



Coads Green Primary School Knowledge and Skills Organiser

History



Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Our scheme of learning for History is based on the National Curriculum.

The lessons have been sequenced to reinforce learning and build on knowledge.

Intention

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship. We want our pupils to understand the motives of the past and learn from these ways.

Aims

History at Coads Green Primary School aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then support with their historical knowledge. They should have a firm grasp of the research processes and are able to use the correct historical terminology.

At EYFS:

- To develop an awareness of time and change.
- To sequence events in stories and in their own lives.
- To use appropriate vocabulary.

In Key Stage 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.

- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.
- To use the correct terminology.

In Key Stage 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To use Historical vocabulary and English grammar in line with National curriculum.
- To ensure there is progression from Key Stage 1 through teaching and combination of in-depth and overview studies about British, local and world histories.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination.

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning.

Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<p><i>Do I know what I need to do to complete my task?</i></p> <p><i>Can I plan and organise my learning before I start?</i></p> <p><i>Where am I with my learning?</i></p> <p><i>How well have I achieved my success criteria?</i></p>	<p><i>Can I explain my learning to someone else?</i></p> <p><i>I know and can explain what strategies I have used in my learning.</i></p> <p><i>I can make links between new content and ideas and learning I already know.</i></p>	<p><i>Can I organise my knowledge to support new learning?</i></p> <p><i>I can look for and recognise similarities and differences in my tasks.</i></p> <p><i>I can organise my knowledge to support new learning.</i></p>

	<p><i>What is my next step?</i> <i>I can seek feedback from others to help me in my next steps.</i></p>	<p><i>I can share my ideas and questions to deepen my understanding.</i> <i>I know how I did at the end of my learning.</i> <i>I can explain how things link together.</i></p>	<p><i>When have I applied my learning to another area?</i> <i>I know where I am heading in my learning.</i> <i>I understand what I am learning, where I am going and how to get there.</i> <i>I know what success looks like.</i></p>
EYFS	<p>To understand chronology I understand that times passes in sequential order. I understand that the passage of time changes the world around us.</p>	<p>Build an overview of world history; to compare and contrast/ understanding of similarities and differences I understand that the passage of time changes us all. I understand that I need to change what I do/wear in response to the passage of time.</p>	
	<p>Developing Historical interpretation/ enquiry / to investigate and interpret the past I can play with historical artefacts imaginatively and appropriately.</p>	<p>To use historical vocabulary I can use key vocabulary associated with the passage of time. Timeline. Everyday language linked to time- then, before, now, next, soon. Past/ present, future forms.</p>	
Metacognition	<p>Planning</p>	<p>Monitoring</p>	<p>Evaluation</p>
	<p><i>What resources do I need to carry out my task?</i> <i>Can I describe what I am going to do?</i> <i>How can I link my learning with my own experiences to help me?</i></p>	<p><i>Am I doing well?</i></p>	<p><i>How did I do?</i> <i>Am I able to re-tell stories and link them to other areas of learning?</i></p>
	<p>Autumn</p>	<p>Spring 1</p>	<p>Summer 1</p>
Year A 1+2 Knowledge	<p>The lives of significant individuals in the past who have contributed to national and international achievements: <i>Rosa Parks. How have things changed in the world since this time?</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements- <i>Charles Darwin.</i></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in National life.</p>
Skills	<p>To understand chronology I can describe historical events. I can place events and artefacts in order on a timeline.</p>	<p>Build an overview of world history; to compare and contrast/ understanding of similarities and differences I can describe historical events. I can identify differences between my life and a period in history. I can identify and talk about important people beyond living memory.</p>	

	Developing Historical interpretation/ enquiry / to investigate and interpret the past I can observe and handle evidence to ask questions and find answers to questions about the past. I can ask questions such as: What was it like for people? What happened? How long ago? Why? I can recount events from the past.		To use historical vocabulary Older/ newer/ a long time ago, recently, when my parents/carers were children, years to describe the passing of time.
Year B 1+2 Knowledge	Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally. <i>The first aeroplane flight.</i>	
Skills	To understand chronology I can recognise that there are reasons why people in the past acted as they did. I can place events and artefacts in order on a timeline.	Build an overview of world history; to compare and contrast/ understanding of similarities and differences I can recognise that there are reasons why people in the past acted as they did. I can identify differences between my life and a period in history. Explain why important events beyond living memory are significant.	
	Developing Historical interpretation/ enquiry / to investigate and interpret the past I can use artefacts, pictures, stories and online sources to find out about the past. I can identify some of the different ways the past has been represented, for example diaries and pictures.	To use historical vocabulary Older/ newer/ monarchy, parliament, democracy, and war and peace.	
Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task?</i> <i>Have I done anything like this before?</i> <i>How can I link my learning with my own experiences to help me?</i>	<i>Am I doing well?</i> <i>Do I need any different techniques to improve my learning/task?</i>	<i>Am I able to re-tell stories and link them to other areas of learning?</i> <i>How did I do in my task?</i>
Year A 3+4 Knowledge	Changes within living memory The Roman Empire and its impact on Britain		Who were the greatest builders? Events beyond living memory Earliest civilisations
Skills	To understand chronology		Build an overview of world history; to compare and contrast/ understanding of similarities and differences

	I can place events, artefacts and historical figures on a timeline using dates. I can understand the concept of change over time.		I can describe changes that have happened. Find key similarities and differences in some of the periods studied.
	Developing Historical interpretation/ enquiry / to investigate and interpret the past I can ask questions about the past. I can use sources to find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries.		To use historical vocabulary Dates, time period, change, chronology, decades and centuries.
Year B 3+4 Knowledge	A local history study	Revisiting Ancient Civilisations eg Pompeii	Stone age to Iron age
Skills	To understand chronology I can place key changes on a timeline. I can describe events.		Build an overview of world history; to compare and contrast/ understanding of similarities and differences I can find similarities and differences of some of the periods studied with my life now. I can describe what a past society was like. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Developing Historical interpretation/ enquiry / to investigate and interpret the past I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. I can suggest causes and consequences of some of the main events and changes in history.		To use historical vocabulary Dates, time period, change, chronology, decades and centuries.
Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources will I need to complete my learning?</i>	<i>Do I need any different techniques to improve my understanding of the process? Am I finding this challenging?</i>	<i>Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy?</i>

	<i>Have I got everything I need to complete my task? How can I break down the task into smaller steps to make my learning more manageable?</i>	<i>Do I need to re-read information to make it clearer? Do I need to change my strategy?</i>	
Year A 5+6 Knowledge	a significant turning point in British history The Industrial revolution Changes in Victorian schooling		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt; Mayan civilization c. AD 900
Skills	To understand chronology I can present key events in order on a detailed timeline within the period of study. I can describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). I can identify periods of rapid change in history and contrast them with times of relatively little change.		Build an overview of world history; to compare and contrast/ understanding of similarities and differences I can identify continuity and change in a period of history. I can compare some of the times studied with those of the other areas of interest around the world. Provide a strong viewpoint.
	Developing Historical interpretation/ enquiry / to investigate and interpret the past I can use sources of evidence to deduce information about the past. I can select suitable sources of evidence, giving reasons for choices. I can identify primary and secondary sources.		To use historical vocabulary Dates, time period, era, chronology, continuity, change, century, decade, legacy, social, religious, political, technological and cultural.
Year B 5+6 Knowledge	a local history study – Cornish mining	a significant turning point in British history HM Empire Windrush	
Skills	To understand chronology I can represent important events on a timeline, understanding the terms BC and AD and using these within my timeline to order events. I can use dates and historical vocabulary accurately in describing events.		Build an overview of world history; to compare and contrast/ understanding of similarities and differences I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, and use one of these to inform my written work. (Compare two periods studied). I can identify continuity and change in a period of history; explain why this happened and what its long-term significance was. Reflect which period had the most impact on British world history.

	Developing Historical interpretation/ enquiry / to investigate and interpret the past I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I know what bias is and that does not make a source worthless. I understand that no single source of evidence gives the full answer to questions about the past.		To use historical vocabulary I can use English, maths and computing skills to national expectation standard in order to communicate information about the past. Propaganda, social context, bias, impact.
Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources and materials will I need to complete my learning?</i> <i>How can I break down the task into smaller steps?</i>	<i>Am I finding this challenging?</i> <i>Is there anything I need to stop and change to improve the understanding of my learning?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategies?</i>	<i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i> <i>Did I pace myself appropriately to get the task done?</i>