

History

Parent Information



What is History?

History is the study of the past. It enables us to make sense of what is happening now and what may happen in the future. People have been able to learn what happened in the past by examining and analysing objects from the past. In history, we call these sources. This includes books, newspapers, and letters. Artefacts like pottery, tools, and human or animal remains have contributed greatly to historical enquiries and to our understanding of the past. A person who studies history is called a historian. Primary (first-hand/original) and secondary (second-hand) sources are used throughout the teaching of history.

There are lots of skills taught in history including:

- Chronological understanding (the order of events and lifetimes), organising and communicating these
- The use and identification of primary and secondary sources
- The use of timelines and the vocabulary involved e.g. BC and AD (BC stands for Before Christ and AD stands for Anno Domini, which is Latin for 'in the year of the Lord').
- Understanding the influences of history on our lives today, their continuity and changes
- Discussing past events and interpreting them for their cause and consequence
- Historical enquiry
- Using a range of evidence from the past
- Recognising a range of similarities and differences between then and now

Who learns history?

Children in Years 1-6 have half-termly topics which are either geography or history focused. Each year group has at least 3 history topics per year. Children in Reception learn and take part in activities based on their EYFS educational programme 'Understanding the World' which has the foundation knowledge and skills to support their child when working towards and entering the National Curriculum in Year 1 in history.

Who leads history?

Miss Robertshaw

History at Heptonstall

Geography and History LTP 24-25

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns Rec, Year 1 & Year 2	Rec Theme	All about me	Castles and Knights	Toy Museum	At the Park	Fire, Fire!	Commotion in the Ocean
	Cycle A	The UK and its Capital Cities	Kings and Queens	Toys in the Past	A Walk in the Park	The Great Fire of London	Brilliant Beaches
	Rec Theme	People Who Help Us	Crash, Bang, Whizz!	Wild Animals	At the Farm	Journeys	There's No Place Like Home
	Cycle B	Nurturing Nurses	Gunpowder Plot	Continents and Oceans	The UK	Travel and Transport – Amelia Earhart	Local Area: Heptonstall (Mapping) Local History – Heptonstall (David Hartley)
Sapling Year 3 & Year 4	Cycle A	North America	Romans	Anglo Saxons, Picts and Scots	Population & Settlements	Local History – Cragg Vale Coiners	Yorkshire
	Cycle B	Stones and Bones	Brazil	Antarctica	Early Civilisation Overview	Ancient Egypt	Weather & Climate
Oak Year 5 & Year 6	Cycle A	Space History	Rivers	Early Islamic Civilisation	Enough for Everyone	Ancient Greeks	Europe
	Cycle B	Extreme Earth	Crime and Punishment	Vikings	Trade & Resources	World War II	Biomes

History taught at Heptonstall



Teachers in Years 1-6 plan use the National Curriculum.

They use these objectives provided to plan exciting lessons to teach the children about history.

This provides the knowledge of the history curriculum.

History Progression of Skills – EYFS – Y6

Teachers also use a progression of skills document to ensure history skills are built upon in each year.

Progression of Skills in History			
EYFS History Skills			
Changes within living memory <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society. 	Events beyond living memory <ul style="list-style-type: none"> Comment on images of familiar situations in the past 	The lives of significant individuals in the past <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Significant historical events, people and places in their own locality <ul style="list-style-type: none"> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
By the end of Reception pupils will be able to <ul style="list-style-type: none"> 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 			
Key Vocabulary Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now			

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Begin to talk about the difference between things that have happened in the past (to others) and are happening at present (to themselves). Sequence a set of events or objects. Begin to use a timeline to place important events.	Orally discuss changes in own lifetime using the vocabulary such as when I was younger, five years ago. Place people, events and objects from the time periods studied in order of when they happened. Place important events on a timeline with some understanding of different lengths of time.	The children are to become familiar with the terms AD (Anno Domini) and BC (Before Christ). They need to be aware that these are religious terms created by the Romans. As not everyone follows this calendar, the children need to be aware of the non-religious equivalents of BCE (Before the Common Era) and CE (the Common Era). Divide a timeline into BC/ BCE and AD/ CE. Place previously studied historical events in chronological order. Describe dates and order significant events from within the period studied.	The children are to use the terms AD/BC as introduced in year 3 as well as using prior learning to explain that the Romans created this religious terminology. The children need to confidently use the non-religious equivalents of BCE and BC. Divide a timeline BC/BCE and AD/CE and sequence significant events and dates. The children need to consider how they could space the events (without a scale) to show greater amounts of time. Describe the main changes in a period in history and start to	Divide a timeline BC/BCE and AD/CE using a scale provided by the teacher. A scale should help to show the different amounts of time between time periods and events within a certain area of study. Order significant events, movements and dates on a timeline. Describe the main changes in a period in history and why this has happened. Analyse how two historical events occurred concurrently in different locations including any links between the two.	Divide a timeline BC/BCE and AD/CE using a scale provided by the teacher. A scale should help to show the different amounts of time between time periods and events within a certain area of study. HA – Can these children create their own scale> Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. Research and analyse how two historical events occurred concurrently in different locations including any links between the two.



History Progression of Vocabulary

To support children's progression of vocabulary the history leads across the Trust worked together to identify key history focused vocabulary to support children's learning across the school. This is then used to inform planning and to ensure children are exposed to a range of vocabulary, building upon their prior learning. Here is an example:

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Vocabulary	Baby	A long time ago	Aftermath	AD (Anno Domini)	Afterlife	Analyse	Abolished
Key historical vocabulary which is to be included within Must Knows	Before	After	Artefact	Ancient	Analyse	Bias	Accurate
Key historical vocabulary linked to the skills that shall be developed	Child/ren	Before	Beyond living memory	Archeologist	Civilization	Concurrent	Alliance
	Family	Born / birth	Britain	BC (Before Christ)	Conflicting	Context	Contrasting
	Family tree	Compare similarities/differences	Briton	BCE (Before Common Era)	Culture	Derive	Enemies
	Grandparents	Chronological order	Cause	CE (Common Era)	Current	Evaluate evidence	Justice
	New	Early	Change	Century	Dictated	Hierarchy	Law
	Old	Era	Consequence	Conquer/ed	Historical argument	Hypothesis	Literature
	Parent/s	Enquiry	Continuity	Conquest	Historical question	Implications	Major influence
	Today	Future	Decade	Democracy	Impact	Informed response	Reconnaissance
	Toddler	History	Earlier	Different accounts of history	Influence	Investigate	Research
	Tomorrow	Impact	Evidence	Empire	Interpret	Misinformation	Summarise
	When I was little/born	King	Eye witness	Excavate	Justify	Opinion	Viewpoint
	When mummy and daddy were little	Living memory	Fact	Historian	Persuasion	Propaganda	
	Yesterday	Monarch/y	Historian	Historian	Point of view		
		Museum	Investigate	Influence on the wider world	Pharaohs		
		New	Later	Interpretation	Recent history		
		Now	Main events	Invade/rs	Reliability		
		Old	Parliament	Legacy	Shape our lives		
		Past			Time difference		
		Period			Time period		
					Version		

History Medium Term Plans




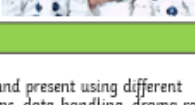

From the National Curriculum objectives and progressions of skills and using the progression of vocabulary and greater depth questions, teachers then work across the Trust to create a sequence of learning for the topic called a Medium Term Plan.

 		History Medium Term Plan / Planning Sequence		
Term: Autumn 1		Theme: Space history		
Year group: 5/6		Class: Oak		
Prior Learning: N/A				
Subject focus	Skills coverage	NC Objectives	Tasks	Vocabulary Introduced
History	Communicate ideas from the past and present using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	They should develop a chronologically secure knowledge and understanding of British, local and world history.	<p><u>Can you chronologically order key space travel events?</u></p> <p>Introduction to the unit of work. Find out what the children have learnt over the holidays.</p> <p>Children given key events from space travel- order them chronologically- take photos</p> <p>Look together at the power point of space travel- ask them if anything surprised them? Why? Which space travel event interested them the most? Why? Which countries were mentioned the most?</p> <p>Choose 1 event to research further and decide on own presentation - continue with next lesson</p>	Primary sources Secondary sources Space exploration Astronaut Cosmonaut Satellite Space station NASA (National Aeronautics and Space Administration) Russian Space Agency.
History	Communicate ideas from the past and present using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	They should develop a chronologically secure knowledge and understanding of British, local and world history.	<p><u>Can you research and communicate ideas from the past?</u></p> <p>In mixed ability pairs, children research the event they're interested in to present information to the class. Children choose how to present and display their information. Good for internet research. Remind children about SMART online safety. Ask children how they will make sure that their sources are reliable. Explain the difference between primary and secondary sources.</p> <p>SEN- Spaceships Jill Murray- Epic Reading- look at what spaceships are and the key terminology - listen to the presentations about the key events.</p>	Primary sources Secondary sources Space exploration Astronaut Cosmonaut Satellite Space station NASA (National Aeronautics and Space Administration) Russian Space Agency.

Must Knows/Knowledge organisers

Teachers create must knows/knowledge organisers linked to each area of the history curriculum to support the children in their learning. This also helps them to revise and remember. You will see these on your child's class dojo page. Children highlight these as part of their self-assessment.

History Unit – Space History Oak Class – Heptonstall School

Key Vocabulary		Key Information I will learn...	
Cold war	A state of political rivalry between countries characterised by threats, propaganda, and other measures short of open warfare.	Timeline events	
Space Race	The competition between nations regarding achievements in space exploration.	1957 On the 4th October, Russia launched Sputnik, the first satellite into space. 'Sputnik' means 'satellite' in Russian. From this day on, the space age had begun!	
Propaganda	A form of communication to provide information that is designed to make people feel a certain way or to believe a certain thing.	1961 Russian cosmonaut Yuri Gagarin became the first man in space.	
Bias	An opinion that favours one side over another.	1963 Russian cosmonaut Valentina Tereshkova is the first woman in space	
Reliability	How trustworthy a source of information is.	Apollo 11 lunar mission 1969. Neil Armstrong, Michael Collins and Buzz Aldrin travel to the Moon. Neil Armstrong is the first man to walk on the Moon.	
Astronaut	A person who is trained by NASA to work in space.		
Cosmonaut	A person who is trained by the Russian Space Agency to work in space.		
Key Questions	Facts	End Goals	
Can you chronologically order key space travel events? Can you research and communicate ideas from the past? What is propaganda? What are primary sources? What was the impact of the Space Race on modern day life?	The United States of America (USA) and the Soviet Union (USSR) were involved in the Space Race during the Cold War. Huge investments into science, education and technology were made during the Space Race. Lots of inventions from the Space Race are used in our everyday lives. For example, prosthetic limbs, memory foam, freeze dried food and ear thermometers.	Children can: Communicate ideas from the past and present using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Analyse evidence from the past to interpret propaganda, opinion or misinformation, and explain how this affects interpretations of history. Describe reasons why there may be different accounts of history. 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. Interpret how some of the features of past societies such as religion, houses, values and technology have impacted upon today's life including the wider world's impact upon Britain.	

**Must Knows
To Infinity and Beyond**



Key Facts:

- The Soviet Union (USSR) and the United States (US) were involved in the Space Race.
- Propaganda posters were used by the USSR and the USA to influence the opinion of others.
- Russia sent the first man (Yuri Gagarin) and woman (Valentina Tereshkova) into space.
- Cosmonauts work in Space and are trained by the Russian Space Agency.
- Astronauts work in Space and are trained by NASA.
- Apollo 11 was NASA's successful Lunar Mission in 1969.
- Neil Armstrong was the first man to walk on the moon.
- There are many conspiracy theories that question whether the Lunar Mission was successful.
- Advances in technology through Space exploration have contributed to the invention of modern day appliances such as memory foam and prosthetic limbs.
- Katherine Johnson, Dorothy Vaughan and Mary Jackson were the women who helped to build NASA despite both racial and gender discrimination.

Inclusivity: Supporting ALL children

Some children may need extra support in order to achieve in history. At Heptonstall we encourage a teaching to the top style approach where all children are exposed to the same learning but ensure high quality support is in place to assist children's individual needs to get there.

Therefore your child may...

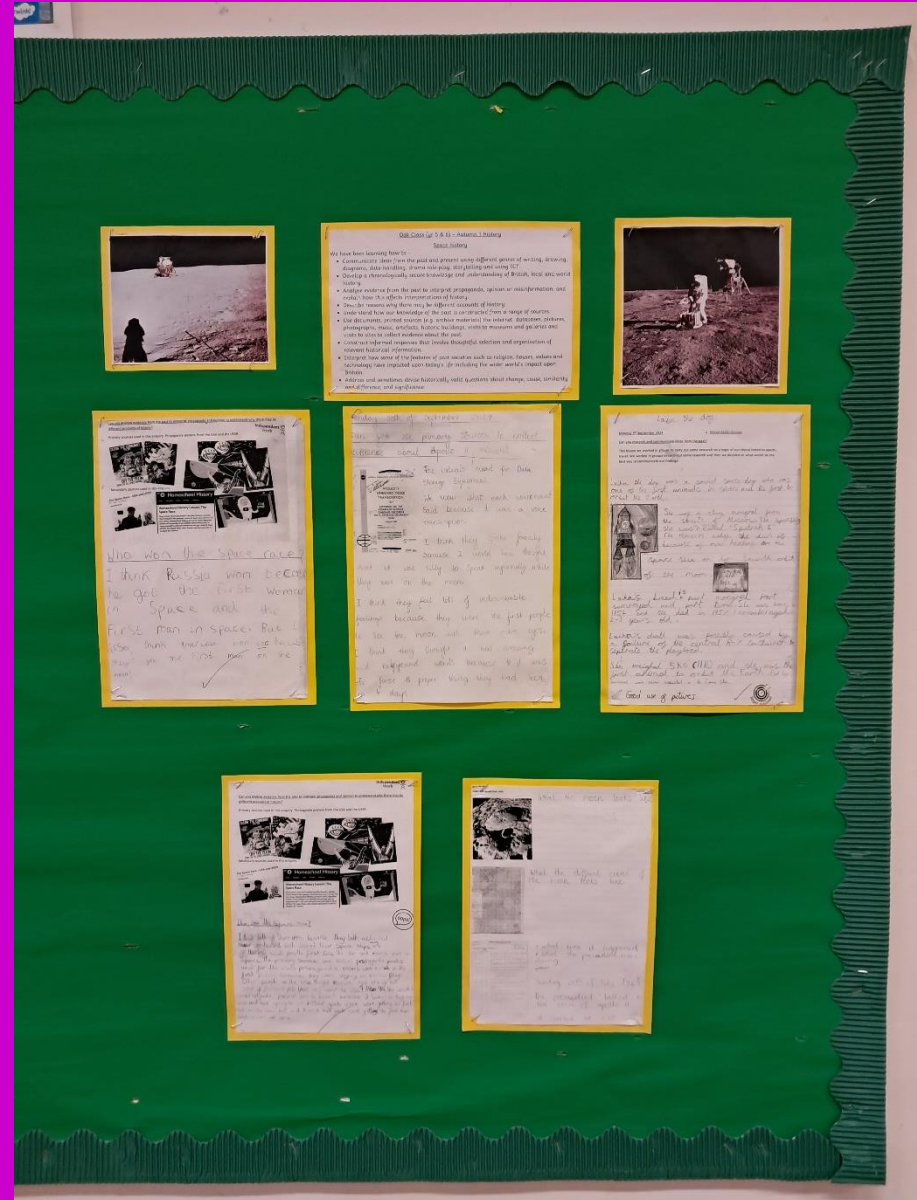
- Complete learning verbally rather than written in books
- Have additional 1-1 or small group work supported by an adult
- Have a differentiated task which is more 'hands on' and verbal to accommodate their needs
- Have their own personalised 'Must Knows' to aim to achieve smaller steps in the subject before moving on

Recording History Learning

We evidence our history work in individual exercise books throughout the year.

Half termly overviews and examples of learning are displayed on the History display board in the school hall.

These displays are changed and updated every half term or when a new History unit has been taught.



Embedded History

We also embed history into other areas of our school day. This includes:

- having a class timeline and adding topic and community based events which we have celebrated to understand chronology, the children's birth year is also added to this. It is built upon as they move through the school.
- marking themed events such as 'Black History Month' and 'Remembrance Day' with events and activities such as whole school assemblies.
- providing homework projects
- cross-curricular: using history skills in other lessons.
- topic boards in the school hall, updated every half-term.
- topic related books available in classrooms

Monitoring History

All subjects are regularly monitored in a variety of ways at Heptonstall. History is monitored by Miss Robertshaw through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for history across the school for all children.

Some ways this is done is by:

- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and External deep dives (lesson observations, staff interviews and book looks)
 - Learning walks (display checks)
 - Data drops and the analysis of this
 - Trip overviews
 - Resource monitoring
 - Checking of planning
 - Staff training (webinars, meetings, courses)
- Celebrating staff and children's history achievements
- Subject lead keeping up to date with reading, research and training

Can you help us?

Do you work in a job which uses historian skills?

Do you know someone who does?

We would love to build some links with parents to our give our children context for their learning in the wider community, providing them with future aspirations.

If you have a background in any field of history and would be willing to talk to one of our year groups or in an assembly about what a job relating to history skills entails, then please email the school office.

Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of history at Heptonstall please ring the office and request an appointment to speak to Miss Robertshaw.

