

## Curriculum Model for History

| <b>Possibilities</b><br><i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i> | <b>Initiative</b><br><i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i> | <b>Community &amp; Environment</b><br><i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i> | <b>Health &amp; Well-being</b><br><i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i> |
|--|--|---|--|
| Desire to succeed and be inspired<br>Appreciate people from the past   | To be inquisitive<br>To research using a variety of sources  | To respect our locality and wider world   | To have empathy for people from the past and make links to ourselves   |

### Characteristics of a Historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

### At the end of Key Stage One the children will know about ...

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements – Charles Darwin, Samuel Pepys and Isambard Kingdom Brunel.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year – The Great Fire of London
- Significant historical events, people and places in their own locality – The Great Flood of 1953

### The children will be able to ...

#### **Investigate and interpret the past**

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.

#### **Build an overview of world history**

Describe historical events.  
Describe significant people from the past.  
Recognise that there are reasons why people in the past acted as they did.

#### **Understand chronology**

Place events and artefacts in order on a time line.  
Label timelines with words or phrases such as: past, present, older and newer.  
Recount changes that have occurred in their own lives.  
Use dates where appropriate.

|                                       | <b>Milestone 1</b>   |  |   |
|---------------------------------------|--|--|---|
|                                       | <b>Basic</b>   | <b>Advancing</b>   | <b>Deep</b>   |
| To investigate and interpret the past | <ul style="list-style-type: none"> <li>• With the support of a teacher, evidence is explored to find out about the past.</li> <li>• During structured activities, some relevant questions about the past are asked.</li> <li>• With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.</li> </ul>   | <ul style="list-style-type: none"> <li>• When presented with evidence, some questions about the past are asked and answered.</li> <li>• A growing number of relevant questions about the past are asked.</li> <li>• A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence is beginning to be selected in order to ask and answer questions about the past.</li> <li>• Good, relevant questions about the past are asked and the answers investigated.</li> <li>• A wide variety of representations of the past are known and carefully selected to investigate the past.</li> </ul>   |
| To build an overview of world history | <ul style="list-style-type: none"> <li>• With the support of a teacher, some historical events are described.</li> <li>• With the support of a teacher, significant people are studied and described.</li> <li>• With the support of a teacher, the actions of people in the past are studied and described.</li> </ul>  | <ul style="list-style-type: none"> <li>• A range of historical events are described, using historical language and interesting detail.</li> <li>• The term 'significant' is increasingly understood and used to select people from the past to describe.</li> <li>• There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.</li> </ul> | <ul style="list-style-type: none"> <li>• A wide range of historical events are described and presented in a number of ways, including historical language and interesting and pertinent detail.</li> <li>• There is a strong awareness of the term 'significant' and this is used to justify choices of people to study and describe.</li> <li>• The reasons why people acted as they did in the past are thoroughly explored from one point of view. Opinions of these actions are presented and justified.</li> </ul> |
| To understand chronology              | <ul style="list-style-type: none"> <li>• With the support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events.</li> <li>• During structured activities, timelines are annotated with historical language.</li> <li>• During structured activities, the main events of one's own life are recounted.</li> <li>• With support from a teacher, dates are used to chart events.</li> </ul> | <ul style="list-style-type: none"> <li>• There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.</li> <li>• Timelines are generally annotated to include some historical language.</li> <li>• The main events of one's own life are recounted with interesting historical detail.</li> <li>• Dates are used to chart some events.</li> </ul>  | <ul style="list-style-type: none"> <li>• There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices that include historical language.</li> <li>• Timelines have detailed annotations which show a good grasp of historical language.</li> <li>• Timelines have detailed annotations which show a good grasp of historical language.</li> <li>• Dates are used in a variety of forms, including days, months and years.</li> </ul>   |