

## Vernon Park Primary School: History Golden Threads, Skills, Concepts and the Progression of Knowledge, Skills and Vocabulary

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

### INTENT

History helps children to learn from the story of the past, enabling them to build for the future: nothing is new except your attitude and reaction.

### Substantive Knowledge / First Order Concepts (specific, factual content and Knowledge about the past)

#### "Golden Threads"

Monarchy / Power

Invasion

Settlement / Civilisation

Local History

Migration

### Disciplinary Knowledge / Second Order Concepts (the skills children need, the action taken to gain knowledge, how the children gain substantive knowledge, how historians study the past)

#### Historical Skills

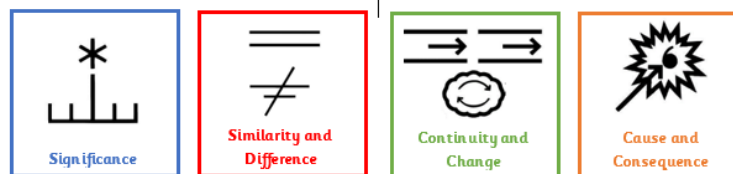
Historical Chronology: the arrangement of events, periods or dates in the order that they occur.

Historical Interpretation: to think critically, weigh evidence, sift arguments and develop perspective and judgement.

Historical Enquiry: to use sources to ask and answer questions.

Historical Communication: to present selected information in a variety of ways

#### Historical Concepts



## Significance

Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

### Similarity and Difference

Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

### Continuity and change

There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.

### Cause and Consequence

This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these.

<b>Knowledge and Skills</b>	<b>EYFS</b>	<b>Three and Four-Year-Olds (Nursery)</b>	<ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family's history</li> </ul>
		<b>Reception</b>	<ul style="list-style-type: none"> <li>● Comment on images of familiar situations in the past</li> </ul>

			<ul style="list-style-type: none"> <li>● Compare and contrast characters from stories, including figures from the past</li> </ul>
		ELG	<ul style="list-style-type: none"> <li>● Talk about the lives of people around them and their roles in society</li> <li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
		<b>Key vocabulary:</b> A long time ago, past/ now, same/ different, change, people, lifetime, lives, old/new, sort, History	
Knowledge and Skills	KS1	LKS2	UKS2
Historical chronology	<ul style="list-style-type: none"> <li>● To know where the people and events I have studied fit on a basic timeline.</li> <li>● To tell you a few similarities and differences between ways of life at different times.</li> <li>● To name a few people in the past who have contributed to national and international achievements.</li> <li>● To put a few objects/ events in order.</li> </ul>	<ul style="list-style-type: none"> <li>● To understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.</li> <li>● To place events, people and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions, eg. BC, BCE &amp; AD.</li> <li>● To put artefacts or information in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</b></li> <li>● To tell the story of events within and across the time periods I have studied.</li> <li>● To identify specific changes within and across different periods over a long arc of development.</li> </ul>
	<b>Key vocabulary:</b> Timeline, order, event, similar, different, changes, invention	<b>Key vocabulary:</b> Chronology, century, decade, era, time period, similarities, differences, civilisations, prehistoric, ancient, modern, comparison	<b>Key vocabulary:</b> Society, legacy, empire
Historical interpretation	<ul style="list-style-type: none"> <li>● To understand some of the ways in which we find out about the past.</li> <li>● To tell you a few ways how the past has been presented or described.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</b></li> <li>● To describe how the past can be represented or interpreted in a few different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</b></li> <li>● To explain that the past can be represented or interpreted in many different ways.</li> <li>● To carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</li> </ul>

	<b>Key vocabulary:</b> Significant, compare, similar, different, artefact, source, evidence, changes, reason, reasoning, connections	<b>Key vocabulary:</b> Similarities, differences, civilisations, prehistoric, ancient, modern, comparison, influence, impact, significant	<b>Key vocabulary:</b> Point of view, objectivity, subjectivity, bias, propaganda
Historical enquiry	<ul style="list-style-type: none"> <li>● To ask and answer questions, choosing &amp; using parts of stories and other sources of information to show I know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>● To answer and sometimes devise my own historically valid questions.</li> <li>● To use one or more sources of information to help me answer questions about the past in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>To understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</b></li> <li>● To devise my own historically valid questions.</li> <li>● To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</li> </ul>
	<b>Key vocabulary:</b> Significant, fact, opinion, artefact, source, evidence, consequences, reason, reasoning, connections	<b>Key vocabulary:</b> Primary and secondary sources, evidence, archaeology, reliability, significant	<b>Key vocabulary:</b> Point of view, objectivity, subjectivity, bias, propaganda
Historical communication	<ul style="list-style-type: none"> <li>● To use common words &amp; phrases relating to passing of time</li> <li>● To tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms</li> </ul>	<ul style="list-style-type: none"> <li>● To present recalled or selected information in a variety of ways using specialist terms.</li> <li>● To write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</li> <li>● To be beginning to use place value in the context of timelines.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>To create my own structured accounts, including written narratives and analyses.</b></li> <li>● To use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/ periods e.g. century, decade</li> <li>● To confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.</li> </ul>
	<b>Key vocabulary:</b> Research, question, reason, reasoning, connections	<b>Key vocabulary:</b> Primary and secondary sources, evidence, comparison, reliability,	<b>Key vocabulary:</b> Point of view, objectivity, subjectivity, bias, propaganda, cause and effect, society