

Oakdene Primary School



History at Oakdene

Subject Leader: Miss AM Scott

Mission Statement

Oakdene - Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The History curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

History at Oakdene

"Our History curriculum was designed primarily with the objectives from the National Curriculum. We also considered our local area as we want all children to develop an understanding of the History in our locality as well as the wider world. Rainhill is a village in St Helens and is famous for the 'Rainhill Trials' and we look at this in depth at KS1. St Helens itself is a town steeped in History and we look at the mining and glass production which made our town famous. St Helens also has Liverpool as its nearest City and we look at different aspects of the city's history, both positive and negative, and how they had a big impact on world history. Our history topics are arranged as follows: EYFS examining the History of themselves, Y1 examining the History of our local area, Y2 examining the History of aspects in the UK and KS2 examining topics in chronologically order from Stone Age up to the current day. History is taught as a discrete subject every term and relevant links are constantly being made to other subjects, as well as our school and British values. We have made links to our Geography curriculum where possible."

Curriculum and Coverage

The History National Curriculum 2014 is followed at Oakdene Primary School.

Curriculum map for History

Year group	Autumn	Spring	Summer
Reception	<u>Changes</u> How have I changed since I was a baby?	<u>Toys</u> How are my toys different from toys in the past?	<u>Seasons</u> Why do we wear clothes at different times of the year?
Y1	<u>Houses</u> Would you prefer to live in a house from today or long ago?	<u>Rainhill Trials</u> Why were the Rainhill trials an important event and what impact did it have on transport?	<u>Neil Armstrong</u> Who is Neil Armstrong and how did he change the world?
Y2	<u>Holidays</u> Would I prefer to go on holiday now or in the past?	<u>Great Fire of London</u> How did the Great Fire change London?	<u>Christopher Columbus</u> What did Christopher Columbus discover and how did it impact the world we now know?
Y3	<u>Stone Age/Iron Age</u> How did Britain change from the Stone Age to the Iron Age?	<u>Earliest Civilisations</u> What were the achievements of the earliest civilisations?	<u>Ancient Egypt - The Pyramids</u> Why are the pyramids significant?
Y4	<u>Ancient Greeks</u> How did the Ancient Greeks influence the western world?	<u>Compare Greeks and Romans</u> Who influenced the Western world more, Greeks or Romans?	<u>St Helens</u> How did St Helens go from the biggest town in England to what it is today?
Y5	<u>Anglo Saxons</u> How were the Anglo Saxons and Vikings able to co- exist?	<u>The Mayans</u> Were the Mayans more advanced than the British Civilisations of that time?	<u>Explorers</u> Which explorers are the most significant and why?
Y6	<u>Liverpool's Impact on World History</u> Has Liverpool had a positive or negative impact on world history?	<u>Women in History</u> How have women become more empowered over time?	<u>Communicate Changes in History</u> How do we communicate information about the past?

Curriculum map for History and Geography

<u>YR AUTUMN</u> HISTORY – MY HISTORY GEOGRAPHY – MY FAMILY/WHERE I LIVE	<u>YR SPRING</u> HISTORY – TOYS GEOGRAPHY – AROUND MY SCHOOL	<u>YR SUMMER</u> HISTORY – CLOTHES FOR DIFFERENT WEATHER GEOGRAPHY – MY LOCAL AREA
<u>Y1 AUTUMN</u> HISTORY – HOUSES GEOGRAPHY – THE LOCAL AREA/UK AND 4 COUNTRIES+CITIES	<u>Y1 SPRING</u> HISTORY – RAINHILL TRIALS GEOGRAPHY – HOW DO YOU GET AROUND IN RAINHILL AND HOW HAS IT CHANGED SINCE TRIALS	<u>Y1 SUMMER</u> HISTORY – NEIL ARMSTRONG GEOGRAPHY – HOT AND COLD PLACES/ NORTHERN+ SOUTHERN HEMISPHERE, N+S POLES,EQUATOR
<u>Y2 AUTUMN</u> HISTORY – HOLIDAYS GEOGRAPHY – COASTAL TOWNS+RURAL AREAS-UK	<u>Y2 SPRING</u> HISTORY – GREAT FIRE OF LONDON GEOGRAPHY – UK CITIES- FOCUS LONDON	<u>Y2 SUMMER</u> HISTORY – CHRISTOPHER COLUMBUS GEOGRAPHY – CONTINENTS AND OCEANS-STUDY OF AFRICA
<u>Y3 AUTUMN</u> HISTORY – STONE AGE GEOGRAPHY – THE UK (COUNTIES, PHYSICAL, HUMAN)	<u>Y3 SPRING</u> HISTORY – EARLIEST CIVILISATIONS GEOGRAPHY – THE WORLD (OCEANS, CONTINENTS, EQUATOR, COMPASS, LOCATION NOW Esp ASIA)	<u>Y3 SUMMER</u> ANCIENT EGYPT GEOGRAPHY – LAND USE, RIVER NILE, SETTLEMENTS
<u>Y4 AUTUMN</u> HISTORY – ANCIENT GREECE GEOGRAPHY – EUROPE (esp THE MED)	<u>Y4 SPRING</u> HISTORY – THE ROMANS GEOGRAPHY – NATURAL DISASTERS (inc WORLD LOCATIONAL KNOWLEDGE)	<u>Y4 SUMMER</u> HISTORY – ST HELENS GEOGRAPHY – WATER CYCLE/CANALS/NATURAL RESOURCES
<u>Y5 AUTUMN</u> HISTORY – ANGLO-SAXONS/VIKINGS GEOGRAPHY – SETTLEMENTS/LAND USE INCLUDING LONDON STUDY	<u>Y5 SPRING</u> HISTORY – MAYANS GEOGRAPHY – SOUTH AMERICA inc CLIMATE, VEGETATION & BIOMES	<u>Y5 SUMMER</u> HISTORY – EXPLORERS GEOGRAPHY – WORLD LOCATIONAL KNOWLEDGE, MAPS, ARCTIC/ANTARCTIC
<u>Y6 AUTUMN</u> HISTORY – LIVERPOOL GEOGRAPHY – TRADE/ORDNANCE SURVEY MAPS	<u>Y6 SPRING</u> HISTORY – CHANGING ROLE OF WOMEN GEOGRAPHY – NORTH AMERICA & TIME ZONES	<u>Y6 SUMMER</u> HISTORY – HOW DO WE COMMUNICATE HISTORICALLY/REVISION GEOGRAPHY – COASTAL FEATURES & REVISION OF WORLD GEOGRAPHY

Oakdene Milestone Progression for History

Key Learning Concepts	Foundation Stage	Year 1 and 2	Year 3 and 4	Year 5 and 6
To investigate and interpret the past	<p>I can question why things happen and give explanations. (C+E)</p> <p>I can answer why and how questions in response to stories or events.</p> <p>I know that information can be retrieved from books and computers.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past. (S+D)</p> <p>I can ask questions such as: What was it like for people? What happened? How long ago? (S+D)</p> <p>I can use artefacts, pictures, stories, online stores and databases to find out about the past. (S+D)</p> <p>I can identify some different ways the past has been represented. (S+D)</p>	<p>I can use evidence to ask questions and find answers to questions about the past. (C+E)</p> <p>I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why they differ. (S+D)</p> <p>I can suggest causes and consequences of some of the main events and changes in history. (C+E)</p>	<p>I can select suitable sources of evidence to deduce information about the past.</p> <p>I can refine lines of enquiry as appropriate. (C +C)</p> <p>I can use sources of information to form testable hypotheses about the past.</p> <p>I can seek out and analyse a wide range of evidence to justify claims about the past.</p> <p>I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>
To build an overview of World History	<p>I know about similarities and differences between themselves and others and among families, communities and traditions. (C+Ch)</p>	<p>I can describe historical events. (C+E)</p> <p>I can describe significant people from the past. (S)</p> <p>I can recognise that there are reasons why people in the past act as they did. (C+E)</p>	<p>I can describe changes that have happened in the locality throughout history. (C+CH)/(S)</p> <p>I can give a broad overview of life in Britain from Stone Age to Roman times, including aspects of leisure, culture, clothing and homes. (C+CH)</p> <p>I can compare the achievements of the earliest civilizations. (S and D)</p>	<p>I can identify continuity and change in the local area.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society. (S + D)</p> <p>I can give a broad overview of life in Britain in Anglo - Saxon and Viking times.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (S + D)</p>

				I can compare some of the times studied with those of the other areas of interest around the world.
To understand chronology	<p>Talk about past and present events in their own lives and the lives of family members. (S+D)</p> <p>Order and sequence familiar events</p> <p>Label timelines with long ago/old, now/new</p> <p>Describe main story settings, events and characters.</p>	<p>I can place events and artefacts in order on a time line.</p> <p>I can label time lines with words or phrases such as: past, present, older and newer.</p> <p>I can recount changes that have occurs in my own life. (Cache)</p> <p>I can use dates where appropriate.</p>	<p>I can create a timeline of a period of history and place events, artefacts and historical figures on it.</p> <p>I can use appropriate chronological conventions e.g. BC AD</p> <p>I can use dates and terms to describe events. (S)</p>	<p>I can describe the main changes in a period of history. (S)</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can understand the concepts of continuity and change over time representing them with evidence on a timeline. (C + Ch)</p> <p>I can use dates and terms accurately in describing events. (S)</p>
To communicate historically	<p>Use everyday language related to time</p> <p>Extend vocabulary exploring meanings of new words.</p> <p>Recognise and describe special times or events for family and friends (S)</p>	<p>I can 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. (S+D)</p> <p>I can show an understanding of the concept of nation and a nation's history. (C+Ch)</p> <p>I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. (S+D)</p>	<p>I can use appropriate historical vocabulary to communicate effectively.</p> <p>I can apply literacy, numeracy and computing skills to communicate information about the past.</p>	<p>I can use appropriate historical vocabulary to communicate:</p> <ul style="list-style-type: none"> • Continuity • Century • Decade • Legacy <p>I can use a range of more complex skills learnt in other subjects to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>

Key identifying historical concepts - C+CH- continuity and change C+E- cause and effect S+D- similarities and differences S- significance