

Our Curriculum



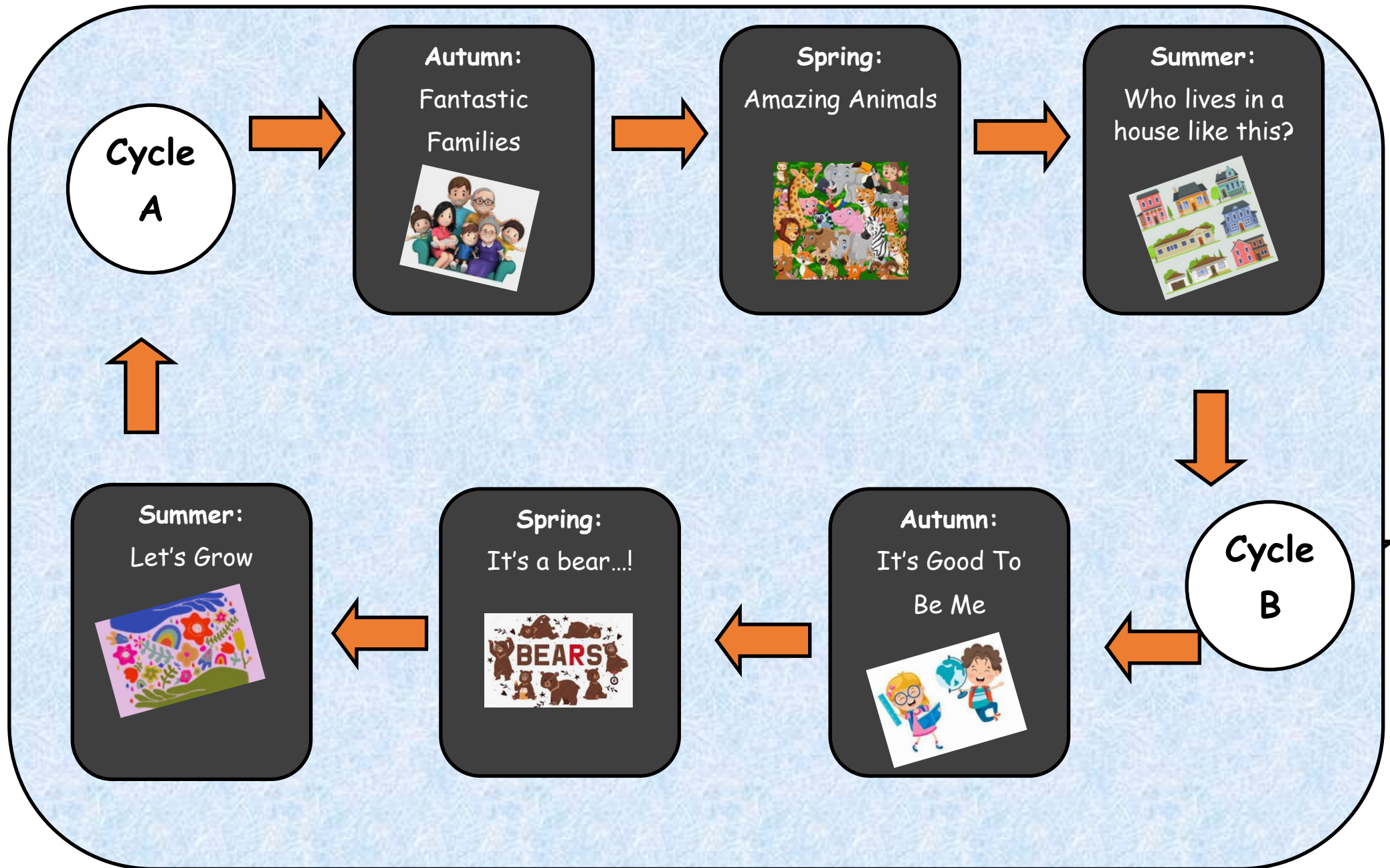
Rationale & Intent

At Newton Hill Community School we are guided by the National Curriculum for History (2014). We provide a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire 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. History 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.

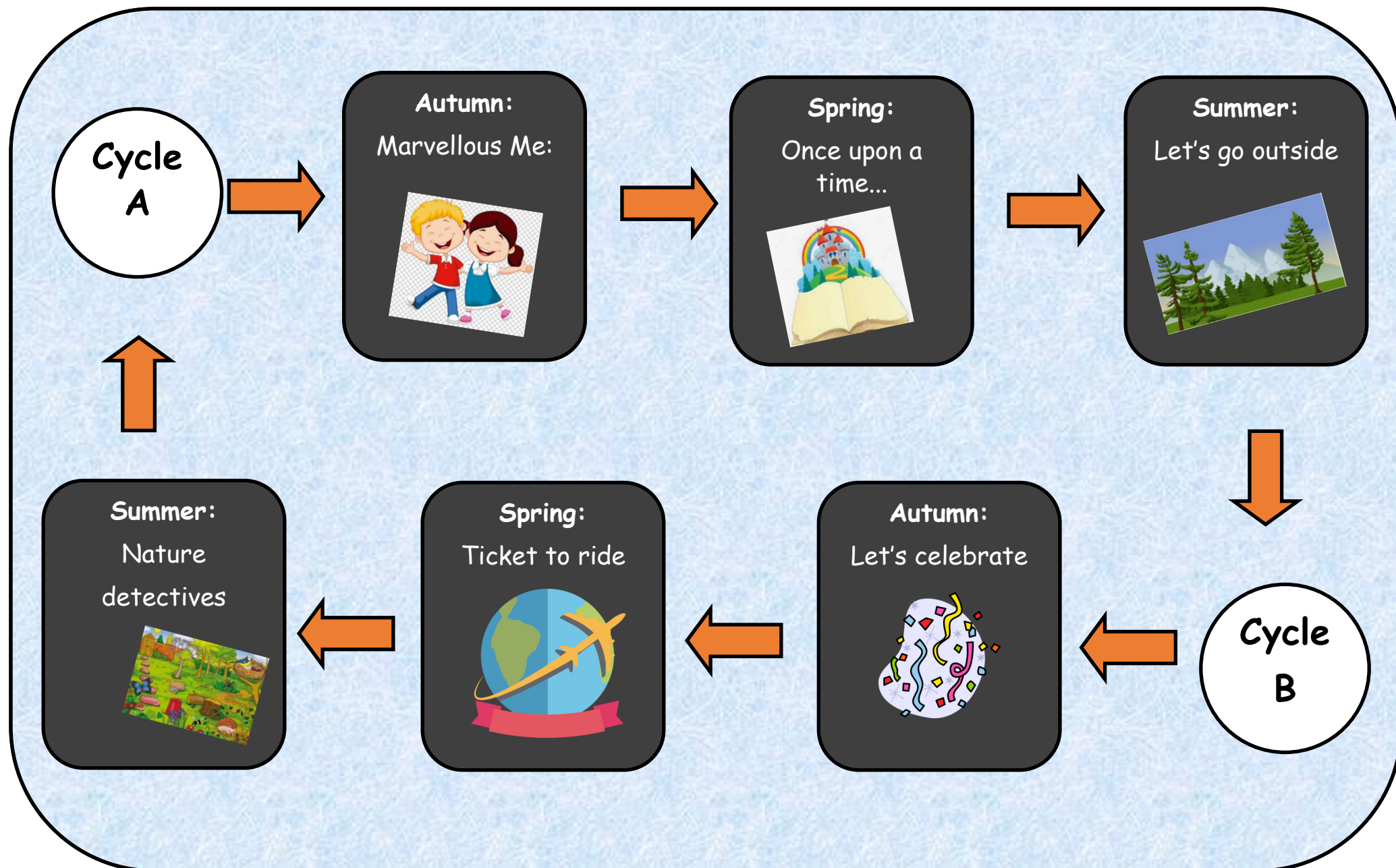
The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded 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;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

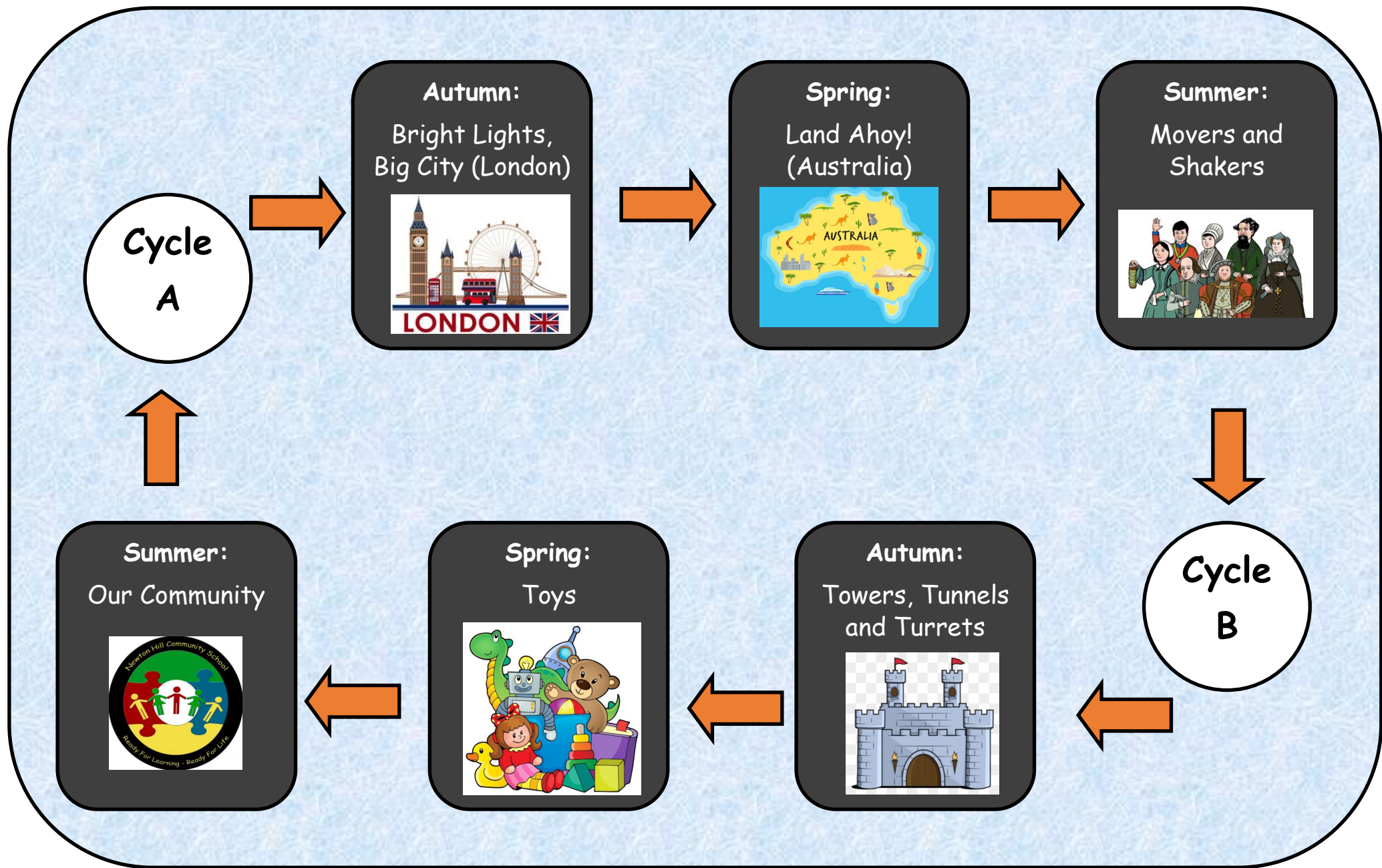
Nursery Journey



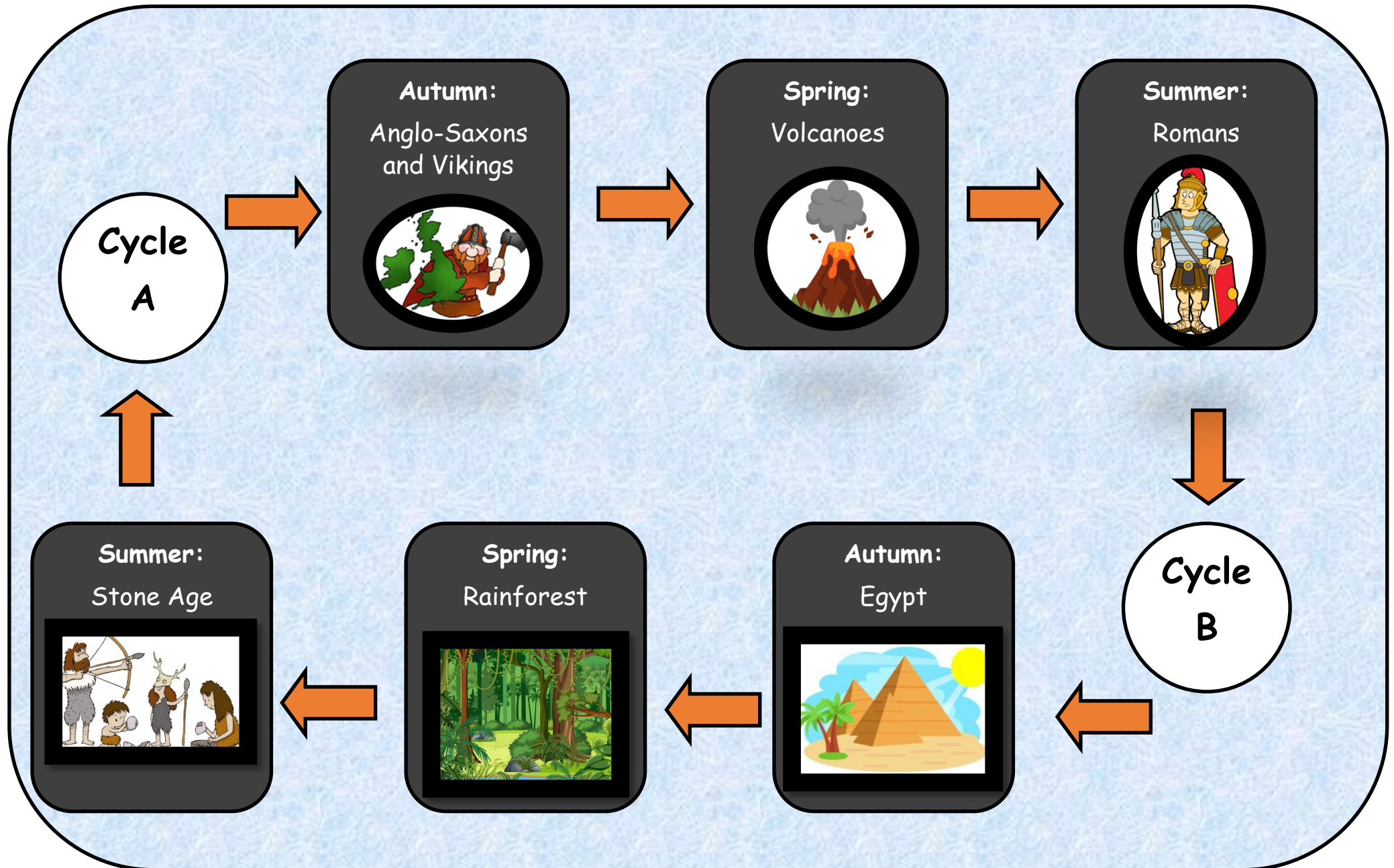
Reception Journey



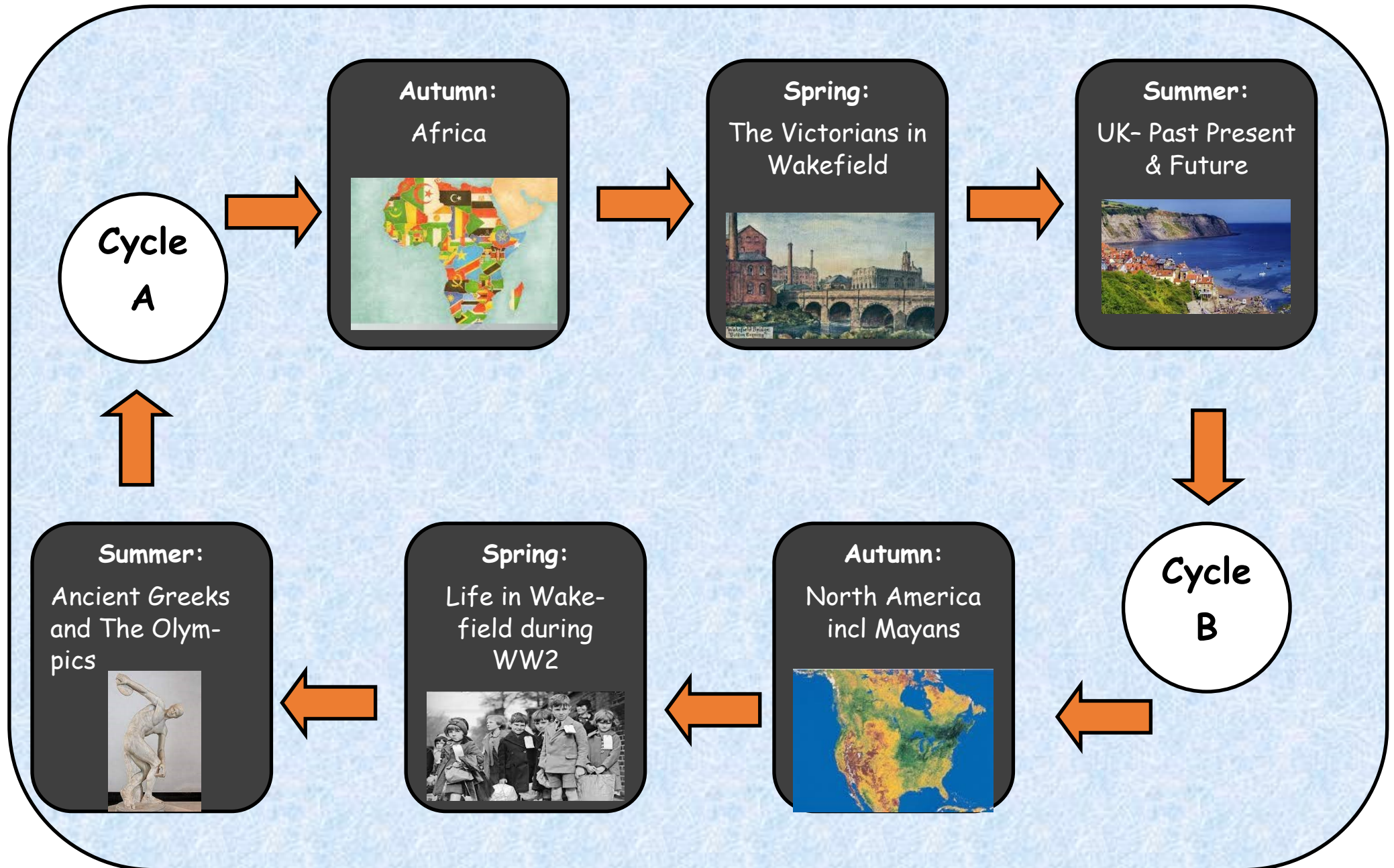
Key Stage 1 Journey



Lower Key Stage 2 Journey



Upper Key Stage 2 Journey



Nursery Skills

**Chronological
Understanding**

**Knowledge and
Understanding of
Events, People and
Changes in the Past**

Historical

**Historical
Enquiry**

**Organisation
& Communication**

Historical

Vocabulary

- Use a wider range of vocabulary (CL)
- Understand 'why' questions (CL)
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (CL)
- Understand gradually how others might be feeling (PSED)
- Develop their sense of responsibility and membership of a community. (PSED)
- Engage in extended conversations about stories, learning new vocabulary (L)
- Begin to make sense of their own life-story and family's history. (UTW)
- Continue developing positive attitudes about the differences between people (UTW)
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW)

Reception Skills

**Chronological
Understanding**

**Knowledge and
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Historical

**Historical
Enquiry**

**Organisation
& Communication**

Historical

Vocabulary

-Learn new vocabulary (CL)

- Ask questions to find out more and to check they understand what has been said to them (CL)

Describe events in some detail. (CL)

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (CL)

-See themselves as a valuable individual. (PSED)

-Express their feelings and consider the feelings of others. (PSED)

-Think about the perspectives of others. (PSED)

--Talk about members of their immediate family and community . (UTW)

-Name and describe people who are familiar to them (UTW)

- Comment on images of familiar situations in the past. (UTW)

-Compare and contrast characters from stories, including figures from the past. (UTW)

-Recognise some similarities and differences between life in this country and life in other countries. (UTW)

-Recognise some environments that are different to the one in which they live. (UTW)

Reception Skills

Chronological Understanding

Knowledge and Understanding of Events, People and Changes in the Past

Historical

Historical Enquiry

Organisation & Communication

Historical

Vocabulary

-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (Early Learning Goals- Comprehension)

- Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play Early Learning Goals- Comprehension)

-Show sensitivity to their own and to others' needs. (Early Learning Goal—Building relationships)

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class. (Early Learning Goal—Listening, Attention & Understanding)

- Make comments about what they have heard and ask questions to clarify their Understanding (Early Learning Goal—Listening, Attention & Understanding)

-Talk about the lives of the people around them in their roles in society. (Early Learning Goals- Past and Present)

-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Early Learning Goals- Past and Present)

-Understand the past through settings, characters and events encountered in books read in class and storytelling. (Early Learning Goals- Past and Present)

-Invent, adapt and recount narratives and stories with peers and their teacher. (Early Learning Goals- Being imaginative)

Year 1 Skills

Chronological Understanding

Understand the difference between things that happened in the past and the present.

Describe things that happened to themselves and others in the past.

Order a set of events or objects.

Use a timeline to place important events.

Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.

Knowledge and Understanding of Events, People and Changes in the Past

Recall some facts about people and events before living memory.

Say why people may have acted the way they did.

Historical Interpretation

Begin to identify and recount some details of the past from a range of sources, including videos, photographs, pictures and artefacts.

Historical Enquiry

Identify different ways in which the past is represented, e.g. pictures, stories.

Explore events, look at pictures and ask questions, e.g. which things are old and which things are new?' or 'what were the people doing?'

Look at objects from the past and ask questions e.g. 'what were they used for?' and then try to answer them.

Organisation & Communication

Sort events or objects into groups, e.g. then and now.

Tell stories about the past.

Talk, write and draw about things from the past.

Historical Vocabulary

Now, yesterday, last week, when I was younger, when I was born, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, museum.

Year 2 Skills

Chronological Understanding

Understand and use the words past and present when telling others about an event.
Understand how to put people, events and objects in order of when they happened, using a given scale.
Use a timeline to place important events.
Use words and phrases such as: year, decade, century.

Knowledge and Understanding of Events, People and Changes in the Past

Use information to describe the past.
Describe differences between then and now.
Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
Recount the main events from a significant event in history.

Historical Interpretation

Understand why some people in the past did the things they did .
Use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, historical sites and the internet to find out about the past.

Historical Enquiry

Asks and answers questions such as, 'what was it like for...?', 'what happened in the past?' and 'how long ago did ... happen?'
Identify different ways in which the past is represented.
Use a wide range of information to answer questions.

Organisation & Communication

Write simple stories and recounts about the past.
Draw labelled diagrams and write about them to tell others about people, events and objects from the past.
Describe objects, people or events in history.
Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, story-telling and using ICT.

Historical Vocabulary

Recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.

Year 3 Skills

Chronological Understanding

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
Use a timeline to place historical events in chronological order.
Describe dates of and order significant events from the period studied .

Knowledge and Understanding of Events, People and Changes in the Past

Uses evidence to describe differences between the lives of rich and poor.
Describes similarities and differences between people, events and objects.
Use evidence to describe activities from the past.
Use evidence to describe the clothes, way of life and actions of people in the past.
Use evidence to describe buildings and their uses by people from the past.

Historical Interpretation

Explore the idea that there are different accounts of history.

Historical Enquiry

Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
Ask questions such as 'how did people...', 'what did people do for...?'
Suggest sources of evidence to help answer questions.

Organisation & Communication

Communicate ideas about the past in different ways, e.g. writing, drawing, diagrams, data-handling, drama, role-play, story-telling, ICT.

Historical Vocabulary (continued in Year 4)

Century, BC/AD/BCE/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate.

Year 4 Skills

Chronological Understanding

Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
Order significant events and dates on a timeline.
Describe the main changes in a period in history.

Knowledge and Understanding of Events, People and Changes in the Past

Shows knowledge and understanding by describing features of past societies and periods.
Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.
Use evidence to describe what was important to people from the past.
Describe similarities and difference between people, events and artefacts studied.
Describe how some of the things they have studied from the past affect / influence life today.

Historical Interpretation

Give reasons why there may be different accounts of history.
Look at different versions of the same event in history and identify differences.
Know that people in the past represent events or ideas in a way that persuades others.

Historical Enquiry

Understand the difference between primary and secondary sources of evidence.
Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
Ask questions such as, 'what was it like for... during...?'
Suggest sources of evidence from a selection provided, to help answer questions.

Organisation & Communication

Discuss the most appropriate way to present information, realising that it is for an audience.
Use subject specific words such as monarch, settlement, invader.
Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, story-telling and ICT.

Historical Vocabulary (continued from Year 3)

Century, BC/AD/BCE/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate.

Year 5 Skills

Chronological Understanding

Uses timelines to place and sequence local, national and international events.
Sequences historical periods.
Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.
Identifies changes within and across historical periods.
Understand how some historical events occurred concurrently in different locations.

Knowledge and Understanding of Events, People and Changes in the Past

Choose reliable sources of information to find out about the past.
Give own reasons why changes may have occurred, backed up by evidence.
Describe some similarities and differences between some people, events and artefacts studied.
Begin to describe how historical events studied affect / influence life today.
With some support, make links between some of the features of past societies, e.g. religion, houses, society, technology.

Historical Interpretation

Give reasons why there may be different accounts of history.
Evaluate evidence to choose the most reliable forms.

Historical Enquiry

Use documents, printed sources, the internet, databases, photos, pictures, music, artefacts, historic buildings and visits to collect evidence and information about the past.
Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
Investigate own lines of enquiry by posing questions to answer.

Organisation & Communication

Present structured and organised findings about the past using speaking, writing, ICT, drama and drawing skills.
Choose the most appropriate way to present information to an audience.
Plan and present a self-directed project or research about the studied period.

Historical Vocabulary (continued in Year 6)

Change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.

Year 6 Skills

Chronological Understanding

Uses timelines to place events, periods and cultural movements from around the world.
Uses timelines to demonstrate changes and developments in culture, technology, religion and society.
Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.

Knowledge and Understanding of Events, People and Changes in the Past

Evaluate the reliability of information that is used to find out about the past.
Give own reasons why changes may have occurred, backed up by a wider range of evidence.
Describe similarities and differences between some people, events and artefacts studied.
Describe how historical events studied affect / influence life today.
Independently make links between some of the features of past societies, e.g. religion, houses, society, technology

Historical Interpretation

Understand that the past has been represented in different ways.
Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways.
Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Know that people in the past have a point of view and that this can affect interpretation.
Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Historical Enquiry

Identify and use different sources of information and artefacts.
Evaluate the usefulness and accuracy of different sources of evidence.
Select the most appropriate source of evidence for particular tasks.
Form own opinion about historical events from a range of sources of information.

Organisation & Communication

Make use of different ways of presenting information.
Present information in the most appropriate way, e.g. written explanation, tables, charts, labelled diagrams.

Historical Vocabulary (continued from Year 5)

Change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.