



Eldersfield Lawn CE Primary School

History



INTENT

At Eldersfield Lawn, we know that History gives us an understanding of who we are and where we came from. We believe that teaching pupils about the past will help them to see trends and themes. These will help to inform their choices and guide their steps in the future, leading to a positive impact on the world they live in. Our aim at Eldersfield Lawn is to inspire and enable our pupils to find out more about their past, in order to understand current events and issues more clearly and feel a sense of where they stand within the world's history. Our curriculum is designed to provide the opportunity for pupils to really grasp the difficult concept of passing time, whilst repeating and embedding this sequence of chronology through our cyclical progression of learning. Our wide breadth of historical topics allow our pupils to embed a sense of time and how the world's civilisations were inter-connected in the way historical events occurred globally and how this impacts in the way we live today.

IMPLEMENT

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. We fulfil the requirements of the EYFS "Past and Present" educational programme and the National Curriculum for History, equipping pupils with knowledge about the history of Britain and how it has influenced and been influenced by other cultures and other times. We ensure the progressive development of historical concepts, knowledge and skills through careful planning, and aim to inspire in all our pupils a curiosity and fascination about the Britain's past and that of the wider world, including ancient civilisations and empires. In KS1, pupils are introduced to learning about changes in living memory and beyond, by learning about the lives of significant people of the past, understand the methods of historical enquiry and beginning to ask and answer questions about the past. In Lower KS2, pupils learn about the history of Britain from the Stone Age to the Norman Conquest, creating a timeline into and around which a wider range of topics such as Ancient Greece and WWII are placed in Upper KS2. History is taught as a half-termly or termly topic, focusing on knowledge and skills from the National Curriculum. These build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time.

The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art, Music and RE. In this way, children are able to gain a richer and deeper understanding of each particular period in time. We aim for our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the power of educational visits, visitors and real and replica artefacts. The implementation of our broad and exciting topics is intended to inspire both pupils and teachers to develop a love of history and see how it has shaped the world that the live in today.

IMPACT

Eldersfield Lawn's 2 year cycle of history teaching and planning helps to equip our pupils with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. They should be able to describe key events in British history up to the Norman conquest, and have an understanding of both the inventions and achievements of ancient civilisations and their impact on life today, and key events of the modern age.

Pupils of all ages should understand how past events can be researched, whilst our older pupils may be able to explain concepts such as the reliability of, or bias in historical evidence, and take these into account when considering historical data. By doing so, they can become not just passive recipients of factual information, but enquiring and challenging thinkers who appreciate that lessons from the past can influence the way that we think and behave today, and have the skills and the passion for doing so in the future.



History End Points

RELEVANCE	PUPILS ARE ENABLED TO...
Fires curiosity about the past in Britain and the wider world.	Use a range of evidence, weigh it up and communicate their findings clearly and articulately.

EARLY LEARNING GOALS	Y2 END POINTS
<i>UTW – Past and Present</i> • 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.	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Plotted on a simple timeline. • Show an understanding of the concept of nation and a nation's history.
Y4 END POINTS	Y6 END POINTS
• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Select and use sources of evidence to deduce information about the past, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Identify continuity and change in the history of the locality of the school. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: Dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use English, Maths and computing skills to an exceptional standard in order to communicate information about the past.

• Describe changes that have happened in the locality of the school throughout history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: • Dates, time period, era, change and chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Use original ways to present information and ideas.
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Eldersfield Lawn Summary of History Coverage Map 2023-2024



EYFS			
	Autumn	Spring	Summer
Reception	Understanding the World • Can they comment on images of familiar situations in the past? • Can they compare and contrast characters from stories, including figures from the past?		
	Understanding the World (Past and Present) • Can they talk about the lives of people around them and their roles in society? • Do they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class? • Do they understand the past through settings, characters and events encountered in books read in class and storytelling?		
KS1			
	Autumn	Spring	Summer
Year 1 and 2	<u>Topic: Seaside Holidays in the Past</u> <u>Guy Fawkes</u>	<u>Topic: Intrepid Explorers</u>	<u>Topic: -</u>
LKS2			
	Autumn	Spring	Summer
Year 3 and 4	Topic: Early Civilisations	Topic: Anglo-Saxons, Picts and Scots	Topic: The Maya
UKS2			
	Autumn	Spring	Summer
Year 5 and 6	Topic: Crime and Punishment	Topic: The Slave Trade	Topic: Local Study



Eldersfield Lawn Summary of History Coverage Map 2024-2025



EYFS			
	Autumn	Spring	Summer
Reception	Understanding the World • Can they comment on images of familiar situations in the past? • Can they compare and contrast characters from stories, including figures from the past?		
	Understanding the World (Past and Present) • Can they talk about the lives of people around them and their roles in society? • Do they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class? • Do they understand the past through settings, characters and events encountered in books read in class and storytelling?		
KS1			
	Autumn	Spring	Summer
Year 1 and 2	Florence Nightingale	Toys Past and Present	Castles
LKS2			
	Autumn	Spring	Summer
Year 3 and 4	Stone Age to Iron Age	Invaders and Settlers: Romans	Ancient Egypt
UKS2			
	Autumn	Spring	Summer
Year 5 and 6	World War II	Vikings	Sharing Dynasty