

History



Intent

History is held in high regard at Mendlesham Primary School. The history curriculum makes use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. The periods of history that we study are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Mendlesham is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum, the curriculum at Mendlesham aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past
- Begin 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
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Develop a secure understanding of historical vocabulary
- Understand the chronology of events in British and the world history that they study

Implementation

History is taught weekly, in half term blocks throughout the year, so that children achieve depth in their learning. Each block is based upon an over-arching historical enquiry question and individual lessons, or enquiries to answer the over-arching question. Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children. There is a strong focus on developing vocabulary and key words are identified in each unit. Knowledge organisers have been developed to support teacher's subject knowledge with carefully sequenced lessons.

Planning is informed by and aligned with the National Curriculum, using the Collins Connected plans and resources, however, teacher's lesson design is not limited by this and is also informed by national agencies, such as the Historical Association.

We have identified the key knowledge and skills of each unit and consideration has been given to ensure progression across units throughout each year group across the school. We use progression grids to ensure there are clear skills, knowledge and vocabulary progression throughout school. These support teachers when considering how to differentiate tasks for children working beyond the core task either at greater depth or those working towards the expected level. The progression exemplifies what will be taught and how learning could be demonstrated within the series of lessons, as well as how learners will be supported in line with the school's commitment to inclusion.

However, it has been noted that the limited diversity within the school's vicinity has led to limited experiences for many children. This is coupled with some limited vocabulary development, which the school strives to support.

Cross curricular outcomes in history are specifically planned for, with strong links between Art and English lessons enabling further contextual learning (for example, that historical learning is used as a vehicle for extended writing opportunity, during the year). The local area is also utilised to achieve the best possible outcomes, with opportunities for learning outside the classroom embedded in practice.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and that links are made to English and Mathematics, as appropriate. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area as well as beyond. Looking both within and beyond the local area maximises the cultural, as well as historical differences, which the children are exposed to.

Monitoring via learning walks and book looks will provide the basis of developmental feedback. Assessment for learning will shape the exact lessons taught to ensure that the pitch and expectation is correct for any particular class.

Impact

Through high quality teaching of history, we will see the impact of the subject in different ways:

- Through pupil voice, children will be able to talk about the skills and knowledge they have acquired
- Children will be engaged in history lessons and want to find out more
- Older children will complete research independently through enquiry questions and to further their own enjoyment of the subject
- The children's work will show that a range of time periods are being covered with cross curricular links being made where appropriate
- The school environment will frequently include a whole school humanities display, as well as historical links to the English being taught (when history is the curriculum driver)
- The historical vocabulary that the children are exposed to in each year group is embedded in their lexicon and successively built upon
- As historians, children will learn lessons from history to influence the decisions they make in their lives in the future
- Monitoring will show standards in history will be high and will match expectations in other subject areas

Long term plans can be found on the whole school curriculum document.

Mendlesham History

Progression Framework

Strand	Key Stage 1				Lower Key Stage 2				Upper Key Stage 2			
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
Historical Knowledge												
1. Constructing the past	H.1.1.1. Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	H.1.1.2. Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Great fire of London).	H.1.1.3. The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Great fire of London).	H.1.1.4. The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Great fire of London and draw conclusions about it).	H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	H.2.1.2. Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by the Anglo-Saxons).	H.2.1.3. Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about Anglo-Saxon beliefs and how changes in these lead to societal changes).	H.2.1.4. Can describe the main context of particular themes, societies, people and events including some explanation (e.g. identify and describe a range of people, events and developments throughout the Anglo-Saxon period).	H.2.1.5. Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	H.2.1.6. Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).	H.2.1.7. Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).	H.2.1.8. Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation).
2. Sequencing the past	H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.3.a. Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).	H.1.2.4.a. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).	H.1.2.5.a. Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.2. Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	H.2.2.3. Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).	H.2.2.4. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.6. Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an	H.2.2.7. Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).	H.2.2.8. Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).

				and explain the reason for their sequence).					Bronze or Iron Ages).		annotated timeline).	
	H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.	H.1.2.3.b. Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	H.1.2.4.b. Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').	H.1.2.5.b. Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.								

History Concepts

3. Change and development	H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.1.3.2. Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).	H.1.3.3. Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).	H.1.3.4. Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century).	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.2. Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	H.2.3.3. Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	H.2.3.4. Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.6. Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	H.2.3.7. Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).	H.2.3.8. Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).
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<p>4. Cause and effect</p>	<p>H.1.4.1. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>H.1.4.2. Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).</p>	<p>H.1.4.3. Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).</p>	<p>H.1.4.4. Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot).</p>	<p>H.2.4.1. Address and devise historically valid questions about cause.</p>	<p>H.2.4.2. Can describe some relevant causes for, and effects on, some of the key events and developments covered (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).</p>	<p>H.2.4.3. Can comment on the importance of causes and effects for some of the key events and developments within topics (e.g. explain how and why the design of longboats were important in the Vikings success as raiders).</p>	<p>H.2.4.4. Can explain with confidence the significance of particular causes and effects for many of the key events and developments.</p>	<p>H.2.4.5. Address and devise historically valid questions about cause.</p>	<p>H.2.4.6. Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance of the Silk road to the development of both European and Chinese societies).</p>	<p>H.2.4.7. Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain the effect of key events during the Shang rule on the population and how the beliefs and priorities of the leader play an important part in the lives of their subjects)</p>	<p>H.2.4.8. Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the length settlements in Britain, such as technological, economic, social and cultural reasons compared to China and Maya areas in similar eras).</p>
<p>5. Significance and interpretations</p>	<p>H.1.5.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>H.1.5.2. Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).</p>	<p>H.1.5.3. Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).</p>	<p>H.1.5.4. Can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion).</p>	<p>H.2.5.1. Address and devise historically valid questions about significance.</p>	<p>H.2.5.3.a. Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).</p>	<p>H.2.5.4.a. Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</p>	<p>H.2.5.5.a. Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).</p>	<p>H.2.5.5. Address and devise historically valid questions about significance.</p>	<p>H.2.5.7.a. Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of the Shang).</p>	<p>H.2.5.8.a. Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Shang).</p>	<p>H.2.5.9.a. Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Shang history was the most important, giving reasons for their choice).</p>

					H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.3.b. The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).	H.2.5.4.b. The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	H.2.5.5.b. The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).	H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.7.b. Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about the Trojan horse).	H.2.5.8.b. Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Trojan horse).	H.2.5.9.b. Can understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Trojan horse).
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Historical Enquiry

6. Planning and carrying out a historical enquiry	H.1.6.1. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	H.1.6.2. Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).	H.1.6.3. Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).	H.1.6.4. Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response).	H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.2. Can ask valid questions for enquiries and answer using a number of sources.	H.2.6.3. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	H.2.6.4. Can independently devise significant historical enquiries to produce substantiated and focused responses.	H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.6. Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the disappearance of the Maya from several sources and reach a conclusion at the end of an enquiry).	H.2.6.7. Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the reasons for the demise of the Maya, select appropriate evidence and use this to produce a valid conclusion).	H.2.6.8. Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Maya and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).
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7. Using sources as evidence

H.1.7.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.1.7.2. Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).	H.1.7.3. Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).	H.1.7.4. Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.2. Can understand how sources can be used to answer a range of historical questions.	H.2.7.3. The pupil can recognise possible uses of a range of sources for answering historical enquiries.	H.2.7.4. The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.	H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.6. Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).	H.2.7.7. Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).	H.2.7.8. Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).
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Early Years Foundation Stage (EYFS)

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.