & Enquiries](#): How do we know about the fire?



**Beatrix Potter museum visit-learning about a significant figure from the past, with a local focus.**

[Examples of Key Question/s](#): What impact did Beatrix Potter have on the local area? What is her legacy?



(Significant historical events, people and places in their own locality)

**B**

**AUTUMN** 

**Guy Fawkes - his life & The Gunpowder Plot**

[Key Question/s](#): Curiosity box to stimulate discussion/promote questioning... Hero or villain?



(Events beyond living memory that are significant nationally or globally)

**SPRING** 

**The Victorians (domestic life)**

[Key Question/s & Enquiries](#): How do our favourite toys and games compare with those of children in the Victorian period? Why were there no smart toys/games in the Victorian period?

**Florence Nightingale & Mary Seacole - (Comparing the lives of significant individuals)**

[Key Question/s](#): Why do we remember the achievements of...?



**Judge's Lodgings visit** [Key Question/s](#): Similarities & differences-then & now... any artefacts we might recognise?

**Over the course of the terms' units of study, children in Y1 develop the following experiences & skills, learning to:**

- compare adults talking about the past and begin to question how reliable their memories are
- sequence & sort photos or objects from different periods of their life
- sequence up to 5 events in their lives & explain how they have changed since they were born eg
- sequence up to 5 artefacts from a distinctly different period of time (eg. ipad, chalkboard, scroll)
- match objects to people of different ages & recognise that some objects belong to the past
- recognise the difference between past & present in their own & others' lives
- use stories to distinguish between fact & fiction
- recount & know episodes from stories about the past, beginning to use phrases that describe the passing of time, giving plausible explanations
- appreciate that some famous people from the past have helped to make our lives better today
- answer simple questions about the past from sources of information such as artefacts, giving reasonable explanations, eg. explaining what an object was used for in the past

**Over the course of the terms' units of study, children in Y2 develop the following experiences & skills, learning to:**

- use phrases & words like 'before', 'after', 'past', 'present', 'then' & 'now'
- describe memories of key events in their lives
- sequence artefacts closer together in time
- use a source eg. an INFORMATION BOOK- observe or handle sources to answer questions about the past on the basis of simple observations & explain how their local area was different in the past
- recount the life of someone famous from Britain who lived in the past recognising why people did things, why events happened & what was the impact
- identify differences between ways of life at different times
- compare pictures or photos of people or events in the past & know that things are different in their lives, eg. different from that of their grandparents when *they* were young; finding out something about the past by talking to an older person
- compare two versions of a past event & begin to question/analyse
- begin to discuss the reliability of photos/accounts/stories

**Lower Key Stage Two** (Our classes are comprised of mixed year groups, so topics are taught on a two-year cycle A/B & each term

will not necessarily have a history topic focus)

**Y3/4** **AUTUMN**



**A**

**My timeline- inclusion of historical events learnt so far...CHRONOLOGY**

**WW2 - How WW2 began; Life on the Home Front for children, Gas masks, Blackouts & Bomb shelters; The Blitz, Evacuees leaving home for a life in the countryside; /Returning home; Rationing; Dig for Victory & Ration recipes; The beginning of the end, Surrender & VE Day**

**Remembrance & Armistice Day) Local history focus- 1940's Kendal, with links to WW2.**

Key Question/s & Enquiries:What was it like to be a child during WW2? Why is the history of our locality important?



**Local Archives**

**Dress up World War 2 Day- taking on different roles, eg Land girl, evacuee etc (to include a special Remembrance/Home Front themed Class Assembly)**



**VE DAY PARTY!**

**SPRING**



**Ancient Egypt- Who were the ancient Egyptians?; Pharaohs; Pyramids, Everyday life; Mummification; Gods & rituals**



**Howard Carter & the discovery of the tomb of Tutankhamun Newspaper report**

Examples of Key Question/s & Enquiries:What did the Ancient Egyptians achieve and how do we know?

**SUMMER**



**B**

**The Anglo-Saxons- Where did the Saxons come from? Who were they? Locations of the Saxon Kingdoms & settlements; daily life/rituals- Anglo- Saxon Religion & beliefs; hill forts; Anglo-Saxon armour; The King Arthur story**

Examples of Key Question/s & Enquiries:Who were the Anglo Saxons and how do we know what was important to them? Why didn't the Anglo- Saxons choose to live in the towns the Romans left behind? Who made the bigger difference to people in Britain- the Romans or the Anglo -Saxons? Why?



**The Romans (Feasts, Shields and Marching); The legend of how Rome was founded; The Roman Empire; The Romans come to Britain; A soldier's life; Daily life in the Roman times; The Battle of Colchester; Boudicca Impact on Roman Britain**

**Trip to Vindolanda, Hadrian's Wall**



Examples of Key Question/s & Enquiries: What was Roman Britain like? Why did the Romans almost lose control of Britain?(War with Boudica) Why did the Romans leave Britain? How did the Romans change the lives of the British People?

**Over the course of the terms' units of study, children in Y3 develop the following experiences & skills, learning to:**

- sequence several events or artefacts
- place specific times studied on a timeline & understand the term CHRONOLOGY, (ie. the order in which things may have happened), using dates & times related to the study unit & passing of time, also beginning to develop an understanding of DURATION (the length of time passing between two events)
- find out about the everyday lives of people during WW2 & compare with our lives today, understanding that wars have happened from a very long time ago & are often associated with invasion, conquering or religious beliefs
- find out about the everyday lives of the Ancient Egyptians & compare with our lives today
- identify similarities & differences between given time periods
- identify reasons for & the results of people's actions, understanding why people may have wanted to do something or act as they did
- look at representations of the period in time studied- through museums, posters, articles, cartoons etc
- identify & give reasons for the different ways in which the past is represented
- distinguish between different sources- compare different versions of the same story
- use a range of sources to find out about...
- observe small details in artefacts, pictures, photos etc & begin to make deductions about the past, appreciating that this can help us to build a picture of how people lived, also justifying with evidence
- understand the difference between primary & secondary sources
- select & record information relevant to the study
- use the library & internet for conducting research, eg. identifying similarities & differences between given periods of history

**Over the course of the terms' units of study, children in Y4 develop the following experiences & skills, learning to:**

- place key events from the Anglo-Saxon & Roman periods on a timeline/use terms related to the time periods studied, beginning to date events/understand more complex terms, eg. BC/AD & plot recent history on a timeline using centuries/using their maths skills to round up time differences into centuries & decades
- identify key features and events of the time period, looking for links & effects
- use evidence available, including text books, digital media & their own developing historical knowledge to reconstruct life in the time period/build up a picture of a past event studied and begin to both appreciate & evaluate the usefulness & accuracy of different sources
- research two versions of an event & say how they differ
- offer reasonable explanations for some events and know how they have helped to shape our lives
- ask a variety of questions, using the library, Local Archives & internet for their resea

**Upper Key Stage Two** (Our classes are comprised of mixed year groups, so topics are taught on a two-year cycle A/B & each term will not necessarily have a history topic focus)



**A** The Victorians Timelines Family Tree Dress up Victorian Day THEN/NOW comparisons using sources.  
Queen Victoria; Inventors; Toys; Industrial Revolution & ( Railways); School Life; Workhouses



Examples of Key Question/s & Enquiries: What does it mean for someone to 'make history?' Who is the greatest history maker in your opinion & why?

How would YOU like to be remembered as a history maker? Why do historians divide up time? (to capture the characteristics /essence of a period in time)

Examples of Key Question/s & Enquiries:How did the Victorian era lay the groundwork for modern society? How did the Victorian era change lives for the people of Britain? Why was there rapid change in a relatively short time period? What was the impact of...? How was it an age of 'firsts' and turning points?

**SPRING**



**World War 1 (A study of an aspect or theme in British history extending chronological knowledge beyond 1066)**

**Causes/outbreak:Geography of Europe; Propoganda; The Trenches; Walter Tull; Lusitania; Ambulance Trains & VAD Hospitals**

**VAD Hospitals (The Voluntary Aid Detachment (VAD) was a voluntary unit of civilians providing nursing care for military personnel in the United Kingdom and various other countries in the British Empire. The most important periods of operation for these units were during World War I and World War II.)**

\* Local links- Stramongate school became an Auxiliary Hospital in WW1

Examples of Key Question/s & Enquiries: What Was the main cause of World War One? How was trench warfare used & what was its impact? Why was the Lusitania important? What was the significance of World War One?



**AUTUMN**



**B** The Tudors (A study of an aspect or theme in British history extending chronological knowledge beyond 1066)

**Battle of Bosworth; Monarchs; Henry's wives; Henry King; Plague; Artefacts; Houses; (Rich & Poor)**



Tudor)

Examples of Key Question/s & Enquiries: Why did Henry marry so many times? How did the Tudors (Henry change England? (Protestant Reformation; Tudor houses are recognised across England)

**SUMMER**



**Ancient Greece - a study of Greek life & achievements & their influence on the Western world. (The achievements of the earliest civilizations) Influence on the Western world - Links to BRITISH VALUES**

**Alphabet/Number System; Gods & Goddesses; Athens & Sparta; Warfare; Marathon; Trojan War; Artefacts; Democracy; Olympics; Houses; Myths; Mediterranean countries**



Examples of Key Question/s & Enquiries:What is the legacy of the Ancient Greeks? Why do we learn about them?

Enquiry- Story of the Trojan Horse (historical fact, legend or classical myth?) What exactly is the story? What evidence exists for it? What other explanations could there be?

**Over the course of the terms' units of study, children in Y5 develop the following experiences & skills, learning to:**

- sequence events of time studied & draw a timeline with different time periods outlined, beginning to demonstrate a global perspective (different periods of history/when famous people lived etc)
- use relevant terms & period labels & understand the difference between AD & BC
- make comparisons between different times in the past, explaining things that have changed & things which have stayed the same
- study different aspects of different people- differences between men & women, rich & poor and how people's way of life in the past was dictated by the work they did/their gender
- examine/suggest causes & results of great events & the impact on people
- compare life in 'early' & 'late' times studied
- compare an aspect of life with the same aspect in another period & understand how a particular them has changed over the years
- investigate how an aspect or theme has changed over time in the local area
- offer some reasons for different versions of events
- begin to identify primary & secondary sources
- use evidence to build up a picture of a past event
- select & begin to combine, relevant sections of information from different sources
- use the library, Local Archives & internet to research with increasing confidence

**Over the course of the terms' units of study, children in Y6 develop the following experiences & skills, learning to:**

- place 'The Victorians' on a timeline, in relation to other periods learnt
- place features of events & people from past societies & periods into a chronological framework
- sequence up to 10 events on a timeline
- use relevant dates & terms accurately when describing events, eg. 'chronology', 'century', 'continuity', 'decade', 'legacy', 'infer', 'justify', 'hypothesis', 'bias' & 'reliability'
- find out about beliefs, behaviour & characteristics of people, recognising that not everyone shares the same views & feelings
- recognise & describe differences & similarities/changes & continuity between different periods in history
- compare beliefs & behaviour with another time studied
- write another explanation of a past event in terms of cause & effect, using evidence to support & illustrate their explanation
- know the key days, characters & events of the time studied, explaining the order in which key events happened, using terms such as 'social', 'religious', 'political', 'technological' & 'cultural'
- explain how through this period in time, Britain has had a major influence on world history and describe what Britain may have learnt from other countries/civilisations through time gone by
- appreciate that past immigration & emigration has led to the multicultural society of today's UK (eg, the development of the British Empire/Windrush)
- link sources & work out how conclusions were arrived at
- consider ways of checking the accuracy of interpretations- fact or fiction & opinion (& understanding what is meant by bias)
- be aware that different evidence will lead to different conclusions

- confidently use the library/Local Archives & internet for research
- investigate how an aspect or theme has changed over time in the local area & offer their view about this change
- recognise primary & secondary sources
- use a range of sources to find out about an aspect of time past, then form deductions & hypotheses about the past
- suggest omissions & the means of finding out, ie 'History Mysteries' or 'JONK' ('Joy of Not Knowing') lessons
- bring knowledge gathered from several sources together in a fluent account (making links between features within & across different periods from prior knowledge)

## We'd LOVE you to share our passion for History!



### How you can help...

- Share stories and photographs about the past from personal experiences
- Talk about household items and how they have changed in your lifetime, eg. landline phone to mobile, typewriter to tablet, TV to flat screen/cinema screen, traditional toys to electronic toys etc
- Look at and talk about books, papers & documents from other places
- Watch & discuss documentaries together, as well as televised events of national/global significance, eg. Remembrance Sunday/Royal weddings/Jubilee events
- Visit museums, particularly if linked to a current topic or if your child has a particular interest
- Have a look at the large scale timeline (situated on the wall in the Junior playground) with your child and note dates & events in their chronological order
- Sign up as a parent helper when trips are planned so you can be a 'time -detective too!'

**Thank you for your interest.**