



Billingshurst Primary School – History

History

Chronological understanding

Historical enquiry

Historical knowledge and interpretation

Communication

Topics of study

At Billingshurst Primary School, history is taught with the intent to develop curious, resilient learners who question the world around them and leave primary school with the skills to further develop as historians. We enhance children's love for learning by providing learning hooks, immersions and authentic experiences, making history exciting and purposeful for all children. At Billingshurst Primary School, children learn in a safe and stimulating environment where they are encouraged to develop their independence, share their views and be challenged.

Implementation

History is taught through discrete and cross-curricular lessons in which children are taught various skills to develop as historians. Children have access to a range of high-quality texts across all history topics, promoting a love of reading and the opportunity to develop as a reader. History at Billingshurst Primary School focuses on four historical skills; chronology, historical enquiry, historical knowledge and interpretation and communication, enabling children to actively engage in their learning. These four skills are built on and revisited as children progress through the primary curriculum. Teachers use the History Progression Document when planning to ensure all the National Curriculum objects are met. It also supports teachers to make necessary adaptations and carefully consider scaffolds and challenges so every child is included. History at Billingshurst Primary offers many Oracy opportunities, promoting an inclusive learning environment where every child has a voice to express their ideas.

Impact

At the end of each topic, all children will have used a range of skills to learn about the past which they can apply in their independent learning. Throughout the school, children are given opportunities to consolidate these skills by applying them to different historical topics. Each lesson builds on the previous and children are able to create a picture of the past and pose new questions. Subject and school leaders assess the impact of our curriculum provision through completing regular monitoring which includes staff and pupil voice, observations and book scrutinies.



Billingshurst Primary School – History

EYFS – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught 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. 	Chronological understanding	<ul style="list-style-type: none"> • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. • Show images of familiar situations in the past, such as homes, schools, and transport.
	Historical enquiry	<ul style="list-style-type: none"> • Present children with pictures, stories, artefacts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. • Include a focus on the lives of both women and men.
	Historical knowledge and interpretation	<ul style="list-style-type: none"> • Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling and listen to what children say about them. • In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.
	Communication	<ul style="list-style-type: none"> • Use words and phrases to describe how time has passed for example, before, a long time ago. • Talk about what they have found. • Talk about experiences that are familiar to them and how these may have differed in the past.
	Topic of study	
Family Christmas Past events (starting school)		



Billingshurst Primary School – History

Year 1 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should 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 should use a wide vocabulary of everyday historical terms. • They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	Chronological understanding	<ul style="list-style-type: none"> • To place events/artefacts in order on a timeline using pictures. • To use historical vocabulary for example, old, new, before, after.
	Historical enquiry	<ul style="list-style-type: none"> • To observe and handle artefacts/sources (physical and pictorial) • To answer questions about the past.
	Historical knowledge and interpretation	<ul style="list-style-type: none"> • To describe changes within living memory through oral or pictorial explanations. • To describe significant people from the past using labelled pictures that explain the impact of this person on modern life.
	Communication	<ul style="list-style-type: none"> • To use words and phrases to describe the passing of time for example, then, now, old, new, before, after. • To talk about what they have found a record with pictures and words.
	Topic of study	
The history of toys Mary Anning		



Billingshurst Primary School – History

Year 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should 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 should use a wide vocabulary of everyday historical terms. • They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	Chronological understanding	<ul style="list-style-type: none"> • To place events/artefacts in order on a timeline in relation to other known historical events. • To use historical vocabulary for example, past, present, then, now when using timelines.
	Historical enquiry	<ul style="list-style-type: none"> • To observe and handle artefacts/sources (physical, pictorial, written) • To ask and answer questions about the past. • To know of different ways to find out about the past (sources, personal accounts).
	Historical knowledge and interpretation	<ul style="list-style-type: none"> • To describe changes within living memory using written and oral presentations and where appropriate, use them to reveal aspects of change in national life. • To describe significant people and events of the past and their impact for example, Captain Scott • To orally explain why people in the past acted the way they did.
	Communication	<ul style="list-style-type: none"> • To use words and phrases to describe the passing of time for example, past, present, then, now. • To talk about what they have found and record with sentences. • To show an understanding of the concept of nation and a nation’s history.
Topic of study		
The history of transport Captain Scott Castles		



Billingshurst Primary School – History

Year 3 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	Chronological understanding	<ul style="list-style-type: none"> • To place events/artefacts on a timeline in relation to other events using dates. • To understand and explain how things have changed over time. • To compare artefacts from a period of history with today. • To understand and use chronological vocabulary for example, AD and BC.
	Historical enquiry	<ul style="list-style-type: none"> • To use and identify a range of primary and secondary sources to answer questions about the past and pose new questions. • To choose and consider suitable sources of evidence for historical enquiry to answer questions about the past. • To explain why events in the past are significant today, for example the legacy of the Ancient Greeks
	Historical knowledge and interpretation	<ul style="list-style-type: none"> • To identify key features and events, then use evidence to reconstruct life in the time studied. • To develop an understanding of ancient civilisations (Ancient Greece) and make comparisons for example, social and cultural views through the eyes of women, men and children.
	Communication	<ul style="list-style-type: none"> • To use historical vocabulary to communicate for example, dates, time period, change, chronology, AD and BC, compare. • To show an understanding of concepts such as democracy.
	Topic of study	
The Stone Age Ancient Greece		



Billingshurst Primary School – History

Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	Chronological understanding	<ul style="list-style-type: none"> • To place events, artefacts and historical figures on a timeline using dates and compare to current times. • To understand the concept of change over time and represent this using evidence on a timeline. • To understand and use chronological vocabulary for example, AD BC and BCE.
	Historical enquiry	<ul style="list-style-type: none"> • To use and identify a range of primary and secondary sources to answer questions about the past pose new questions and consider the reliability of them. • To use more than one source of evidence to build a picture of an aspect of past life. • To describe different accounts of a historical event and explain why some of the reasons differ using oral and written explanations and drama.
	Historical knowledge and interpretation	<ul style="list-style-type: none"> • To identify key features and events, then use evidence to reconstruct life in the time studied. • To identify causes and the effects of key events in history for example, the Roman invasion of Britain. • To develop a broad understanding of ancient civilisations and make comparisons to present day based on social, ethnic, cultural and religious views through the eyes of women, men and children.
	Communication	<ul style="list-style-type: none"> • To use appropriate historical vocabulary to communicate for example, dates, time period, change, chronology, AD, BC, BCE, era, civilisations. • To show an understanding of concepts such as war, peace and empire • To use literacy and numeracy skills to a good standard to communicate information about the past.
Topic of study		
<p>The Roman Empire Mayan Civilisation</p>		



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Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<p>Chronological understanding</p>	<ul style="list-style-type: none"> • To place current study on a timeline in relation to other periods studied using dates. • To use dates accurately when describing events using written or oral responses. • To understand and explain how connections, contrasts and trends changed over time.
	<p>Historical enquiry</p>	<ul style="list-style-type: none"> • To understand how our knowledge of the past is constructed from a range of sources and use these sources to answer questions about the past, for example, ‘How did Harold really die in the Battle of Hastings?’ • To review and suggest causes and consequence of some key events and changes in history for example, Anglo-Saxons law and justice, Ancient Egypt’s achievements or how the country has been governed since 1066.
	<p>Historical knowledge and interpretation</p>	<ul style="list-style-type: none"> • To identify key events/people and make links to previous events in history with reference to social, ethnic, cultural, political, and religious influences. • To empathise with people of the past. • To use the terms invader, settler, trade, civilisation and succession
	<p>Communication</p>	<ul style="list-style-type: none"> • To use appropriate historical vocabulary to communicate for example, dates, time period, change, chronology, AD, BC, BCE, era, century and decade. • To use a variety of ways to communicate knowledge and understanding including extended writing.
<p>Topic of study</p>		
<p>Ancient Egypt Anglo-Saxons Vikings</p>		



Billingshurst Primary School – History

Year 6 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	Chronological understanding	<ul style="list-style-type: none"> • To place current study on a timeline in relation to other periods and themes studied, including dates. • Describe the main changes of the period of history being studied for example, The Industrial Revolution using vocabulary such as social, religious, political, technological and cultural. • Identify periods of rapid change in history and contrast them with times of relatively little change.
	Historical enquiry	<ul style="list-style-type: none"> • To understand how our knowledge of the past is constructed from a range of sources and consider their reliability. • To show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied. • To use critical thinking to deduce information about the past, giving reasons for the choice of evidence and justify claims about the past.
	Historical knowledge and interpretation	<ul style="list-style-type: none"> • To identify key events/people and make links to previous and subsequent events in history with reference to social, ethnic, cultural, political, and religious influences. • Understand that people in history make decisions based on their beliefs, attitudes, and experiences and understand the consequences of these decisions. • Empathise with and criticise decisions and the consequences of these decisions. • To understand the concept of propaganda.
	Communication	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate for example, dates, time period, change, chronology, AD, BC, BCE, era, century, decade, continuity and legacy. • Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past. • Plan and carry out individual investigations.
	Topic of study	
The Industrial Revolution World War II		