



Jessie Younghusband School

History Intent



At Jessie Younghusband School, whenever we touch History in our curriculum, we always begin with the question 'Where are we on a timeline?'. This is because we are aware that many of our children find it hard to think about long, long ago, when they do not think about their own history, which then links to their family history. We then help them make reference to the periods of history they have learnt about before and we then make comparison to how many years ago. We have committed to always ask the question 'How many years ago was that?' when comparing significant events and people from history. We also ensure we try to show this practically so children can start to visually picture when in time we are learning about. We then always want to look at the question, 'What can we learn from this significant event or person?' so that we can either learn from the mistakes made in history and how they contributed to our national and international development, or we can consider what attitudes or actions we should look to repeat.

In the background of this, is our hands on and connected approach to learning and we endeavour to make the abstract nature of a passage through time more concrete through the use of text, images, films and hands on experiences. This is also supported with our cross-curriculum approach as we can then be exploring history through other subjects and particularly through the arts, ICT and our teaching of English.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point. As progress is made, less time needs to be spent on the grounding questions and we can spend time going deeper on the questions about the past.



Chronological Understanding

YEAR R (PRIOR LEARNING)

Vocab: history, past, present, now, future

- To talk about the lives of the people around them and their roles in society.
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.



YEAR 1

Vocab: ancient, change, consequence

- To sequence events or objects in chronological order.
- To demonstrate and develop an awareness of the past, using common words relating to the passing of time.

YEAR 2

Vocab: identity, empire, characteristics, contrast, short- and long-term timescales

- To sequence artefacts closer together in time.
- To sequence items from events in different periods of my life.
- To describe memories of key events in my life.
- To use a timeline to place important events in order.



YEAR 3

Vocab: chronological, judgement, perspective, civilisation, historical enquiry

- To place the time studied on a timeline.
- To sequence events or artefacts within the period studied.
- To use dates and terms related to the study unit and passing of time.



YEAR 4

Vocab: diversity, society, interpretation, cultural, economic, military, political, religious & social history, Egyptian, pharaoh, pyramid, dynasty, sphinx

- To place events from the time studied on a timeline.
- To use terms related to the period and begin to date specific events.
- To understand more complex terms e.g.: BCE and AD.
- To begin to build up an overall picture of main events in history (in Britain and the world) over several centuries.



YEAR 5

Vocab: Invader, Centurion, settlement, civilisation, impact, comparison, eram culture

- To place current study of timeline in relation to previous studies.
- To know and sequence key events of time studied.
- To use relevant terms and period labels.
- To make comparisons between different times in the past.
- Describe events using historical vocabulary such as: decade, century, before, during, after, era, period.



YEAR 6

Vocab: Islam, Muslim, cathedral

- To place current study on timeline in relation to other studies.
- To use relevant dates and terminology, relevant to time period studied.
- Sequence up to 10 events on a timeline, using knowledge from prior learning.
- Make detailed comparisons between events in British history and that of other countries.
- Understand what effect world events in history had on other countries at the time and since.



KEY STAGE 3

Vocab: historical concepts, continuity, change, cause, consequence, similarity, difference, significance

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.



Range and Depth of Historical Knowledge

YEAR R (PRIOR LEARNING)

Vocab: history, past, present, now, future

- To talk about the lives of the people around them and their roles in society.
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.

YEAR 1

Vocab: ancient, change, consequence

- To begin to describe similarities and differences in artefacts.
- To explore the differences in their own and others' lives e.g., through discussion / drama.
- To use a range of sources to find out characteristic features of the past.

YEAR 2

Vocab: identity, empire, characteristics, contrast, short- and long-term timescales

- To find out about people and events in other times.
- To use collections of artefacts – confidently describe similarities and differences.
- To recognise why people did things, why events happened and what happened as a result e.g., drama – develop empathy and understanding (hot seating, questioning and listening).
- To recount events from a significant time in history.

YEAR 3

Vocab: chronological, judgement, perspective, civilisation, historical enquiry

- To find out about everyday lives of people in the time studied.
- To compare other people's lives with our life today.
- To identify reasons for and results of people's actions.
- To understand why people may have had to do something.
- To study change through the lives of significant individuals (including placing changes on a timeline).

YEAR 4

Vocab: diversity, society, interpretation, cultural, economic, military, political, religious & social history, Egyptian, pharaoh, pyramid, dynasty, sphinx

- To use evidence to reconstruct life in the time studied.
- To identify key features and events of time studied.
- To look for links and effects in time studied. e.g., what effect did the Greeks have on Britain?
- To offer a reasonable explanation for some events.
- To develop a broad understanding of ancient civilisations.

YEAR 5

Vocab: Invader, Centurion, settlement, civilisation, impact, comparison, eram culture

- To study different aspects of life of different people – differences between men and women.
- To examine causes and results of great events and the impact on people.
- To compare life in early and late times studied.
- To compare an aspect of life with the same aspect in another period. E.g. food, housing.

YEAR 6

Vocab: Islam, Muslim, cathedral

- To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- To compare beliefs and behaviour with another period studied.
- To write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation.
- To know key dates, characters and events of time studied.
- To use prior knowledge of Greeks and Egyptians to compare and contrast with Early Islamic civilisation
- To study an ancient Islamic civilisation in detail.
- To study contrasts between a non-European civilisation and Britain at a specific period in time (e.g. 900AD)

KEY STAGE 3

Vocab: historical concepts, continuity, change, cause, consequence, similarity, difference, significance

- To gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.





Knowledge and Interpretation

YEAR R (PRIOR LEARNING)

Vocab: history, past, present, now, future

- To talk about the lives of the people around them and their roles in society.
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.

YEAR 1

Vocab: ancient, change, consequence

- To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, BBC website).
- To use stories to encourage children to distinguish between fact and fiction (e.g. how reliable are adult's memories?).

YEAR 2

Vocab: identity, empire, characteristics, contrast, short- and long-term timescales

- To compare pictures or photographs of people or events in the past.
- To be able to identify different ways to represent the past.
- To discuss which methods of research are most reliable (photos, accounts, newspapers, books, artefacts, internet etc.).
- To understand why some people in the past did things.

YEAR 3

Vocab: chronological, judgement, perspective, civilisation, historical enquiry

- To identify and give reasons for different ways in which the past is represented.
- To distinguish between different sources and evaluate their usefulness.
- To look at representations of the period – museums, cartoons, television programmes etc.

YEAR 4

Vocab: diversity, society, interpretation, cultural, economic, military, political, religious & social history, Egyptian, pharaoh, pyramid, dynasty, sphinx

- To begin to evaluate the usefulness of different sources.
- To use textbooks and historical knowledge (our own and that of other people).
- To begin to understand how historical items (museums / archaeology) help us to build up an accurate picture of how people lived in the past.

YEAR 5

Vocab: Invader, Centurion, settlement, civilisation, impact, comparison, eram culture

- To compare accounts of events from different sources - fact or fiction?
- To offer some reasons for different versions of events.

YEAR 6

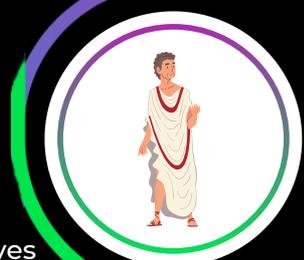
Vocab: Islam, Muslim, cathedral

- To look at the evidence available to see how historical events have shaped people's lives (including the changing power of monarchs).
- To link sources and work out how conclusions were arrived at.
- To consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- To be aware that different evidence will lead to different conclusions.
- To show confident use of the library etc. for research.

KEY STAGE 3

Vocab: historical concepts, continuity, change, cause, consequence, similarity, difference, significance

- 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.





Historical Enquiry

YEAR R (PRIOR LEARNING)

Vocab: history, past, present, now, future

- To understand the past through settings, characters and events encountered in books read in class and storytelling.

YEAR 1

Vocab: ancient, change, consequence

- To sort artefacts into "then" and "now".
- To ask and answer simple questions about the past from sources of information e.g., artefacts, photos etc.
- To use as wide a range of sources as possible.
- To use speaking and listening (links to literacy) to ask and answer questions related to different sources and objects.

YEAR 2

Vocab: identity, empire, characteristics, contrast, short- and long-term timescales

- To use a source to find out why, what, who, how, where?
- To ask questions and find answers.
- To sequence a collection of artefacts and to understand the use of timelines.
- To discuss the effectiveness of sources.
- To estimate the ages of people by studying and discussing their features and how this shows the passing of time in a person's life.

YEAR 3

Vocab: chronological, judgement, perspective, civilisation, historical enquiry

- To use a range of sources to find out about a period in time.
- To observe small details – artefacts, pictures.
- To select and record information relevant to the study.
- To begin to use the library, e-learning for research.
- To ask and answer questions.

YEAR 4

Vocab: diversity, society, interpretation, cultural, economic, military, political, religious & social history, Egyptian, pharaoh, pyramid, dynasty, sphinx

- To use evidence to build up a picture of a past event.
- To choose relevant material to present a picture of one aspect of life in times past.
- To ask a variety of questions.
- To use the library, e-learning for research.

YEAR 5

Vocab: Invader, Centurion, settlement, civilisation, impact, comparison, eram culture

- To begin to identify primary and secondary sources.
- To use evidence to build up a picture of life in time period studied.
- To select relevant sources of information.
- To show confident use of library, e-learning, research.

YEAR 6

Vocab: Islam, Muslim, cathedral

- To recognise primary and secondary sources.
- To use a range of sources to find out about an aspect of time past – suggest omissions and the means of finding out.
- To evaluate the usefulness and accuracy of different sources of evidence.
- To be able to select the most appropriate source of evidence for a particular task.
- To bring knowledge gathered from several sources together in a fluent account.

KEY STAGE 3

Vocab: historical concepts, continuity, change, cause, consequence, similarity, difference, significance

- To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.





Organisation and Communication

YEAR R (PRIOR LEARNING)

Vocab: ancient, change, consequence

- To talk about the lives of the people around them and their roles in society.
- To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- To understand the past through settings, characters and events encountered in books read in class and storytelling.

YEAR 1

Vocab: flexibility, teamwork, physical activity, competition, participate

- To communicate knowledge and understanding in a variety of ways: Timelines (3D with objects/ sequential pictures); Drawing; Drama/role play; Writing (reports, labelling, simple recount); ICT.

YEAR 2

Vocab: identity, empire, characteristics, contrast, short- and long-term timescales

- To communicate knowledge and understanding in a variety of ways: Class display / museum; Annotated photographs; ICT.

YEAR 3

Vocab: chronological, judgement, perspective, civilisation, historical enquiry

- To communicate knowledge and understanding in a variety of ways: discussions; pictures, writing, annotations; drama; models etc.

YEAR 4

Vocab: diversity, society, interpretation, cultural, economic, military, political, religious & social history, Egyptian, pharaoh, pyramid, dynasty, sphinx

- To select data and organise it into a data file to answer historical questions.
- To know the period in which the study is set.
- To display findings in a variety of ways.
- To work independently and in groups.

YEAR 5

Vocab: Invader, Centurion, settlement, civilisation, impact, comparison, eram culture

- To fit events into a display sorted by theme time.
- To use appropriate terms, matching dates to people and events.
- To record and communicate knowledge in different forms.
- To work independently and in groups, showing initiative.

YEAR 6

Vocab: Islam, Muslim, cathedral

- To select an aspect of study to make a display.
- To use a variety of ways to communicate knowledge and understanding, including extended writing.
- To plan and carry out individual investigations.

KEY STAGE 3

Vocab: historical concepts, continuity, change, cause, consequence, similarity, difference, significance

- To make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

