



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

History at Cranborne First School and Nursery

At Cranborne First School and Nursery our intent is to produce a high-quality history education for all learners in order for them to gain the knowledge and cultural capital they need to succeed in life. We aim to inspire pupils' curiosity to know more about the past and we are passionate that our children should be able to ask perceptive questions, think critically, weigh evidence and develop their own perspective. In history pupils will understand the complexity of people's lives, the process of change and also the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Drivers

	In all subjects...	In history, this looks like...
Curiosity	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	<p>Careful sequential planning of the curriculum so that every child is equipped with knowledge and skills vocabulary needed to embrace history and to prepare them for the next stage in learning.</p> <p>Substantive historical concepts are deepened such as: power, civilisation, legacy and conquest.</p> <p>History units are planned to ensure opportunities for children to retrieve and apply previous knowledge.</p> <p>Provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers.</p>

<p>Communication</p>	<p>We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.</p>	<p>Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary. Careful planning of the key words for every unit of learning is made so that children are able to speak accurately using subject specific language.</p> <p>Providing children opportunities to develop their understanding through discussion and talk techniques.</p> <p>Giving opportunities to children to voice their own opinions or even challenge others during a debate in a safe environment.</p>
<p>Resilience</p>	<p>Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.</p>	<p>Children learn about a range of people who have left their mark on history and about challenges and issues that have been overcome in the past.</p> <p>Metacognitive tasks or questions at the end of a lesson allow children to review, reflect and evaluate their independent study skills in history.</p>
<p>Independence</p>	<p>Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make choices based on this awareness, understanding that they have ownership of their actions.</p>	<p>Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding.</p> <p>Encouraging pupil talk, listening to children's responses and valuing what they say all helps develop children feeling confident in expressing their viewpoint.</p> <p>In all classrooms, a visual time-line is displayed supporting children to build their own sense of chronology and revisit this often.</p> <p>Allowing children to struggle with new learning, discuss their work in peer groups, providing a set of criteria when setting a task, and 'jigsawing' where groups research and then share with the group are all ways that we develop independence in history learning.</p>

Aspiration	Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.	Historical figures such as Mary Anning and Neil Armstrong show children what is possible if they passionately believe in a cause and their own ability.
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	EYFS	Year 1 and Year 2	Year 3 and Year 4
Cycle 1	Focus on me and my local area Significant celebrations and changes in clothing Understanding trade – I can exchange money for goods (role-play) Significant buildings – The War Memorial, Cranborne Church Learning about Kings and Queens and Monarchy in the context of traditional tales Focus on the King and the Royal Family	Why do we remember the Great Fire of London? (significant events) Who is the greatest history maker? Mary Seacole and Florence Nightingale? (significant people) How do our favourite toys and games compare with those of the children in the 1960s? (changes in living memory)	How did the arrival of the Romans change Britain? *NB in year 2022/23 Sappho Vesuvius Unit Who were the Anglo-Saxons and how do we know what was important to them? Railway revolution in Wimborne Why is the history of railways in my locality significant? (<i>local history</i>)
Cycle 2		How has technology changed people's lives? (changes in living memory) What does it take to be a great explorer? (significant people) Mary Anning (Local History, Significant People)	How did the lives of Ancient Britain change during the Stone Age-Iron Age? (double unit) STONE BRONZE IRON AGE Ancient Egypt

Substantive Concepts – these are the concepts that give a subject substance or content

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at Cranborne First. Our substantive concepts are:

	Chronological Knowledge	Power	Civilisation	Legacy	Conquest
	Developing a child's mental timeline.	The capacity or ability to direct or influence the behaviour of others or the course of events.	The stage of human social and cultural development.	An event or person that has left their mark and is remembered in history.	Overcome and take control of a place or people by force.
		Monarchy, Empire	Life throughout time, democracy, beliefs, religions, rituals	Remembrance, Innovation	Invasion, Battles, War
EYFS	How have I changed over time?	The King/Coronation	Roles of people within school	Significant individuals	Remembrance
KS1	Changes within living memory nationally and globally. Significant events	Living royal family The King's Coronation Why Florence Nightingale was initially more accepted than Mary Seacole Why Mary Anning was not credited with her finds Monarchy	The Greatest History Maker The Great Fire of London (architecture, emergency services etc)	Explorers Toys (changes as tech changed) Mary Anning's Discovery Nursing (Florence and Seacole) Local History Great Explorer	Remembrance – peace and conflict
LKS2	Develop a chronologically secure understanding of British and European History.	What an Empire is Romans (Hierarchy, Slaves) Egyptian Pharaohs (Hierarchy) Railways Unit – Queen Victoria Iron Age Hill Forts – 'strongholds'	Changes in Britain from the Stone-Age to the Iron age. Romans Egyptians Changes as part of the Industrial Revolution (focusing on rail)	Ancient Rome and impact on Britain Local History – Railway Revolution. Transport. Anglo Saxons (law, towns & villages)	Anglo-Saxons & that they were invited, settlers so not a 'conquest' Romans and reasons for it

Second Order Concepts – Shape the Enquiry

<p>Continuity and Change The process or actions by something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Although many things about a society may change over time, historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain the same.</p>		<p>Cause and Consequence The relationship between events, where one thing occurs because of another. The reason for and impact of events in history on civilisations and the wider world at the time and in the future.</p>	<p>Significance The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.</p>	<p>Similarity and Difference Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.</p>
<p>Interpretation When attempting to interpret and make meaning of the past, historians recognise that judgements are influenced by the standpoint or worldview of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences.</p>	<p>Sources Written, visual or artefactual evidence from the past, which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.</p>	<p>Chronology Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of chronological thinking – the deliberation undertaken to arrive at a decision.</p>	<p>Empathy The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they're not shared values) from their perspective.</p>	<p>Diversity How history has shaped the modern world in terms of faith, culture and gender equality.</p>

Disciplinary Knowledge

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

'*Connected History* recognises that increasing mastery of the subject, occurs as a result of a pupils combining the application of key subject skills, processes and subject vocabulary with the development of knowledge and understanding. These are interdependent components of a pupil developing the attributes of a young historian and are illustrated in the table.'

Collins Connected, 2022

Progression of Substantive Concepts

	EYFS	KS1	LKS2
Chronological Knowledge	<ul style="list-style-type: none"> I can talk about past and present events in my own life. 	<ul style="list-style-type: none"> Changes within living memory nationally and globally. 	<ul style="list-style-type: none"> Develop a chronologically secure understanding of British and local history.
Power	<ul style="list-style-type: none"> I know that we are ruled by a King in Britain. I know that we have a Prime Minister. 	<ul style="list-style-type: none"> I understand that the monarchy and Government have the power to make laws and changes to the way we live. 	<ul style="list-style-type: none"> I can talk about what a slave is. I understand that there is a hierarchy in place in most societies. I can begin to use and understand words such as: empire, hierarchy, control
Civilisation	<ul style="list-style-type: none"> I know about the similarities and difference between myself and others. I can talk about family and community traditions. 	<ul style="list-style-type: none"> I can talk about changes within living memory I can say how these changes affect changes in national life. I know that we can exchange money for goods/items. I understand that people receive money for the work they do. 	<ul style="list-style-type: none"> I can talk about some of the social and cultural changes in Britain from the Stone Age and Bronze Age through to the Iron Age. I can talk about the achievements and influences of Ancient Rome. I can talk about Britain's settlement by the Anglo-Saxons and Scots. I can begin to use and understand words such as: slavery, society.
Legacy	<ul style="list-style-type: none"> I can talk about important events, people or places. I can talk about why they are important. 	<ul style="list-style-type: none"> I can talk about the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> I can talk about the achievements of Ancient Rome/Egypt and talk about aspects of their life that have made an impact on life as we know today.

			NB for 2022-2023 - I can talk about Pompeii and what findings there tell me about Roman life – majority of children studied Ancient Rome in Y2/3.
Conquest	<ul style="list-style-type: none"> I am beginning to understand words like conflict and peace. 	<ul style="list-style-type: none"> I am beginning to understand words like conflict and peace, empire, settlement. 	<ul style="list-style-type: none"> I can talk about Britain's settlement by Anglo-Saxons and Scots. I can talk about the Roman Empire and its impact on Britain.

Progression of Second Order Concepts – Shape the Enquiry

EYFS	KS1	LKS2
Continuity and Change		
Can talk about: <ul style="list-style-type: none"> Changes that have happened to themselves 	Can begin to identify <ul style="list-style-type: none"> old and new things in a picture what was different and what was the same when their parents and grandparents were children 	Can identify between and within periods: <ul style="list-style-type: none"> Things that stayed the same Things that changed begin to understand why certain changes were important Make links between events over time. Begin to note the similarities and differences: <ul style="list-style-type: none"> within current period of history being studied when current period of history being studied is compared to previous periods that have been studied
<ul style="list-style-type: none"> What has stayed the same? What is different? 	<ul style="list-style-type: none"> What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today? 	<ul style="list-style-type: none"> What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?

EYFS	KS1	LKS2
Cause and Consequence		
<ul style="list-style-type: none"> • Question why things happen and give explanations • Begin to identify what made something happen 	<ul style="list-style-type: none"> • Begin to recognise that significant events happened because of a cause • Begin to understand that aspects of life changed following an event 	<ul style="list-style-type: none"> • Identify reasons for and results of people's actions understand why people may have had to do something: • Look for links and effects in time studied offer a reasonable explanation for some events • Address and devise historical questions about cause • Comment on the importance of cause and effects for some key events.
<ul style="list-style-type: none"> • What happened? Why? 	<ul style="list-style-type: none"> • Why did people do things? Why did an event happen? What happened as a result? 	<ul style="list-style-type: none"> • Why did it happen? What was the result? Who was affected? What was the impact of the event on others?
EYFS	KS1	LKS2
Historical Significance		
<ul style="list-style-type: none"> • Recognise and describe a special object. • Recognise and describe a special time or event in their life (self, family or friends). 	<ul style="list-style-type: none"> • Talk about who or what was important (e.g. in simple historical account). • Talk about why they (who or what) were important and what changed/happened. 	<ul style="list-style-type: none"> • Identify historically significant people and events from a period of history and what they did/happened. • Begin to identify why what they did (or what happened) was important and how it changed things for people.
<ul style="list-style-type: none"> • Can you tell me why that is special? Can you tell me what happened? 	<ul style="list-style-type: none"> • Who was an important person? What did this person do? • What important thing happened? What changed after this? 	<ul style="list-style-type: none"> • Why was this person important? • What did this person do that was important? What important thing happened and what changed as a result?

EYFS	KS1	LKS2
Similarities and Differences		
<p>Know about similarities and differences between:</p> <ul style="list-style-type: none"> • themselves and others • families • communities • traditions 	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • Start to understand that this may have been different in different places at the same time. 	<p>Identify (by including some examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions • Identify that this may have been different in different places at the same time.
<ul style="list-style-type: none"> • What is the same? • What is different? 	<ul style="list-style-type: none"> • Was this the same for everyone? How would life of a poor person have been different? Who would this have been different for? 	<ul style="list-style-type: none"> • Can you give an example of how life was different for someone who was there? • Was this the same everywhere? • Where was it different? • How was it different?
EYFS	KS1	LKS2
Historical Interpretations		
<ul style="list-style-type: none"> • Understand people have had different experiences • Understand people have & might like different things. 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Identify that two people could explain something differently or retell a story in a different way. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist. • Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.
	<ul style="list-style-type: none"> • Why is it different? • What did the person think? • Why did they think that? 	<ul style="list-style-type: none"> • What is the evidence? • How do people know this? • What can the source tell me? Can I trust this source? • What did this person think? • Why did this person think like that? • Why does that person see it differently?

EYFS	KS1	LKS2
Historical Evidence		
Sort some objects into new and old	<ul style="list-style-type: none"> • Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) • Artefacts - Describe similarities and differences • Sort some objects/artefacts between then and now • Look at pictures and photos to identify things from the past 	<ul style="list-style-type: none"> • Identify different sources that have given them information about the period they are studying. • Identify if a piece of evidence is first-hand or someone's view. • Identify details in pictures and artefacts. • Use evidence from a source to answer a question or support and answer
	<ul style="list-style-type: none"> • Why is it different? • What did the person think? • Why did they think that? 	<ul style="list-style-type: none"> • What is the evidence? • How do people know this? What can the source tell me? • Can I trust this source? • What did this person think? • Why did this person think like that? Why?