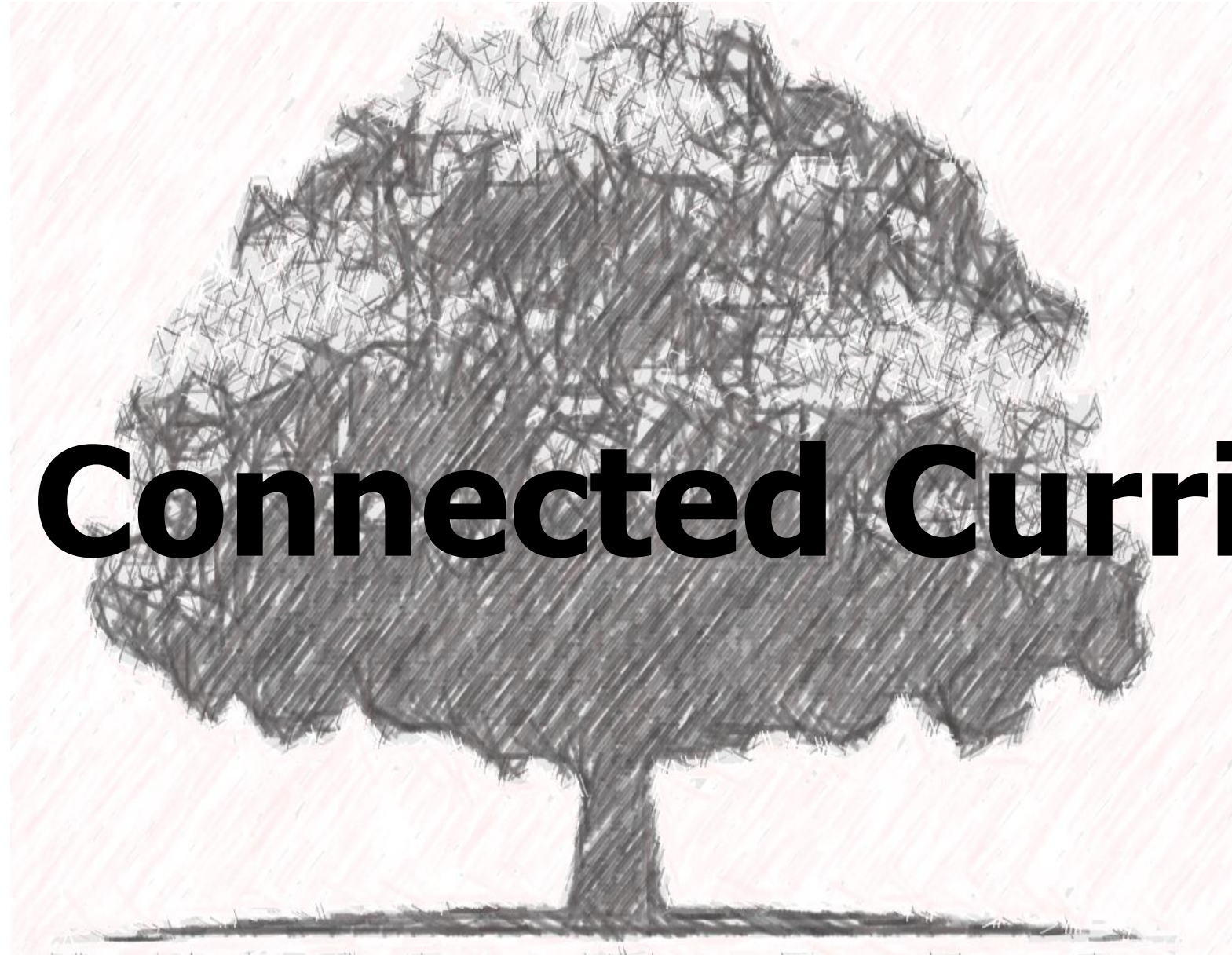


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

History Overview



Cheshire Academies Trust
Inspiring hearts and minds



History Curriculum at Kelsall Primary

Intent

At Kelsall, our history curriculum aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout our connected curriculum are: Historical Interpretations; Understanding Chronology; To Investigate and interpret the past; Build an overview of world history and Local history; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

For KS1, our curriculum can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time. Starting with changed in living memory, moving onto events beyond living memory. This prepares children for the chronological work they will do in KS2.

The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Iron Age to Stone Age' and then progress onto Ancient Greece.

Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' and 'Stone Age' through to more modern history such as 'World War II' and 'Leisure and Entertainment'. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

Implementation

In order for children at Kelsall to know more and remember more in each area of history studied, there is a structure to the lesson sequence through our progression curriculum. This ensures all areas of the curriculum are covered to embed the mastery approach to teaching. This structure allows us to build a depth to children's historical understanding. Through revisiting and consolidating skills, our curriculum helps children build on prior knowledge alongside introducing new skills and challenge.

Impact

At Kelsall, we believe that the impact of cross curricular teaching and linking it to our class text encourages children to make familiar links. Kelsall prides itself on high expectations and quality evidenced work presented in books. The impact of using the full range of resources, will be seen across the school with an increase in the profile of history. The learning environment across the Kelsall will be more consistent with historical technical vocabulary displayed, spoken and used by all learners.

Children will begin to make relevant links from history to other curriculum subjects, such as geography and science. They will improve their enquiry skills and curiosity about the history studies, and the impact it has had on the world.



Inclusive Practice

When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.

‘With reference to **Embedding Inclusive Practice**, NASEN



By the time they leave, pupils will:

- Have a curiosity and fascination about the past
- Have a secure understanding of the chronology of the periods/events in history that they have studied
- Use factual knowledge to describe past societies, periods and events
- Select, gather and organise evidence from a variety of primary and secondary sources to find out about the past
- Look closely and methodically when analysing a range of historical sources
- Understand the significance of the people and events they have studied
- Recognise similarities and differences between the historical periods they have studied
- Recognise that some things stayed the same across the historical periods they have studied and how and why some things changed
- Explain the possible cause/s of historical events and why people behaved as they did
- Understand the consequences of past events and their impact on individuals, groups and society
- Give opinions about historical events/periods and reasons for their opinions
- Understand some of the different positions from which people see and understand historical events
- Understand that explanations, interpretations and opinions of the past can differ and are open to debate

EYFS Links**Understanding the World**

Compare and contrast characters from stories, including figures from the past
Recognise that people have different beliefs and celebrate special times in different ways

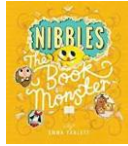
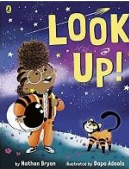

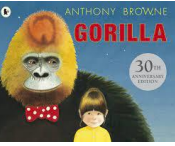



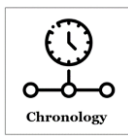













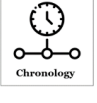





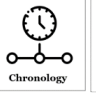
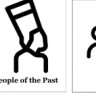



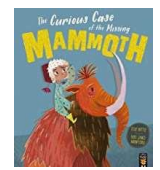


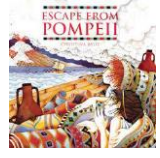

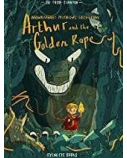
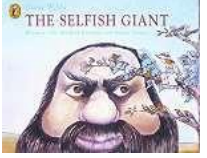

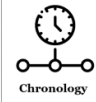






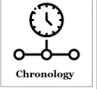




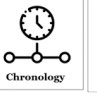








Past and Present ELG

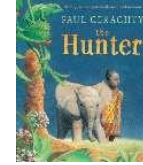
Talk about the lives of the people around them & their roles in society
Know some similarities & differences between things in the past and now, drawing on their experiences and what has been read in class
Understand the past through settings, characters & events encountered in books read in class and storytelling

Speaking ELG

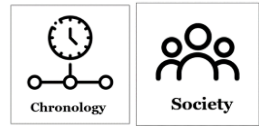
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

Kelsall Primary & Nursery School Curriculum Road Map – History Endpoints

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
<p style="text-align: center;"> Local Study</p> <p>To study the locality of Kelsall focusing on past and present farming in the local area.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> Kelsall</p>	<p>To develop a knowledge of Mae Jemison and understand how her space mission contributed to national and international achievements today and explore how these discoveries shaped future generations to the present day</p> <p>To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Jodrell Bank</p>	<p style="text-align: center;"> Local Study</p> <p>To understand why Chester Canal was built and describe its significance on life, trade and society in Chester and how this has changed over time.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Chester Canal</p>	<p>To understand and articulate life during the time of Ancient Greece, its influence on the western world and how it's legacy can be seen today through culture, art and society.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Liverpool World Museum</p>	<p>Children can articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.</p> <p style="text-align: center;"> Local Study</p> <p style="text-align: center;">Chester – Saxons crime and punishment</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Invasion & Settlement</p> <p style="text-align: center;"> Liverpool World Museum or Tatton Park</p>	<p>Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in the local area and the UK during WW2.</p> <p style="text-align: center;"> Local Study</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Invasion & Settlement</p> <p style="text-align: center;"> Imperial War Museum North</p>
			 		
<p>To develop knowledge of Mary Anning, study why she was important and understand the legacy she left behind with her fossil findings.</p> <p style="text-align: center;"> People of the Past</p>	<p>To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p>	<p>To develop a knowledge of how Britain changed between the, Bronze Stone and Iron Ages and explore benefits of a settler's lifestyle as opposed to nomad's lifestyle.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Invasion & Settlement</p>	<p style="text-align: center;"> Local Study</p> <p>To study Dewa Chester and explain how the architecture played, and continues to play an integral part in the history of present day Chester through its legacy.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Invasion & Settlement</p> <p style="text-align: center;"> Deva Roman Experience</p>	<p>Children can share knowledge of the invasion and settlement of the Vikings in England during the time of Edward the Confessor including their impact on Britain, their beliefs, way of life and the legacy left.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p> <p style="text-align: center;"> Invasion & Settlement</p> <p style="text-align: center;"> Chester</p>	<p style="text-align: center;"> Local Study</p> <p>Use local evidence to develop knowledge of the Tudor era in Britain; when it was, significant individuals and events during this time, and how the Tudors shaped Britain and Chester as we know it today.</p> <p style="text-align: center;"> Chronology</p> <p style="text-align: center;"> People of the Past</p> <p style="text-align: center;"> Society</p>



To learn about changes within living memory by exploring toys from today to those in Victorian times, focusing on the changes of materials and technology of toy making.

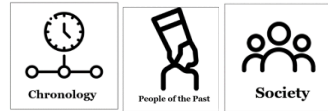


Chester Museum (No 20 Castle Street) or Tatton Park (Toys through Time)



Local Study

To explore the history of Chester Zoo, finding out how it started and the changes that have happened over time along with the vast intake of animals they have had over time.



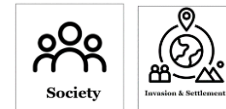
Chester Zoo

Describe the achievements of The Ancient Egyptians and understand how their historical inheritance is still imperative today; study the life short of Tutankhamun and explain how he became the famous 'Boy King'.



Liverpool World Museum

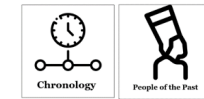
To explore the history of Mam Tor and how the well-defended hilltop played a vital part in early Celtic life.



Children can identify the main features of the Benin civilisation and discover how Benin became part of the British empire.



Develop knowledge of the history of undersea exploration; describing significant individuals and development in the knowledge of the sea flora and of the Earth beneath.



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	Curriculum Objectives	<p>Understanding chronology</p> <p>Changed within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> Develop chronological understanding. Know the difference between long ago and now Tell the past is different from today Understand how things have changed overtime Place events and artefacts in order on a time line Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives Use artefacts, pictures, stories, online sources and databases to find out about the past. Observe or handle evidence to ask questions and find answers to questions about the past. 	<p>Events beyond living memory that are significant nationally/globally (Great Fire of London)</p> <ul style="list-style-type: none"> Develop chronological understanding Know where events and people I have studies fit on a basic timeline Similarities and differences between ways of life Give cause of an event and give a reason why people in the past acted as they did Place events and artefacts in order on a time line Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives. 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? 	<p>Changes in Britain Stone Age, Bronze Age and Iron Age</p> <ul style="list-style-type: none"> A coherent narrative knowledge and understanding of Britain's past and the wider world Use evidence to ask questions and find answers to questions about the past. To understand that the past is divided into differently names periods of time and use some dates to explain British, local, world history. Place events, people and changes of British, local & world using appropriate dates/chronological conventions e.g. BC, BCE &AD. Place events, artefacts and historical figures on a timeline using dates and the concept of change over time 	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> A coherent narrative knowledge and understanding of Britain's past and the wider world I can make connections and contrasts e.g. change, cause, similarities and differences between different times in the past covered so far To describe how the past can be represented or interpreted in a few different ways To answer and sometimes devise my own historical valid questions Place events, people and changes of British, local & world using appropriate dates/chronological conventions e.g. BC, BCE &AD Place events, artefacts and historical figures on a time line using dates and the concept of change over time. 	<p>Britain's settlements by Anglo-Saxons and Scots the Vikings and Anglo-Saxons</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 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. Select suitable sources of evidence, giving reasons for choices. Identify specific changes within and across different periods over time. To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Discuss trends overtime. To see the relationships between different periods and the legacy of impacts for me and my identity. Refine lines of enquiry as appropriate. 	<p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify specific changes within and across different periods over time. 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 and show chronology knowledge and understanding of local, national and global history. Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past. I can describe connections, contrasts and trends over short and longer time periods. Seek out and analyse a wide range of evidence in order to justify claims about the past. Discuss trends overtime. To see the relationships between different periods and the legacy of impacts for me and my identity. Refine lines of enquiry as appropriate.
		<p>Historical Interpretations</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<p>The lives of significant individuals in the past who have contributed to national and international achievements (lives in different periods e.g. Christopher Columbus & Neil Armstrong).</p> <ul style="list-style-type: none"> Describe significant people from the past. Describe historical events Recognise that there are reasons why people in the past acted as they did. 	<p>The achievements of the earliest civilization – an overview where and when the first civilization appeared in a depth study of one of the following:</p> <p>-Ancient Sumer - Indus Valley -Ancient Egypt -Ancient China</p> <p>In depth study of Ancient Egypt – the achievements of the earliest civilizations</p> <ul style="list-style-type: none"> Compare some of the times studied with those of other areas of interest around the world. 	<p>Ancient Greece: study of Greek life & achievements and their influence on the western world</p> <ul style="list-style-type: none"> Compare some of the times studied with those of other areas of interest around the world. 	<p>Early Islamic Civilization Non- European society that provides contrasts with British History</p> <p>- Study of Bagdad AD 900 - Maya civilization AD 900 - Benin (West Africa) AD 900-1300</p> <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. 	<p>Black history Undersea exploration</p> <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world.
		<p>Local history</p> <ul style="list-style-type: none"> History of Kelsall 	<ul style="list-style-type: none"> History of Chester Zoo 	<ul style="list-style-type: none"> Chester Canal – Waterways 	<ul style="list-style-type: none"> Chester - Dewa 	<ul style="list-style-type: none"> Chester – Saxons crime and punishment 	<ul style="list-style-type: none"> Chester – Tudor

		<p>Event Source Evidence Changes Invention Question Cause Consequences Reason Connections Century/ decade</p>	<p>significant nationally globally Great Fire of London, aeroplane flight commemorate festivals anniversaries remembrance key features of events Parliament</p>	<p>Modern Past/ present/ future Memory Information similarity, difference lives memorial monument Local impact museum buildings</p>	<p>Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms</p>	<p>Reliability Continuity significance Discussion Argument Reasoning frame historically- valid draw contrasts, analyse trends</p> <p>Ancient Sumer; Indus Valley; Ancient Egypt; Mummification Pyramid Shang Dynasty of Ancient China Ancient Greece western world</p>	<p>Interpretation Facts/opinion Evidence Chronology constructing a timeline ordering artefacts Research Enquiry Comparison</p>	<p>Julius Caesar Claudius invasion Conquest resistance Boudica Romanisation Hypocaust Viaduct /aqueduct Gladiator Coliseum Amphitheatre Hadrian's wall</p>	<p>Dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo</p> <p>Raids resistance Danegeld Alfred the Great Althelstan Edward the Confessor Contexts cultural economic military political religious social history;</p>	<p>Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation</p> <p>Invasions expansion kingdoms settlements village life peasantry hierarchy laws and justice withdrawal short- and long- term timescales.</p>	<p>long arc of time Legacy turning point civilization gender period/ era Achievements Influence Scholars Dynasties Symbolic renowned Conquer Civilisation Comparison Calendar Astronomy observatory wisdom community Impact merchants Archaeologists Complexity</p>	<p>civilizations irrigation Democracy Philosophy Olympic Games Athens Parthenon Acropolis folies of mankind successful leader Deduction Inference Organisation Information Chronology Research Interpretation Invasion Expansion Settlements Kingdom</p>
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