

History Curriculum at Soudley School

'Respect for Ourselves, Each Other and The Environment'

Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

KS1 Long Term Plan

[KS1%20long%20term%20rolling%20prgramme%20Soudley.pdf \(website-editor.net\)](#)

KS2 Long Term Plan

[KS2%20Long%20Term%20Rolling%20Programme%20Soudley%20.pdf \(website-editor.net\)](#)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Critical Pathway for **History**: when they leave Soudley School, we would like our children to have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts (eg propaganda) and processes.
- The ability to think critically about history and communicate ideas 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.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified and/or supported for those with SEND.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Historical Interpretations	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>Children can:</p> <ul style="list-style-type: none"> ▪ Look at pictures from the past and pick out things that look different; ▪ Begin to describe how they look different; ▪ Ask simple questions of an older family member about life when they were young. 	<p>KS1 History National Curriculum</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>Children can:</p> <ul style="list-style-type: none"> ▪ Look and handle pictures and objects from the past and pick out things that look different; ▪ Begin to describe how 	<p>KS1 History National Curriculum</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to 	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical</p>	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

	<p>they look different;</p> <ul style="list-style-type: none"> Ask simple questions of an older family member about life when they were young. <p>Key questions</p> <ul style="list-style-type: none"> ➤ What is it? ➤ Is it old? ➤ Is it new? ➤ Can we use it today? 	<p>find answers to simple questions about the past on the basis of simple observations;</p> <p>c choose and select evidence and say how it can be used to find out about the past.</p> <p>Questions in addition from EYFS</p> <ul style="list-style-type: none"> ➤ What do you think it was used for? ➤ Could you use it today? ➤ Have you seen anything like this before? ➤ How would it have helped? 	<p>information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. <p>Questions in addition from KS1</p> <ul style="list-style-type: none"> ➤ How would this have helped them? ➤ Would you like to use it now? ➤ Do we have anything that does its job now? ➤ How has it been developed? ➤ What does this tell us about the era? 	<p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer. <p>Questions in addition from LKS2</p> <ul style="list-style-type: none"> ➤ What time period is this from? ➤ Are we looking at a primary or secondary source? ➤ How do you know? ➤ What does this tell us about the past? ➤ What can we learn from this?
<p>Chronological Understanding</p>	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>Children can:</p>	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they</p>	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>

	<ul style="list-style-type: none"> ▪ Talk about past birthdays and events; ▪ Order the days of the week; ▪ Begin to learn the months of the year; ▪ Sequence images from a simple and familiar story. 	<p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<ul style="list-style-type: none"> • To know about similarities and differences between themselves and others, and among families, communities and traditions. • To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. 	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

<p>Presenting, Organising and Communicating</p>	<ul style="list-style-type: none"> Talk about their understanding of history. Draw pictures and add labels about things from the past. Role play past events. 	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ol style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ol style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ol style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.
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Our school wide curriculum design allows all pupils to explore their world from a personal, local and global perspective →

<p>Our Forest and Knowledge of the World Links:</p>	<p>Compare Soudley now to pictures of Soudley in the past. Discuss buildings and industry.</p>	<p>GH – The Tudors FF – Forest used as a hunting ground; Wildlife Mining disasters, riots Miners memorial and map at New Fancy Timber for ships Iron ore deposits</p>	<p>GH – Romans and Celts FF – Forest during Roman times Remains of Roman Road near Blackpool brook Soudley camp Blaize Bailey Little Doward Hill Fort Lydney Park Woolaston Gloucester</p>	<p>GH - The industrial revolution in England FF - Lydbrook metal industries and lime production Local Mining Darkhill Ironworks</p>
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Key vocabulary

EYFS	KS1	LKS2	UKS2
Today	Year decade century	Anachronism chronological order	Anachronism chronological order era/period B.C
Yesterday	Ancient modern long ago	era/period B.C (Before Christ	(Before Christ) A.D (Anno Domini) millennium
tomorrow	Timeline date order similar	A.D (Anno Domini) millennium	thousands of years
The present	Different because important	thousands of years Stone Age	Stone Age Iron Age Celts Ancient Greece The
past	Living memory remembers	Iron Age Celts Neolithic	Ancient Greeks The Saxons The Vikings The Dark
Day	1960s	Bronze Age Skara Brae	Ages
month	Toys materials wood	Hunter-gatherer religion spirits	Middle Ages The Georgians World War I World
Long ago	plastic	Stonehenge hill forts	War II
new/recent	Simple mechanical inventions	Sacrifice Britons nomad/nomadic	trench war recruit alliance Blitz Home Front
Parent	Grandparents' time the older	Boudicca	morale
grandparent	generation	Romans invasion civilisation	Nation monarchy execution extent of change...
great grandparent	Memories drawing opinion	Emperor Caesar republic	Extent of continuity... turning point The Tudors The
Clue	artefact	Empire army/soldiers	Pope
memory	Anachronism chronological order	Resistance conquest revolt	The Break with Rome Roman Catholic Protestant
lifetime	Era/period	Outpost colony god/goddesses	divorce male heir The Reformation monasteries
Calendar	The Tudors The Stuarts The	Ancient Greece The Ancient Greeks	Ancient Egypt Ancient Egyptians The Nile first
who?	Gunpowder Plot	The Saxons The Vikings The Dark	civilisations North Africa flood fertile
What?	Plotters parliament secret	Ages settlers migration Roman	agriculture tomb Pharaoh pyramid Tutankhamun
Materials	King James Guy Fawkes	withdrawal invasions kingdoms	The Victorians The Industrial Revolution child labour
plastic	Catholics	settlements	mills/factories reformers legislation slums epidemics
remember	Protestant traitor treason	Conversion Christianity reputation	to weigh up both sides on one hand however
	The Great Fire of London	raids resistance Danegeld Sparta	different experiences
	Samuel Pepys diary	Athens culture achievements legacy	Democracy Parliament vote suffrage Houses of
	Danger Christopher Wren St	Democracy impact effects	Parliament represent Native Americans culture
	Paul's Cathedral	Consequences change continuity	stereotype diversity traditional view attitudes The
	Explorers Columbus Armstrong	cause/s	Ancient Maya
	Travel encounter impact	Infer suggest	Central America Mexico empire city-state astrology
	significant brave	My conclusion is that...	astronomy codex excavate cenote pok-ol-pok
	Pioneer Atlantic Ocean America	Invention archaeologist	stele variety of sources different experiences this
	space	Archaeology sources	source suggests that.. I can infer that...
	Rocket moon landing	Importance significance legacy	impression the source omits to mention... the
	Mining in the Forest of Dean – The	impact effects reason change	purpose reliability propaganda
	Story of Warren James . Riots	continuity this suggests.. may be	primary evidence secondary evidence eye witness
	sentence death memorial	perhaps could be first hand evidence	this source suggests that... this source doesn't show
	investigate research New Fancy	Second hand evidence	that... reliable could have been... might have been...
	Evidence historians experts	Myths and legends oral history	may be... impact effects consequences legacy
	letters newspapers	museum	

	Websites detective opinion artefact What...? When...? Where....? Why...?		significance impression change continuity cause/s suggest My conclusion is that....
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Assessment at Soudley School

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans and knowledge mats regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to provide progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

Curriculum Progression in History:

	Rainbow reference	Historical Study Children can:	Historical knowledge and awareness Children can:	Chronology and change Children can:
Pre-school	White	Listen to stories from the past	Understand that a story is not about now	Talk about "when I was a baby"
Reception	Red	Listen to and comment about stories from the past	Develop a simple awareness of the past Recognise a past and a present in their own and other people's lives	Talk about the past and present eg 'when my mummy was a baby' Understand about time passing eg through birthdays
Year One	Orange	Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts, and use this to ask and answer questions	Tell stories from the past Identify some things from their own past Identify some differences between past and present Know some of the main events and people studied in a topic Show some understanding of aspects of the past beyond living memory	Use simple words and phrases to describe the past - after, before, between Arrange objects in order of their age Begin to use very simple time lines to order some recent events Understand BC and AD
Year Two	Yellow	Identify old and new from artefacts Use pictures and artefacts for answering questions about the past Use a range of simple sources to devise	Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they	Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order

		historical questions Summarise their learning into short sentences Ask questions about what they have heard or seen	have enjoyed most about stories from the past Explain what they think is important about the past and explain reasons why Identify any important changes which happened at the time being studied	Recognise some reasons for between the time being studied and now
Year Three	Green	Use more complex sources of primary and secondary information Use the internet for research Choose and discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict Use a simple database to organise information Interpret the past through role play – e.g. hot seating	Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people’s lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons	Sort events or objects into groups Use dates and terms accurately, using key dates when describing events Use some dates on a time line Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time period
Year Four	Blue	Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Use graphs and charts to confirm information from different sources Give reasons for change through analysing evidence Support own point of view using evidence Understand that some evidence is limited	Understand differences in social, religious, political and cultural history Understand links between history and geography Know some similarities and differences within a period of time e.g. the lives of rich and poor Describe how some things from the past affect life today Understand the relationship between beliefs and action in historical change	Use a full range of dates and historical terms Use a time line to place events, periods and cultural movements Show changes on a time line Describe and make links between events and changes
Year Five	Indigo	Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events	Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions – e.g. political, cultural Explain their own point of view, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises	Identify changes across periods of time, using chronological links Begin to identify causal factors in change
Year Six	Violet	Devise historically valid questions about change, cause, similarity and difference	Begin to understand significance Understand and use the concept of legacy, including Royal families and dynasties	Note connections, contrasts and trends over time

		Interpret the past using a range of concepts and ideas Understand the role of opinion and propaganda	Speculate and hypothesise about the past, formulating their own theories about reasons for change	Speculate how present events and actions might be seen and judged in the future Speculate – what if? What if England lost the war ... what if Jane Seymour had not died
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Helpful weblinks

Useful for lesson ideas, research and topic information

<https://www.forestersforest.uk/projects/35/working-with-schools>

[Curriculum Scheme](#)

[Keystage History - Advice for teaching history, lessons, planning and resources for Key Stage history at KS1, KS2, KS3 and GCSE](#)

[British Museum](#)

[Primary / Historical Association \(history.org.uk\)](#)