

Beaufront First School Long-Term Plan: History

Intent	Implementation	Impact
The History Curriculum at Beaufront meets the requirements of the National Curriculum, follows the Hexham Partnership Plan for History and Geography, and is informed by planning from Kapow. It is also enriched by Beaufront's rural location and wealth of historical places and resources in Northumberland. This curriculum aims to ensure that all pupils: • Know and understand the history of Britain. • Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Know and understand significant aspects of the history of the wider world. • Develop an understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	All children will engage in weekly History lessons for 3 half-terms per year as the curriculum alternates between History and Geography. Our inclusive and enriched curriculum enables all children to engage with History through: • Carefully planned sequences of lessons. • Carefully planned, varied and appropriate resources and enriched learning experiences, which will include visits to places of historical significance and museums, and visits from experts during enrichment experiences aimed to bring History to life. Children's progress in History will centre around the interplay between the substantive and disciplinary strands as they engage in a Cycle of Enquiry to be able to experience processes used by historians. This will involve developing the skills to: - Question - Investigate - Interpret - Evaluate and conclude - Communicate Children will also build skills in relation to: - Listening - Speaking - Problem Solving - Creativity - Staying Positive - Aiming High - Leadership	Through a focused, thorough and enriched History Curriculum children are able to: • Identify and explain change and continuity across periods of history, focusing on chronology. • Identify similarities and differences across periods of time. • Look at reasons for, and results of, historical events. • Develop an understanding of cause and consequence. • Consider and explain the events and people that are of significance in their context and in the present day. • Compare significant people and events across history. • Use a range of sources to investigate the past and use sources of evidence to build a picture of the past. • Identify reliable sources. • Understand the processes that historians use to investigate, explore and interpret the past. • Appreciate the importance and value of knowing about the past. • Understand the significance of historical events then, now and in the future (measuring impact). • Use relevant historical language and terminology when discussing events, people and ideas.

Children will develop their knowledge, understanding and skills through the strands of: • Topic Knowledge - this runs through every strand and every topic in History. • Chronological Awareness - language of chronology, building timelines, awareness of general features of historical periods, knowledge of particular dates and times. • Substantive/ Abstract Concepts - power (monarchy, government and empire), invasion, settlement and migration, civilisation (social and cultural), tax and trade, beliefs, achievements and follies of mankind. • Disciplinary Concepts - change and continuity, similarities and differences, cause and consequence, historical significance, sources of evidence, historical interpretations. • Historial Enquiry - posing a historical question, gathering, organising and evaluating evidence, interpreting findings, analysing and making, connections, evaluating and drawing conclusions, communicating findings. Through a rich, challenging and engaging History Curriculum, children will therefore build: a) Substantive knowledge - Topic knowledge, chronological awareness, abstract concepts. b) Disciplinary knowledge - Disciplinary concepts, historical enquiry. This will enable all pupils to be engaged, challenged, and to become curious about the past. All pupils will	- Teamwork	
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enjoy high quality, creative learning and exploration opportunities, enabling them to engage in a cycle of enquiry and learning and to reach a deep understanding of History. In this way, all pupils will be able to ask perceptive questions, develop their critical thinking skills, make judgments and decisions based on evidence, and to appreciate the complexity of peoples' lives, change, identity and challenges now and then.		
History Curriculum Objectives		
EYFS (Nursery & Reception)	KS1 (Year 1 & 2)	KS2 (Year 3 & 4)
ELGs <i>Understanding the World</i> • 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. Specific Objectives <i>Chronological Awareness</i> • To know that someone's age is the time since they were born. • To know that they started life as a baby but have since grown and changed. • To know that some people are older than others. • To know that parents are older than children and grandparents are older than parents.	National Curriculum • Know about changes in living memory and how these reveal aspects of change in national life. • Know about events beyond living memory that are significant nationally and globally. • Know about the lives of significant people in the past and how they have contributed to national and global achievements. • Know about historical events, people and places locally. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and 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 historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to	National Curriculum • 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. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Know about changes in Britain from the Stone Age to the Iron Age. • Know about the Roman Empire and it's impact on Britain. • Consider Britain's settlement by

● To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). ● Beginning to sequence events when describing them (e.g. daily routines, events in a story). ● Recognising that some stories are set a long time ago. ● Recognising significant dates for them (birthday). ● Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) ● Recounting activities that happened in their past using photos as a prompt. <i>Abstract Concepts</i> ● To know that in fairytales kings/queens are usually important, powerful people who rule over others. ● To recognise some interests and achievements from their own lives and the lives of their families and friends. <i>Disciplinary Concepts</i> ● Being aware of changes that happen throughout the year (e.g. seasons, nature). ● To know that the environment around us changes as time passes. ● Experiencing cause and effect in play - achieve through continuous provision. ● Beginning to recognise similarities and differences between the past and today. ● Using photographs and stories to compare	show that they know and understand key features of events. ● Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Specific Objectives <i>Chronological Awareness</i> ● To know that a timeline shows the order events in the past happened → To know that events in history may last different amounts of time. ● To know that we start by looking at ‘now’ on a timeline then look back. ● To know that ‘the past’ is events that have already happened. ● To know that ‘the present’ is time happening now. ● To know that within living memory is 100 years → To know a decade is ten years. ● To know that beyond living memory is more than 100 years ago. <i>Abstract Concepts</i> ● To know that a monarch in the UK is a king or queen. ● To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. ● To know that Britain was organised into kingdoms and these were governed by monarchs. ● To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) → To begin to identify achievements	Anglo-Saxons and Scots. ● Know about Viking and Anglo-Saxon Britain. ● Develop a deep knowledge and understanding of local history. ● Be aware of and know about the achievements of some of the earliest civilizations. ● Know about Ancient Greece and their influence on the modern Western world. ● Compare a non-European society with British history. Specific Objectives <i>Chronological Awareness</i> ● To know that history is divided into periods of history e.g. ancient times, middle ages and modern. ● To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. ● To know that BC means before Christ and is used to show years before the year 0. ● To know that AD means Anno Domini and can be used to show years from the year 1AD. ● To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. ● To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. ● To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
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the past with the present day. ● Recalling special people in their own lives. ● To know the names of people that are significant to their own lives. ● Using photographs and stories to compare the past with the present day. ● Using stories and non-fiction books to find out about life in the past. ● To know that stories and books can tell us about the past. ● Recognising that different members of the class may notice different things in photographs from the past. ● To begin to understand that the past can be represented in photographs and drawings.	and inventions that still influence their own lives today (e.g. schools, travel). ● To know the legacy and contribution of some inventions (e.g. flight). ● To know some achievements and discoveries of significant individuals (e.g. explorers) → To be aware of the achievements of significant individuals (e.g. those involved with the history of flight). <i>Disciplinary Concepts</i> ● To know that people change as they grow older. ● To know that throughout someone's lifetime, some things will change and some things will stay the same → To know that daily life has changed over time but that there are some similarities to life today. ● To know that everyday objects have changed over time. ● To know that everyday objects have changed as new materials have been invented → To know that changes may come about because of improvements in technology. ● To know that there are similarities and differences between their lives today and their lives in the past → To know that there are explanations for similarities and differences between children's lives now and in the past. ● To know some similarities and differences between the past and their own lives. ● To know that people celebrate special events in different ways. ● To know that everyday objects have similarities and differences with those used	● To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. ● To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. <i>Abstract Concepts</i> ● To understand the development of groups, kingdom and monarchy in Britain. ● To know who became the first ruler of the whole of England. ● To understand the expansion of empires and how they were controlled across a large empire. ● To understand that societal hierarchies and structures existed including aristocracy and peasantry. ● To understand some reasons why empires fall/collapse. ● To know that there were different reasons for invading Britain. ● To understand that there are varied reasons for coming to Britain. ● To know that there are different reasons for migration. ● To know that settlement created tensions and problems. ● To understand the impact of settlers on the existing population. ● To understand the earliest settlements in Britain. ● To know that settlements changed over time. ● To understand how invaders and settlers influence the culture of the existing
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	for the same purpose in the past. • To know that some people and events are considered more 'special' or significant than others → To know that some events are more significant than others → To know the impact of a historical event on society. → To know that 'historically significant' people are those who changed many people's lives. • To know that photographs can tell us about the past → To know that we can find out about how places have changed by looking at maps. • To know that we can find out about the past by asking people who were there. • To know that artefacts can tell us about the past. • To know that we remember some (but not all) of the events that we have lived through. • To know that historians use evidence from sources to find out more about the past. • To know that the past can be represented in photographs → To know that the past is represented in different ways.	population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that education existed in some cultures, times and groups. • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • To understand that the Roman invasion led to a great increase in British trade with the outside world. • To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. • To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society. • To understand that there are different beliefs in different cultures, times and groups. • To know about paganism and the introduction of Christianity in Britain. • To know how Christianity spread. • To compare the beliefs in different cultures, times and groups. • To be able to identify achievements and inventions that still influence our lives today
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		from Roman times. • To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science. <i>Disciplinary Concepts</i> • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade. • To know that the actions of people can be the cause of change. • To know that advancements in science and technology can be the cause of change. • To know that significant archaeological findings are those which change how we see the past. • To know that 'historically significant' events are those which change many people's lives and had an impact for many years to come. • To know that archaeological evidence can be used to find out about the past. • To know that we can make inferences and deductions using images from the past. • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence.
<i>Historical Enquiry: This area is predominantly skills-based and relates to asking questions; making observations; using different sources and identifying reliable sources of</i>		

information; using a range of sources and resources to understand; interpret, and make links and connections; draw conclusions; share and communicate knowledge, ideas, understanding and descriptions; compare and contrast.

Big Questions

- How am I/ how are we, making history?
- How can we make sure that people in the future know about us?
- Why is it important to know about things that have already happened?
- What would happen if we had no idea about what happened in the past? Would the world be different?
- What is the most significant historical event? Why do you think that?
- What can we learn from history?

Programme of Study - Overview			
	EYFS	KS1	KS2
Autumn 1A			
Autumn 2A	Celebrations Then and Now	Toys (How have toys changed?)	Stone Age - Iron Age
Spring 1A			
Spring 2A	Neil Armstrong and other Amazing Astronauts	Grace Darling	Roman Britain: Romans and Hexham
Summer 1A			
Summer 2A	Dinosaurs	The Great Fire of London/ The Great Fire of Gateshead	Anglo Saxons and Scots (Invasion and Settlers)
Autumn 1B			
Autumn 2B	Incredible Inventions and How They Changed the World	Transport (How did we learn to fly?)	The Industrial Revolution: Railways

Programme of Study - Overview			
	EYFS	KS1	KS2
Spring 1B			
Spring 2B	Kings and Queens: The British Monarchy	Pocahontas	Ancient Greece (What did the Greeks ever do for us?)
Summer 1B			
Summer 2B	Great Expeditions and Explorers	Scott- Antarctic (How have explorers changed the world?)	Local Study: The Vikings (Were the Vikings raiders, traders or settlers?)