

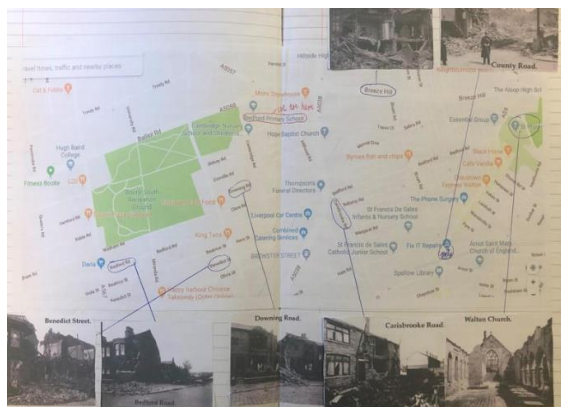


Southport
Learning
Trust



History at Bedford

At Bedford Primary we are committed to providing our pupils with a high quality history curriculum that helps children to gain a knowledge and understanding of Britain's past and that of the wider world.



'The more you know about the past, the better you are for the future.'

Theodore Roosevelt



Our vision for History:



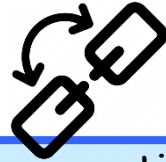
- To ignite children's curiosity about the past and foster a sense of wonder
- To help pupils connect past events to their own lives and the world around them
- To celebrate diverse voices and culture
- To nurture children into young historians who question, investigate and think critically about sources, events and their impact on the world today
- For children to develop a coherent and chronological knowledge of Britain's past and that of the wider World
- For children to have a passion for local History
- To create a place where pupils can make connections and freely discuss their own thoughts and opinions

Skills I need to be a historian

KS1



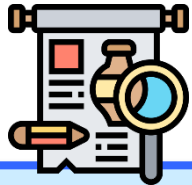
Be curious
about the past



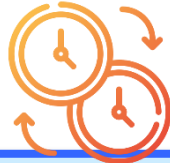
Make connections
between life now
and life in the
past



Place events and
objects from the
past in a sequence
on a timeline



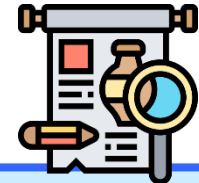
Use sources to
learn about
the past



Understand how
things have
changed over
time



Ask simple questions
about historical
events and objects



Identify different
types of historical
sources



Use oracy skills
to share thoughts
and ideas



Identify simple
similarities and
differences across
topics



Use vocabulary linked to
time and historical
events e.g. yesterday



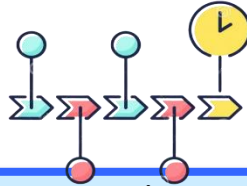
Answer questions
with historical
knowledge

Skills I need to be a historian

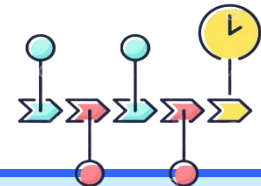
KS2



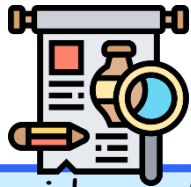
Have a curiosity to know more about the past



Use timelines to understand the sequence of events



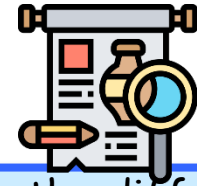
Place historical periods and events in chronological order



Use evidence from sources to support making conclusions about the past



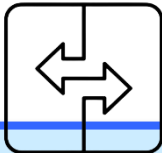
Ask historical focussed questions



Know the difference between primary sources and secondary sources



Use critical thinking to question information from different sources



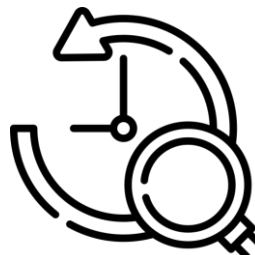
Identify similarities and differences between different aspects of history



Talk like a historian using historical focussed vocabulary



Use oracy skills to communicate thoughts, ideas and different perspectives

chronological understanding	interpretation, knowledge and understanding of past events, people and changes in the past	historical enquiry
		
Pupils are taught to develop a chronological understanding of history and apply this throughout the wider curriculum. Pupils will use timelines confidently, gain an understanding of duration and use a range of historical language	Pupils will explore and identify different ways the past are represented. Pupils will learn to identify similarities and differences between and across time periods and be encouraged to explore the reasons why some different versions of the past exist.	Pupils are taught to ask historically valid questions and constantly strive to find out about the past. Pupils will learn how to identify historical sources and gain an understanding why some sources are more reliable than others.

substantive concepts

- Pupils undertake two history units of study per year
- Our unique history curriculum has been carefully designed to ensure that four substantive concepts are taught and revisited each year
- This allows pupils to make links across the curriculum, make connections to previous learning and builds foundations for future units of study.

trade	invasion and settlement	raw materials, tools and technology	social hierarchy and religion
			

substantive concepts

trade	invasion and settlement	raw materials, tools and technology	social hierarchy and religion
			
Pupils will learn that trade has always been an important aspect of a thriving civilisation. They learn how ancient civilisations traded in precious raw materials and developed their empires as a result. Children also learn how Liverpool, as a major trading port, has been vital in the growth and success of Britain over the centuries	Pupils will learn that throughout history areas of the globe have been invaded by other humans, often for access to raw materials and that settlements have grown as a result.	Pupils will learn that raw materials e.g. metals, salt and crops are vital to the success of settlements and the ways in which humans have learned to develop tools to access raw materials is fundamental to the success of civilisations.	Children will learn that throughout history people have performed different roles and had different advantages depending on their position in society. They learn that in ancient civilisations religion was an important factor in determining a person's social standing. They also learn about the importance of religion, particularly the arrival of Christianity, in the development of Great Britain as we know it today.

EYFS learning goal: understanding the world

chronological understanding 	Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)
interpretation, knowledge and understanding of past events, people and changes in the past 	- Can I look closely at similarities, differences, patterns and change? (The World 40- 60mths) - Make observations and explain why some things occur and talk about changes (TW ELG)
historical enquiry 	

National Curriculum end of KS1 expectations

chronological understanding



interpretation, knowledge and understanding of past events, people and changes in the past



historical enquiry



- Pupils should be taught about:
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality

National Curriculum end of KS2 expectations

chronological
understanding



interpretation,
knowledge and
understanding of past
events, people and
changes in the past



historical enquiry



- 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.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

progression map

	Year 1	Year 2
chronological understanding 	- Be aware of the past (and objects that belong in the past) and use common words and phrases relating to time (eg old, new, young, long time ag) - Put up to 3 objects in chronological order - Begin to fit people/events to a chronological framework/retell a simple story from the past.	- Use a wide range of appropriate words and phrases to describe the past (eg, then, now, past and present) - Fit people/events into chronological framework - building upon prior knowledge (Year 1) - Sequence a set of objects in chronological order and give reasons for the order. - Understand that some objects belong in the past.
interpretation, knowledge and understanding of past events, people and changes in the past 	- Use sources to show understanding. - Identify differences and spot old/new (eg from a picture) - Give plausible explanation - Begin to appreciate that some famous people have helped make our lives better today.	- Identify different ways in which the past is represented - Recount interesting facts from a historical event and understand impact upon life today. - Identify similarities and differences between periods - Explain why someone in the past acted the way they did and recount the life of someone famous giving attention to what they did earlier and later) - Choose and use sources to show understanding.
historical enquiry 	- Ask and answer questions (using sources, eg pictures/stories). - Find out about a famous person.	- Ask and answer a range of questions using a range of artefacts/sources - Research/Find out more about a famous person/key event - research key facts.

progression map

	Year 3	Year 4
chronological understanding 	- develop the appropriate use of historical terms (Eg BC, AD, decade) - Develop chronologically secure knowledge of history - use dates to describe when events happened. - Begin to understand duration of different periods in history. - Apply mathematical knowledge to work out how long ago.	- Develop the appropriate use of historical terms - Develop chronologically secure knowledge of history - use dates to describe when events happened. - Compare duration of events. - Apply mathematical knowledge to work out how long ago - round up time differences into decades and centuries
interpretation, knowledge and understanding of past events, people and changes in the past 	- Establish clear narratives within and across periods studied: appreciate what life would have been like for early settlers and that they would not have communicated and eaten as we do. - Build upon/link knowledge from KS1: Note key facts, connections, contrasts and trends over time - why things happened as they did in history/how they shaped lives and the way things happen now.	- Establish clear narratives of life within and across periods studied: recognise & appreciate why Britain has been invaded and would have been an important country to invade/conquer - Build upon/link knowledge from KS1 and Year 3: Note key facts, connections, contrasts and trends over time - why things happened as they did in history/how they shaped lives and the way things happen now. - Understand how knowledge of the past is constructed from a range of sources and how versions of events can vary.
historical enquiry 	- Regularly address (using a growing range of sources of evidence) and begin to devise, historically valid questions. - Recognise the part that archaeologists have had in helping us understand more about the past. - Research and write about a specific event from the past.	- Regularly address and sometimes devise historically valid questions - Construct informed responses by selecting and organising (piecing together) relevant historical information - Recognise the part that archaeologists have had in helping us understand more about the past. - Research and write about what it was like for a child within a given period, using photographs and illustrations to present findings

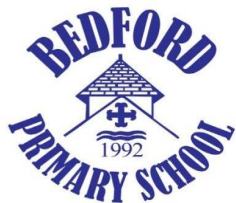
progression map

	Year 5	Year 6
chronological understanding 	- Develop the appropriate use of historical terms - Continue to develop chronologically secure knowledge of history: place periods of history on a timeline using centuries - Begin to build up a picture of some of the main events that happened in Britain/the world during different centuries. Plot known dates/periods from KS1/LKS2 - Use mathematical skills to work exact timescales and differences as needed - Use dates and historical language in written work.	- Demonstrate chronologically secure knowledge of history: Draw own timelines that show different time periods/duration/key dates and famous people etc. - Where appropriate, link to known dates/periods from KS1/LKS2. Place specific event on a timeline by decade - Use mathematical skills to work exact timescales and differences as needed - Use dates and historical language in written work.
interpretation, knowledge and understanding of past events, people and changes in the past 	- Establish clear narratives of life within and across periods studied: noting differences in travel, weapons, food and the difference wealth had upon the lives of people. Appreciate how items found belonging to the past help us to build an accurate picture of how people lived in the past - Build upon/link knowledge from KS1 and LKS2: Note key facts, connections, contrasts and trends over time - why things happened as they did in history/how they shaped lives and the country we live in now: begin to appreciate that how we make decision has been through a parliament for some time/link to democracy/ Olympics Link role of Britain to the spreading of Christian values. - Show growing confidence in making comparisons. - Demonstrate growing confidence in gathering evidence from different sources. Piece together to gain information about a period in history	- Establish clear narratives of life within and across periods studied: appreciate that wars have happened from a long time ago and is often associated with invasion, conquering or religious differences. Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them. - Build upon/link knowledge from KS1 and LKS2: Note key facts, connections, contrasts and trends over time - why things happened as they did in history/how they shaped lives and the country we live in now - Understand that different versions of the past may exist, giving some reasons for this - Show confidence in making comparisons and be able to summarise the main events from specific periods in history and explain which things have changed and which things have stayed the same - Summarise what Britain may have learnt from other countries and civilisations attempting to persuade or give a specific viewpoint - Describe a key event from Britain's past using a range of evidence from different sources - Regularly address and sometimes devise historically valid questions: Test out a hypothesis in order to answer a question - Identify and explain understanding of propaganda
historical enquiry 	- Construct informed responses by selecting and organising relevant historical information: offer points of view based on research - Give more than one reason to support a historical argument	Construct informed responses by selecting and organising relevant historical information: look at more than one version

Key enquiries

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significant figures: a study into lives of significant individuals who have contributed to national and international achievements	The Great Fire of London - A study into a significant event beyond living memory	How did Britain change from the Stone Age to the Bronze and Iron Age?	Why was Liverpool so important to Victorian Britain? - a local study taking into account a period of history	The Ancient Greeks - a study into the life, achievements and influence of the Ancient Greeks	The Bootle Blitz/What was like to live in Bootle during WWII? - a study into an event that is significant locally
Toys over time. A study into changes within living memory.	What is the significance of the Bootle War Memorial? - a local history study How has Liverpool changed since the capital of culture in 2008?	The Ancient Egyptians - a study into the achievements of the earliest civilizations	How did Britain change as a result of Roman invasion and settlement?	How did Britain change as a result of Anglo Saxon and Viking invasion and settlement?	How did the Mayans compare to Britain at the time? A study into a non-European society that contrasts with British history





Humanities long term plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Geography: Can we make a map of our locality?	Geography: How is Liverpool different to other places?	History: How have toys changed over time?	History: Who were some significant heroines throughout history?	Geography: How is Liverpool different to other places? Revisit	History: Who were some significant trailblazers throughout history?
Year 2	History: Why is the Bootle War Memorial important?	History: What was so great about the Great Fire of London?		Geography: What are the world's oceans and continents?	Geography: What makes Liverpool a great place to visit?	History: How has Liverpool changed since the Capital of culture in 2008?
Year 3	Geography: Why is the Mediterranean such a popular place to visit?		History: How did the Ancient Egyptians live their lives?		History: How did Britain change from the Stone Age to the Bronze and Iron Age?	Geography: If volcanoes are so dangerous, why do people live so near?
Year 4	Geography: What happens to the water in our world?	History: What was it like to be a child in Victorian Liverpool?		Geography: There is no planet B - how can we tackle climate change?	History: How did Britain change as a result of the invasion and settlement of the Romans?	
Year 5	Geography: Why do people live near rivers?		Geography: If the rainforest is so special, why is it disappearing?	History: How did the Ancient Greeks live their lives?		History: How did Britain change as a result of invasion and settlement by Anglo Saxons and Vikings?
Year 6	History: What was it like to live in Bootle during WWII?		Geography: What's it like to live on the slopes of a mountain?		Geography: How habitable is the Arctic?	History: What did the Ancient Mayans have in common with other Ancient civilizations?

History long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			How have toys changed over time?	Who were some significant heroines throughout history?		Who were some significant trailblazers throughout history?
Year 2	Why is the Bootle War Memorial important?	What was so great about the Great Fire of London?				How has Liverpool changed since the Capital of culture in 2008?
Year 3			How did the Ancient Egyptians live their lives?		How did Britain change from the Stone Age to the Bronze and Iron Age?	
Year 4		What was it like to be a child in Victorian Liverpool?			How did Britain change as a result of the invasion and settlement of the Romans?	
Year 5				How did the Ancient Greeks live their lives?		How did Britain change as a result of invasion and settlement by Anglo Saxons and Vikings?
Year 6	What was it like to live in Bootle during WWII?					What did the Ancient Mayans have in common with other Ancient civilizations?

