



Clipston Endowed VC Primary School – The Big Picture - History

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum		
Aims of our Curriculum – by the end of their time with us at Clipston we aim...	To develop successful, engaged, who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”		
The Intrinsic Core of History – our Intent – what we seek to achieve for in our children as developing historians.	To be able to investigate and interpret the past by understanding that the past comes from interpreting the available evidence.	To be able to build an overview of world history by appreciating that the features of the past are similar and different across time periods, and understanding that life is different for different sections of society.	To understand chronology by understanding how to chart the passing of time and how some aspects of history happened at similar times in different places.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.

How we organise learning in History, through the development of Big Ideas

Explore and Investigate Whole School Big Ideas	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
	Observe or handle evidence (artefacts, pictures, stories, online sources and databases) to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? Why? How long ago? Identify some of the different ways the past has been represented. Suggest causes and consequences / effects of some of the main events and changes in history. Understand that no single source of evidence gives the full answer to questions about the past.	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Describe changes that have happened in the locality of the school throughout history.	Place events, artefacts and historical figures in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries, to describe passing of time. Show an understanding of concepts such as: nation and a nation’s history, civilisation, monarchy, parliament, democracy, war and peace. Use appropriate historical vocabulary to communicate, including: dates, time period / era, chronology, continuity, change, century, decade, legacy.

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

Explore and Investigate Key Themes (Schema)	Chronology	Artefacts	Cause and Effect
	History is thought of in terms of events and when they took place. <ul style="list-style-type: none"> Key ‘stories’ and events; Dates and durations Arranging dates or events in the order in which they happened – timelines. 	Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. Artefacts, a form of primary evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like. <ul style="list-style-type: none"> Tools; Ornaments; Household items; Coins; Diaries; Historical accounts; Newspaper reports. 	This concept shapes historical thinking and understanding. <ul style="list-style-type: none"> Why people (Key Figures) acted as they did; Investigating motivation. Why did they act as they did? Why did this event occur? What were the consequences of these actions? Create connections and construct informed responses by tracing the ripples through time. Linked to chronology, it helps children to recognise change across time.

Implementation: How do we deliver our Curriculum?

Early Years	Children’s development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning, including opportunities to explore, observe and find out about people, places, technology and the environment. A full outline of the EYFS specifically linked to History can be found in our History Overview and End Points document.
Progression	Progression in Learning from Reception to Year 6 is outlined in our History Overview and End Points document.

Key Stage 1 – Year 1 & Year 2

Key Stage One Disciplinary Knowledge - In the context of...	Year A	Year B
	<p>How we used to live: Homes (Tudor, Victorian, Post WWII, Modern) and Inventors (Alexander Graham Bell, John Logie Baird, Thomas Crapper)</p> <p>The Great Fire of London: Samuel Pepys, Sir Christopher Wren, Thomas Farriner, King Charles II</p> <p>Kind and Courageous: Florence Nightingale & Mary Seacole, Emmeline Pankhurst, Rosa Parks, Nelson Mandela, Greta Thunberg</p>	<p>The Gun Powder Plot</p> <p>Remembrance Day: War Memorials (Clipston, Market Harborough, and famous ones e.g. National Memorial Arboretum, Cenotaph, Menin Gate, Tomb of the Unknown Soldier in Westminster Abbey)</p> <p>How we used to live: Schools (Clipston School & Victorian vs Modern, inc. George Buswell, William Caxton, Tim Berners Lee)</p> <p>Adventurers: Christopher Columbus and Neil Armstrong (Discovery of America and The Moon Landing), Amelia Earhart and Edmund Hillary.</p>

Lower Key Stage 2 – Year 3 & Year 4

	Year A	Year B
Lower Key Stage Two Disciplinary Knowledge - In the context of...	<p>The Roman Empire and its impact on Britain.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: - World War II.</p>	<p>Changes in Britain from the Stone Age to the Iron Age:</p> <p>The Anglo-Saxon and Viking struggle for the Kingdom of England.</p> <p>The Normans</p> <p>The achievements of the earliest civilisations: - Ancient Egypt.</p>

Upper Key Stage 2 – Year 5 & Year 6

	Year A	Year B
Upper Key Stage Two Disciplinary Knowledge - In the context of...	<p>Ancient Greece: - A study of Greek life and achievements and their influence on the western world.</p> <p>A non-European society that provide contrast with British history: - Maya Civilisation (Central America) c. 2000 BC – AD 1697.</p> <p>Retrieval unit to make connections and link areas of knowledge studied at Primary School to key historical questions.</p>	<p>A local history study: - The English Civil War (Battle of Naseby).</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: - Tudor and Elizabethan Britain - World War I</p>

	Most children achieve the End Point Milestones for History		
Impact	Children become...		
	successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.	confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	responsible, happy citizens of the world who have the capacity to make positive contributions to society.