

Copnor Primary School

Being a Historian



Copnor Primary School's high-quality history curriculum is planned as a 7-year journey across the Primary School and enables our pupils to gain coherent knowledge and understanding of Britain's past and that of the wider world. It inspires our pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum 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.

By the end of Key Stage 1, pupils will have developed an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught:

- changes within living memory - where appropriate, these reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally. For example, we study the Great Fire of London and the first aeroplane flight
- the lives of significant individuals in the past who have contributed to national and international achievements, such as Guy Fawkes and Nelson. Some are used to compare aspects of life in different periods. For example, our pupils compare and contrast the lives and impact of Christopher Columbus and Neil Armstrong
- significant historical events, people and places in our own locality, including the Historic Dockyard

By the end of Key Stage 2, pupils will have developed a chronologically secure knowledge and understanding of British, local

and world history, establishing clear narratives within and across the periods they study. They will be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve the thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers plan schemes of work to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught:

- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - our pupils study the Victorians and the changes that came as a result of their influence
- a non-European society that provides contrast with British history - our pupils study the Mayan civilization
- a local history study focusing on Portsmouth during World War II and another study of the Mary Rose

Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply**, **Connect** and **Explain** (or **Explore**) & **Evaluate**

Apply

Pupils independently apply skills, knowledge and understanding from their current, and previous learning to new historical enquiries.

Connect

Pupils make clear, strong and appropriate connections between their knowledge and understanding of previous periods of history and the new enquiry, using their historical skills.

Explain & Evaluate

Pupils are able to explore and critically evaluate a range of sources and use this to explain the impact of historical events and people independently.

	Year 1	Year 2	Year 3
Chronological understanding	<ul style="list-style-type: none"> I can use words and phrases, such as 'old', 'new' and 'a long time ago' to describe the passing of time I can sequence events in my life I can sequence 3 or 4 artefacts from distinctly different periods of time I can match objects to people of different ages 	<ul style="list-style-type: none"> I can use words and phrases, such as before, after, past, present, then and now and use some dates and decades I can sequence events, people and artefacts in order I can place the time studied on a simplified time line I can sequence several events or artefacts 	<ul style="list-style-type: none"> I can understand and use the term century and name specific dates I can place the time studied on a time line I can use dates and terms related to the study unit and passing of time I can sequence several events or artefacts
Range and depth of historical knowledge	<ul style="list-style-type: none"> I can recognise the difference between the past and present in my own and others' lives I can recount episodes from stories about the past 	<ul style="list-style-type: none"> I can recognise why people did things, why events happened and what happened as a result I can identify differences between ways of life at different times 	<ul style="list-style-type: none"> I can find out about everyday lives of people in the time studied I can compare the past with our life today I can identify reasons for and results of people's actions I can understand why people may have wanted to do something
Interpretations of history	<ul style="list-style-type: none"> I can describe differences between fact and fiction <p>I can discuss how an historical event has influenced what we do today.</p>	<ul style="list-style-type: none"> I can compare two versions of a past event I can compare pictures or photographs of people or events in the past I can discuss the reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources and compare different versions of the same story
Historical enquiry	<ul style="list-style-type: none"> I can find answers to simple questions about the past from sources of information 	<ul style="list-style-type: none"> I can use a source to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> I can use a range of sources to find out about a period I can observe small details within artefacts and pictures I can select and record information relevant to the study I can begin to use the library and internet for research
Organisation and communication	<ul style="list-style-type: none"> I can talk about my own responses to the history studied 	<ul style="list-style-type: none"> I can describe, in simple terms, my responses to my own experiences of the concept studied 	<ul style="list-style-type: none"> I can recall, select and organise historical information I can communicate my knowledge and understanding clearly

	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> I can name the century and dates of significant events from the past that I know about I can plot events onto a timeline using scale e.g. centuries I can use mathematical skills to round up time differences into centuries and decades I can place events from the period studied on a time line I can understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> I can develop a timeline using an appropriate scale I can sequence key events of time studied I can use relevant terms and period labels I can make comparisons between different times in the past 	<ul style="list-style-type: none"> I can place the current study on a time line in relation to other studies I can use relevant dates and terms I can sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> I can use evidence to reconstruct life in the time studied I can identify key features and events of the time studied I can look for links and effects in time studied I can offer a reasonable explanation for some events 	<ul style="list-style-type: none"> I can study different aspects of different people e.g. differences for men and women I can examine causes and results of great events and the impact on people I can compare life in early and late 'times' studied e.g. between early Victorians and late Victorians I can compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings I can compare beliefs and behaviour with another time studied I can write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate my explanation I can recall key dates, characters and events of time studied
Interpretations of History	<ul style="list-style-type: none"> I can look at the evidence available and begin to evaluate the usefulness of different sources I can use text books and historical knowledge to support my understanding 	<ul style="list-style-type: none"> I can compare accounts of events from different sources I can offer some reasons for the different versions of events 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations I can explain how different evidence will lead to different conclusions

Historical enquiry	<ul style="list-style-type: none"> • I can use evidence to build up a picture of a past event • I can choose relevant material to present a picture of one aspect of life in time past • I can ask a variety of questions about the past and answer these • I can use the library and internet for research 	<ul style="list-style-type: none"> • I can begin to identify primary and secondary sources • I can use evidence to build up a picture of a past event • I can select relevant sections of information • I can use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • I can recognise primary and secondary sources • I can use a range of sources to find out about an aspect of time • I can suggest omissions in the evidence and the means of finding out • I can bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> • I can recall, select and organise historical information • I can communicate my knowledge and understanding clearly 	<ul style="list-style-type: none"> • I can select and organise information in order to start to produce structured work • I can start to make the appropriate use of dates and terms 	<ul style="list-style-type: none"> • I can select and organise information to produce structured work • I can make the appropriate use of dates and terms