

History Curriculum at Lace Hill Academy

Who are we?

History has always been held in high regard at Lace Hill Academy. We pride ourselves on our learning environment and classroom displays. Topics 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 is carefully planned and structured to ensure that current learning is linked to previous learning. We have a wide range of books linked to history in our well stocked school library and class book corners. Fiction books with historical settings are embedded in the English curriculum. We are developing our historical resources: the children have access to artefacts, primary and secondary sources of evidence, past and present maps and computing technology that allows the children to follow their own lines of enquiry and communicate their learning.

Parents are supportive of our history curriculum and are keen for their children to find out more about our world. Some of our children are exposed to rich experiences outside of school. We have designed our curriculum so that all of our children have the opportunities to experience and learn about and from the past. Our curriculum reflects the ethnical diversity within our school; we celebrate and recognise the different ethnicity groups including those of black, Asian and Indian heritage. Black History month is celebrated in our school and within units of work.

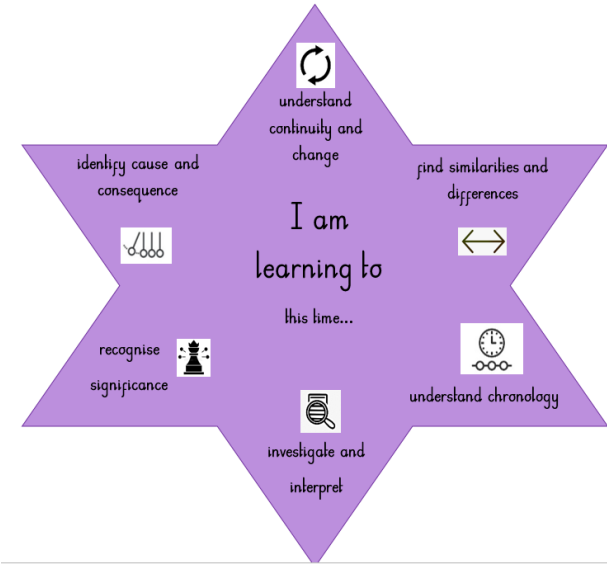
Lace Hill Academy is located on the outskirts of Buckingham, a town steeped in more than 1400 years of rich history, influenced by the Saxons, Danes, Normans, Romans, Tudors and Victorians. The school itself has been built on a modern housing estate, whose street names are linked to the lace-making industries that Catherine of Aragon brought to the area. The development of the town, through examination of maps, photographs and other historical sources are a fascinating point of study for our children, making history relevant and exciting for them.

What do we need to know? Why?

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people.

What our children learn through history, will influence their decisions about personal choices, attitudes and values. They need to develop enquiry and analysing skills so that they can confidently infer information from sources of information and question the reliability of sources. Our children need to learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through focus on these skills, our children will develop confidence, resilience and independent in their thinking. Our children need to develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

At Lace Hill Academy, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding. The children need to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. Through our considered well-planned curriculum, our children will have integrity, empathy and will celebrate differences; we are all different but equal.

| What do we need to experience? Why? | |
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| When a child leaves our school they will... | I am a Lace Hill historian because... |
| <ul style="list-style-type: none"> • Be a confident person • Be an independent thinker and self-starter • Empathise with others • Have an inquisitive mind • Take risks with their learning • Bounce back and move forward when faced with a challenge • Be proactive and innovative • Have a sense of belonging | <ul style="list-style-type: none"> • I am curious about what has happened in the past • I understand chronology and I have a concept of time • I can use a range of historical sources to find out more about the past • I have the confidence to question bias • I have knowledge of local, national and international history • I can make links between historical events of the past • I understand how learning from events in the past can help us prepare for the future |
| Substantive Concepts | Disciplinary Concepts |
| <p>Trade We need our children to be proactive and therefore we focus on trade, developing the idea that nations/communities can progress by taking advantage of their success.</p> <p>Invention We need our children to develop an inquisitive mind, become an independent thinker and self-starter. We also need our pupils to be innovative. Therefore, we look at invention as a concept to model how people of all ethnicities/gender have impacted our world with their inventions.</p> <p>Invasion Our children need to be able to bounce forward when faced with a challenge and our children need to learn how communities change and rebuild following invasion.</p> <p>Migration There is migration in local community, with not only British people, but with internationals from countries such as the Ukraine, India and Africa. Our children need to empathise with others and understand the need for migration and how it can positively contribute to a community.</p> <p>Community and Culture – Living in a relatively new community, our children need to reflect on what brings a community together and grow a sense of belonging</p> <p>Hierarchy and Power This links to our SMSC and school values of integrity and respect</p> | <ul style="list-style-type: none"> • Continuity and change • Similarity and difference • Chronology • Significance • Interpretation • Cause and consequence.  |

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At Lace Hill Academy, our history curriculum is designed so that our children frequently encounter key disciplinary concepts which directly link to our History 'Golden Box' (above) which is what we want our Lace Hill Historians to be able to achieve. Underpinning our units of work are six substantive concepts that thread our curriculum together. These concepts have been chosen specifically to meet the needs of our pupils and what we want them to be by the time they leave at the end of Key Stage 2, shown by our Curriculum 'Golden Box' (above)

The planning of learning always begins with the concepts, skills and knowledge that needs to be taught in order to build upon prior learning and enrichment opportunities and opportunities to apply learning are carefully designed through the planning process. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use a historical timeline at the front of the book that provide children with an overview of British and World History, and allows them to make links to what they have learnt before, to make sense of new learning.

We place great importance on practical experiences to enhance the history curriculum. Where appropriate, we use historical artefacts, visitors and visits to excite and enthuse our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible. The local area is fully utilised to provide extensive, enriching opportunities beyond the classroom. For example, through studying the Romans, our Year 3 children visit a local farm where there are regular Roman artefacts discovered by local metal detecting enthusiasts. Our Year 5 children visit Bletchley Park, the home of the code breakers in WWII, bringing history to life. Children in Year 2 visit the local town to find out more about their own locality, learning about the age and significance of the buildings.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. Bringing history to life and making it memorable is important to us, including opportunities for children to recreate history in drama or role play and learning songs about historical times and places.

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| LHA History Journey (Progression) | | | | | | | |
|-----------------------------------|--|---|--|---|---|--|--|
| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Units covered | Skills are taught through the Early Years curriculum area 'Understanding the World'. | Why do we celebrate the past? How do inventions change our world? How have toys changed?? | What secrets does a castle hold? What is the impact of exploration? What was Buckingham like in the past? (local study) | How do we compare the first humans in the UK? Why were the Romans so powerful? | How would my life be different in the Victorian times? How has leisure and entertainment changed in the 20 th century? What did the Ancient Egyptians achieve? | How does the Indus Valley compare to other Ancient civilisations? What impact did Bletchley Park have in WWII? (local study) | Raiders or Settlers? Anglo Saxons and the Vikings. What influence did the Ancient Greeks have on the western world? |
| Trips/Visits | Visitors in to support the implementation of the Early Years Curriculum. | MK Museum – Childhood then and now | Warwick Castle Buckingham Walking Tour (Local) | Chiltern Open Air museum – Stone Age Roman Artefacts Bourton Farm (Local) Roman Day Visit | Chiltern Open Air museum – Victorians Victorian workshop | Bletchley Park (Local) | Archaeologist Visit Anglo Saxons Anglo Saxon workshop Stowe School – Greek Architecture |
| Disciplinary Concepts | similarity and difference, chronology, significance | Continuity and change, similarity and difference, chronology, significance, interpretation | Continuity and change, similarity and difference, chronology, significance, interpretation, cause and consequence. | Continuity and change; similarity and difference; chronology; significance; interpretation and consequence. | Continuity and change; similarity and difference; chronology; significance; interpretation, cause and consequence. | Continuity and change; similarity and difference; chronology; significance; interpretation, cause and consequence. | Continuity and change; similarity and difference; chronology; significance; interpretation, cause and consequence. |
| Substantive Concepts | Community and Culture | Community and Culture Invention | Community and Culture Hierarchy and Power Migration Trade | Community and Culture Hierarchy and Power Migration Trade Invasion Invention | Community and Culture Hierarchy and Power Migration Trade Invasion Invention | Community and Culture Hierarchy and Power Migration Trade Invasion Invention | Community and Culture Hierarchy and Power Migration Trade Invasion Invention |

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| LHA History Journey (Progression in Knowledge and Skills) | | | | | | | |
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| Chronology | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Nursery</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Reception</p> <p>Comment on images of familiar situations in the past.</p> | <p>Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life</p> | <p>Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations</p> <p>Describe memories of key events in lives and order chronologically on a mini timeline</p> | <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Use dates related to the passing of time</p> <p>Sequence events or artefacts</p> <p>Understand and use more complex terms e.g. BCE/AD</p> <p>Show a developing understanding of chronology realising that the past can be divided up into different time periods</p> | <p>Place events from a period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Plot history on a timeline using centuries and decades</p> <p>Remember key historical facts and some dates from a period studied</p> | <p>Place current study on time line in relation to other studies</p> <p>Know and sequence key events of time studied with accurate dates.</p> <p>Make comparisons between different times in history</p> | <p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to ten events on a time line</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> |

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| Range and Depth of Historical Knowledge | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|--|---|---|
| | <p>Nursery</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Reception</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> | <p>Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture)</p> <p>Use a range of sources to find out characteristic features of the past</p> <p>Sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better today</p> <p>Describe in simple terms the importance of a local place or landmark</p> <p>Compare and explain how they have changed since they were born (e.g. consider clothes, toys, foods, size, abilities)</p> <p>Recall a significant memory from the past</p> <p>Sort artefacts</p> | <p>Find out about people and events in other times through artefacts</p> <p>Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures</p> <p>Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening)</p> <p>Recount the life of someone famous from Britain who lived in the past</p> <p>Find out something about the past by talking to an older person</p> <p>Research and sequence the life of a famous person from the past using different resources to help them</p> <p>Explore cause and effect by looking at a significant individual's actions and what happened as a result</p> | <p>Find out about everyday lives of people in time studied and compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have had to do something</p> <p>Study the lives of significant people</p> <p>Know that Britain has been invaded by several different groups over time</p> <p>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>Describe how their own lives are similar or different to children living in past times</p> <p>Explain how a significant individual of a period influenced change</p> | <p>Use evidence to reconstruct life in a time studied</p> <p>Identify key features and events in a time period</p> <p>Develop a broad understanding of ancient civilisations</p> <p>Recognise that the lives of wealthy people were very different to those of poor people</p> <p>Appreciate how items found belonging to the help us to build up an accurate picture of how people used to live at different times</p> <p>Explain how events from the past have helped shape our lives today</p> <p>Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings</p> <p>Compare two time periods of history</p> | <p>Study different aspects of life for different people – e.g. differences between men and women</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Examine causes and results of great events and the impact on people</p> <p>Study an ancient civilization in detail (Mayan Civilisation)</p> <p>Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same</p> <p>Begin to appreciate that how we make decisions has been through Parliament for some time</p> <p>Explain how their locality has changed over time</p> | <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p> <p>Summarise how Britain has had a major influence on world history</p> <p>Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently</p> <p>Describe features of historical events and</p> |

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| | | | <p>Use stories of famous historical figures to compare aspects of life in different times</p> <p>Describe how people, places and events have changed over time</p> <p>Describe changes in the local area during their own lifetime and that of their parents and grandparents</p> | <p>Describe how national changes have affected their locality</p> <p>Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war)</p> | <p>Explain how significant historical figures contributed to national and international achievements in a variety of eras</p> <p>Describe the impact of international events (e.g. war) on the local area</p> <p>Explain the impact of a significant historical figure on life in Britain</p> | <p>Have a good understanding as to how crime and punishment has changed over the years</p> <p>Describe how a significant individual or movement has influenced the UK or wider world</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</p> | <p>people from past societies and periods they have studied</p> <p>Recognise and describe differences and similarities, changes and continuity between different periods in history</p> <p>Describe a key event from Britain's past using a range of evidence from different sources</p> <p>Describe how their own lives have been influenced by a significant individual or movement</p> <p>Describe the negative or positive impact of a period of history on contemporary society</p> |
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| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|--|--|---|
| Historical Enquiry and Interpretation | Nursery Begin to make sense of their own life-story and family's history. | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) | Identify different ways to represent the past Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings | Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness | Look at evidence available and begin to evaluate the usefulness of different sources Choose relevant material to present a picture of one aspect of life in time past | Compare accounts of events from different sources and offer some reasons for different versions of events Begin to identify primary and secondary sources | Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations |
| | Reception Compare and contrast characters from stories, including figures from the past. | Ask and answer questions about old and new objects Answer questions using an artefact/photograph provided, including an event beyond living memory Offer a plausible explanation about what an object was used for in the past | Use a source – why, what, who, how, where to ask questions and find answers Discuss the effectiveness of different historical sources | Look at representations of the period through museum visits, cartoons etc... Use a range of sources to find out about a period, including using the library and, e-learning for research to answer questions Observe small details in artefacts and pictures Express an opinion on whether a person or event had a positive or negative impact on life in Britain Choose the most helpful source material for a task and justify Research similarities and differences between given periods in history | Ask a variety of questions Research two versions of an event and say how they differ Ask and answer more complex questions through independent research Look for links and effects in time studied in order to offer a reasonable explanation for some events | Use evidence to build up a picture of life in time studied Explain why people acted the way they did Follow independent lines of enquiry and make informed responses based on this. Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur | Be aware that different evidence will lead to different conclusions Recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Bring knowledge gathering from several sources together in a fluent account Summarise the main events from a specific period in history, explaining the order in which key events happened Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective Independently investigate a complex historical research questions |

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| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---|--|---|---|---|--|---|
| Communication and vocabulary | Communicate using words to describe something that has happened in the past | Communicate through time lines (3D with objects, sequential pictures), drawing drama, role play, writing (e.g. reports, labelling, simple recount) and ICT | Communicate understanding through class display or museum, annotated photographs, ICT | <p>Communicate knowledge and understanding about historical events and famous people in a variety of ways - labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama</p> <p>Use appropriate historical vocabulary to describe key features of a time period</p> <p>Choose the best way to record a range of historical information giving reasons for the choice</p> | <p>Select data and organise it to answer historical questions</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p> <p>Begin to use abstract terms (e.g. empire, civilization)</p> | <p>Fit events into a display sorted by theme</p> <p>Use relevant terms and time vocabulary to match dates to people and events</p> <p>Record and communicate knowledge in different forms</p> <p>Work independently and in groups showing initiative</p> <p>Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international)</p> <p>Produce well-structured narratives, descriptions and explanations</p> | <p>use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</p> <p>Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p> <p>Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose</p> |

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| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--|---|---|--|--|--|--|
| Vocabulary | old new first next ago family past | Yesterday Today Tomorrow Same Different Change a long time ago after before event past present recent | historical Past Present Future Artefacts Time Order chronological order eye-witness past present research sequence source timeline historian century Monarchy | Chronological Significant Power Compare Contrast Influence BC and AD Ancient Civilisation Ancient archaeologist conquer(ed) decade evidence excavate period settlement settlers | Innovation Legacy Conquer Consequence Invasion Social Invasion Structure Development Era | Ideologies Rise and Fall Exploration Hierarchy Bias Prejudice Empire Rebellion Retreat Continuity hypothesis propaganda | Birth right Advocate Democracy Interpretation advancements continuity interpretation major influence multi-cultural mono-cultural societies summarise |