

History

Elements Curriculum – SEE, DO, GET Model

SEE (Intent)

Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements 'Our Values'		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> • Inclusion • Positive self identity • Sense of belonging • Tolerance, Respect and Peace • Citizenship • Sense of Contribution • Roles & Responsibility • Synergy (Habit 6) • Seek First to understand then to be understood (Habit 5) • Diversity • Democracy 	<ul style="list-style-type: none"> • Think Win-Win (Habit 4) • Mutual Respect • 'Can Do' Attitude • Good Mental Health • Sharpen the Saw (Habit 7) • Relationships • Carrying your own weather • Celebration and praise 	<ul style="list-style-type: none"> • Invention • Self Expression • Design • Research & Development • Inspiration • Meeting a need • Embrace the Arts • Metacognition • Technology Enhanced Learning • "Thinking outside the box" • Rule breaking
Aspiration & Pride	Personal Leadership & Resilience	We are creating...
<ul style="list-style-type: none"> • Dreaming Big • Aiming High • Self Belief • Self Confidence • Giving credit where it is due • Congratulate and uplift others • Begin with the end in mind (Habit 2) • Leaving a legacy 'Painting a masterpiece' 	<ul style="list-style-type: none"> • The 7 Habits of Highly Effective People • Evaluative Practice • Problem Solving • Interdependence • 'Have a go' attitude • Collaboration • Change management • Personal reflection • Emotional Bank Account • Seeking and meeting challenge 	<p>A Culture World Changers History Makers</p>

Questions in History

Global Influences 'Our Global Responsibilities'		
Citizenship	Environment	Health
<p>What is peace? What does it mean to be peaceful? How can I find peace?</p> <p>What is conflict? Where is there conflict in the world? How do I solve conflict? How do I prevent conflict?</p> <p>Is there an aim to conflict? What does conflict lead to?</p> <p>When is conflict appropriate? Is it ever appropriate? What does security mean? Which places are secure? What does 'inner security' mean?</p>	<p>How has our local environment changed over time? What have been the key factors in environmental change? What was 'new' about the <i>historical period</i> we are learning about?</p> <p>What does history tell us about how our climate will change?</p> <p>Has the world always looked like this? Who are the key historical figures in the remit of the environment? How do we ensure the survival of endangered species?</p>	<p>How has health changed over time? Who are the key historical figures in health and medicine? Has everyone had equal access to good health? What does history tell us about how health may change in the future?</p>
Sustainability		Creativity
<p>What can we learn from history in ensuring a sustainable future? Have we kept any methods in daily life (food production, materials, energy) that have been invented or developed in ancient history?</p> <p>Who are the key historical figures in sustainability? Has there always been a concern over the wellbeing of people and the planet? What can we do now to fix some of the mistakes in the past? How do I solve some of our environmental issues? How do I prevent them? What is sustainability? What does it mean to create sustainability?</p>		<p>What is composing? What does it mean to compose? In what ways can I compose something?</p> <p>How have the arts evolved over time? Who are the key historical figures in creativity and innovation? What have been defining moments in history for creativity and innovation? Has every type of music/ literature/ technology been invented yet? How has cultural change influenced creativity and the arts?</p>

Historical Enquiry Questions

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five	Visual timetable <i>What has happened already? What is happening next?</i>	Explorers <i>Columbus - a hero or a villain?</i>	Monarchs <i>Did daily life change during Queen Victoria's reign?</i>	Ice explorers <i>How can we find out about the polar expeditions?</i>	Inventors <i>Who was the most significant inventor?</i>	Astronomers <i>How have space explorations changed life on earth?</i>	Authors <i>Which authors changed the history of literature forever?</i>
Designed and Built	Days, weeks and months <i>Can I tell you about what happens on certain days of the week?</i>		The Great Fire <i>Who was to blame and who helped in the Great Fire of London?</i>	Early Settlers <i>How did the Early Settlers change British History?</i>	The Roman Empire <i>How did the Romans invade Britain and how successful were they?</i>		Victorian Period <i>Was it really better to be rich than poor as a child in Victorian times?</i>
Lost in a Book	Books & stories <i>How can I tell if something is old or new?</i>	Transport <i>How is the transport we use now different to those when Jules Verne was writing his novel?</i>	Medicine <i>How has medicine changed over time?</i>	The Stone Age <i>What was 'new' about the New Stone Age (and how do we know)?</i>	Greek Gods <i>Can we thank Ancient Greece for anything in our lives today?</i>	Anglo Saxons <i>Was life better in Anglo Saxon Britain or Roman Britain?</i>	World War II <i>Did World War II need to happen?</i>
Listen	Music <i>What can I hear? Is that different to another piece of music?</i>	Saint-Saëns <i>How do we know Saint-Saëns' music today?</i>				Ancient Egypt <i>Should the Ancient Egyptians have been proud of their pyramids?</i>	The Beatles <i>How did the music of the Beatles change global history?</i>
Change the World	What happened before people started to recycle?	What mistakes have there been with deforestation?	Why has there been an increase in homelessness?	What can history teach us about climate change?	Who has been instrumental in fighting for equality for human rights?	How has Fair Trade impacted on communities across the globe?	How can what I've learned in history help me to change the world of tomorrow?

Coverage of Historical Concepts

Year 1						
<p>The Famous Five: Explorers <i>Columbus - a hero or a villain?</i></p>						
Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
<p>Lost in a Book: Transport <i>How is the transport we use now different to those when Jules Verne was writing his novel?</i></p>						
Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
<p>Listen: Saint-Saëns <i>How do we know Saint-Saëns' music today?</i></p>						
Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment

Year 2						
<p>The Famous Five: Monarchs <i>Did daily life change during Queen Victoria's reign?</i></p>						
Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
<p>Designed and Built: The Great Fire of London <i>Who was to blame and who helped in the Great Fire of London?</i></p>						
Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
<p>Lost in a Book: Medicine <i>How has medicine changed over time?</i></p>						
Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment

Year 3

The Famous Five: Ice Explorers
How can we find out about the polar expeditions?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Designed and Built: Early Settlers
How did the Early Settlers change British History?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Lost in a Book: The Stone Age
What was 'new' about the New Stone Age (and how do we know)?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Year 4

The Famous Five: Inventors
Who was the most significant inventor?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Designed and Built: The Roman Empire
How did the Romans invade Britain and how successful were they?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Lost in a Book: Ancient Greeks
Can we thank Ancient Greece for anything in our lives today?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Year 5

The Famous Five: Astronomers

How have space explorations changed life on earth?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Lost in a Book: Anglo Saxons

Was life better in Anglo Saxon Britain or Roman Britain?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Listen: Ancient Greece

Should the Ancient Egyptians have been proud of their pyramids?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Year 6

The Famous Five: Authors

Which authors changed the history of literature forever?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Designed and Built: The Victorian Period

Was it really better to be rich than poor as a child in Victorian times?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Lost in a Book: World War II

Did World War II need to happen?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Listen: The Beatles

How did the career of the Beatles change global history?

Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
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Exploration

Travelling across or through something to discover new places.

Block	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Designed and Built		The Great Fire <i>Who was to blame and who helped in the Great Fire of London?</i>	Early Settlers <i>How did the Early Settlers change British History?</i>	The Roman Empire <i>How did the Romans invade Britain and how successful were they?</i>		Victorian Period <i>Was it really better to be rich than poor as a child in Victorian times?</i>
Lost in a Book	Transport <i>How is the transport we use now different to those when Jules Verne was writing his novel?</i>	Medicine <i>How has medicine changed over time?</i>	The Stone Age <i>What was 'new' about the New Stone Age (and how do we know)?</i>	Greek Gods <i>Can we thank Ancient Greece for anything in our lives today?</i>	Anglo Saxons <i>Was life better in Anglo Saxon Britain or Roman Britain?</i>	World War II <i>Did World War II need to happen?</i>
Listen	Saint-Saëns <i>How do we know Saint-Saëns' music today?</i>				Ancient Egypt <i>Should the Ancient Egyptians have been proud of their pyramids?</i>	The Beatles <i>How did the music of the Beatles change global history?</i>
Change the World	What mistakes have there been with deforestation?	Why has there been an increase in homelessness?	What can history teach us about climate change?	Who has been instrumental in fighting for equality for human rights?	How has Fair Trade impacted on communities across the globe?	How can what I've learned in history help me to change the world of tomorrow?

Invasion

To enter a country or group's land as an enemy, by force, in order to conquer or plunder.

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Cultural Change

Changes to the way that a society or culture is run, how it functions or is governed.

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Rebellion

An armed fight or uprising against the rulers of the area that one lives within.

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Empire

A group of nations or people under one ruler or government.

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Technological Advancement

Changes in technology over time within a specific society or civilisation.

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Crime and Punishment

Examination of laws and subsequent actions for those that do not follow set rules.

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Chronological Understanding

Progression of History skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new,</p> <p>Remembers parts of stories</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from the past on a timeline.</p>	<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Roman, Ancient Egyptian, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p>

Interpretation and Critique

Progression of History skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifies 'old' and 'new' objects	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at different books, pictures, eye-witness accounts, photographs, artefacts, buildings and the internet to interpret an event or period. Critically questions decisions made in the past (eg. why did King Henry VIII have his wife put in jail?)	Looks at two different versions of the same events and identifies the differences between the accounts.	Looks at two different versions of the same events and identifies the differences between the accounts. Gives reasons why the accounts may differ.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Gives evidence to show that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Reasoning and Enquiry

Progression of History skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Answers simple questions about the immediate past.</p>	<p>Finds answers to simple questions about the past using sources (e.g. pictures, stories)</p>	<p>Selects and identifies sources to find information about the past.</p> <p>Asks and answers questions such as 'what was it like for a ...?', 'what happened in the past?', 'how long ago did that happen?'</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p>Uses printed sources, the internet, pictures, photographs, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as: 'how did people...?' 'What did people do for...?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Identifies primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases pictures, photographs, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as: 'what was it like for a ... during...?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Uses documents, printed sources, the internet, databases pictures, photographs, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions and gain information.</p> <p>Uses reasoning skills to identify multiple viewpoints to historical questions.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>