

Intent: At Kentish Town Primary School, we want our children to leave School with a connected, chronological understanding of world history. We want the children at KTS to explore their own stories and view themselves as part of the journey of Britain's relationship with the world.



History at Kentish Town C of E - EYFS

Key Learning

EYFS:

Acorn (Nursery) and Oak (Reception) Children should ...

Talk about past and present events in their own lives and in the lives of family members.

Understand different eras of time (e.g. that of the dinosaurs.)

Comment and ask questions about aspects of their familiar world.

Look closely at similarities, differences, patterns and change.

Understand and discuss how things have changed over time (e.g. transport.)

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

Past, present, now, before, after, time, change, similar, different

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History at Kentish Town C of E - KS1

Key Learning

Year 1 (Ash): Children should ...

Identify the difference between past and present and say some things that happened in the past and roughly how long ago they were by using words and phrases like: yesterday, earlier, last week, last year and before I was born

Ask questions and follow through to find out the answers to the questions they have about the past

Listen and respond to someone telling a story about their own life

Start to think about how we find out about the past (photos, documentaries, videos, diaries, letters etc.)

Identify ways in which School has changed since they have been here.

Talk about past and present events in their own lives and in lives of family members

Celebrate festivals and traditions that are important to children in the class

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

My, other / his / her / their, history, past, before, x years ago, recently, change, old, decade, aged, worn, new, storyteller, trust, stories, plastic, metal, wooden, week, yesterday, timeline, parents, grandparents, mechanical, artefact

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History at Kentish Town C of E - KS1

Key Learning

Year 2 (Willow): Children should...

Start to use further historical terminology to describe when something happened: "In (specific date), in recent history / in ancient history, around ___ years ago".

Identify differences in life in the Victorian times (when studying Mary Seacole and Florence Nightingale.)

Ask questions and follow through to find out the answers to the questions they have about the past.

Explore historical figures' stories and understand why they were important / significant.

Identify a range of historical sources. Begin to say which ones they trust.

Discuss major events that effect their lives. Talk about how life may change.

Learn about and explore the significance of the Great Fire of London.

Explore the difference in attitude that people had towards Mary Seacole and Florence Nightingale.

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

Ancient, chronological order, era / period, diary, source of information / historical source, historian, impact, compare

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History at Kentish Town C of E - KS1

End of KS1 outcomes:

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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.

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History at
Kentish Town C of E - KS2

Key Learning

Year 3 (Cedar): Children should ...

Sequence up to 3 events within learnt across the year on a timeline

Understand how humans first used tools

Understand how the way humans collected food changed over time

Make a theory about a person based on grave goods

Understand how different materials changed societies

Understand the importance of the Nile

Recognise different methods of historical communication

Understand what a dynasty is

Understand that there were historians in history

Compare Ancient Egyptian life with life today

Place the Aztecs and the Ancient Egyptians on a timeline

Ask questions to find out more about the past

Look at a range of historical sources and choose the ones that are most believable and begin to explain why

Understand that different cultures regarded different concepts as important

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

Prehistory, nomad, hunter-gatherer, Palaeolithic, Mesolithic, Neolithic, Neanderthal, Homo Sapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Domesticate, Pharaoh, Papyrus, Scribe, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Egyptologist, Pyramid, Barter, Aztec, Gods, Goddesses, Temples, palaces, monuments, statues, tribe, empire, religion, warrior, priest

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History at
Kentish Town C of E - KS2

Key Learning

Year 4 (Sycamore): Children should ...

Sequence up to 5 events within learnt across the year on a timeline

Question a historical story giving evidence to explain whether or not they believe it

Explain what made the Roman empire powerful

Recognise some influential historical figures and explain why they are or should be remembered

Compare different historical cultures in the same time period

Explain how different peoples have entered and left Britain at different periods of time

Understand the importance of writing in history and the problems that can occur when we don't have written sources

Understand what a dynasty is

Recognise the difference wealth makes in a historical context

Understand how religions can change and shift

Understand the benefits and deterrents to world exploration

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

Agriculture, archaeology, artefact, century, change, Christianity, Catholicism, Protestantism, chronology, colony, conquest, court, discovery, execution, explore, global, migration, monarchy, monastery, museum, peasant, pope, present, primary evidence, empire emperor, BCE / CE, invasion, republic, kingdom

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History at
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Key Learning

Year 5 (Chestnut): Children should ...

Sequence up to 7 events within learnt across the year on a timeline

Recognise and identify defining features of a historical empire

Debate whether historical artefacts should be returned to the respective country

Understand the concept of a revolution

Explore the concept of slavery and the slave trade

Identify how industry changed over time

Explore positive and negative world trade

Use historical sources of information and question their validity considering their makers

Understand local changes to local area over the past 200 years

Ask questions and use sources of information to find a reliable answer

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

Empire, change, industry, monarchy, sources, information, reliability, validity, primary / secondary, invade, colonise, treasures, culture, impact, resources, trade, slavery, enslavement, migration

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History at
Kentish Town C of E - KS2

Key Learning

Year 6 (Beech): Children should ...

Look at a range of historical written sources of information and rate them in terms of reliability

Sequence up to 10 events within learnt across the year on a timeline

Compare beliefs and societal norms of early Baghdad with life in the UK today

Explain the causes and effects of the sacking of Baghdad

Question the reliability of sources on the internet

Identify primary and secondary sources of information

Bring pieces of information together to form a bigger picture

Question what we can tell from a myth about their culture

Study an influential historical figure

Consider the legacy of a civilisation

Recognise and describe the impact of bias and propaganda

Understand how people moved around the world in the past and what impact that has had on communities today

Enrichment:

- Class trips
- Outreach programmes
- Class assemblies
- Resources from the Schools' Library Service
- History themed displays

Key Vocabulary:

Trust, reliability, validity, sources, information, compare, ancient cultures, religion, differences and similarities, empire, significant figures, artefact, myth, legacy, conqueror, seafaring, advantages and disadvantages, migration, asylum seeker, migrant, expatriate, conflict

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History at Kentish Town C of E - KS2

End of KS2 outcomes:

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.