



# Subject Handbook

## History

Herrn; wie nicht der Menschen Her-

12. Der Spötter liebt nicht, der ihn

13. Ein fröhliches Herz macht ein fröhliches

14. Ein kluges Herz handelt bedächt-

15. Ein Betrübter hat nimmer keinen

16. Ein Furchtsamer ist ein kluges

17. Es ist besser ein Gericht raubt mit

18. Ein zorniger Mann richtet Hader an;

19. Der Weg des Faulen ist \*dornig;

20. Ein \*weiser Sohn erfreut den Vater;

21. Dem Thoren ist die Thorheit eine

22. Die Anschläge werden zu nichte, wo

23. Es ist Einem eine Freude, wo man

24. Der Weg des Lebens \*geht über-

25. Der Herr wird das \*Haus der Hoffar-

26. Die \*Anschläge des Argen sind dem

27. Der Geizige verflört \*sein eigenes

28. Der Weg des Gerechten dichtet,

29. Der Herr ist ein König über die

losen; aber der Gerechten Gebet erhört

30. Freundlicher Anblick erfreut das Herz,

31. Das Ohr, das da höret die Strafe des

32. Wer sich nicht ziehen läßt, der macht

33. Die Furcht des Herrn ist Zucht zur

1. Der Mensch setzt ihm wohl vor im

2. Einen Töglischen dünken seine Wege

3. Befiehl \*dem Herrn deine Werke, so

4. Der Herr macht Alles um sein selbst

5. Ein stolzes Herz ist dem Herrn ein

6. Durch \*Güte und Treue wird Mis-

7. Wenn Jemandes Wege dem Herrn

8. Ein kluges Herz ist ein Schatz, und

9. Ein kluges Herz ist ein Schatz, und

10. Weisung ist in dem Munde des

11. Rechte \*Wage und Gewicht ist vom

12. Vor den Königen Unrecht thun, ist

13. Recht ratzen gefällt den Königen;

14. Des \*Königs Grinsen ist ein Bote

15. Wenn des Königs Angesicht

16. Nimm an die Weisheit, denn sie

17. Der Frommen Weg bewahrt, der behält

18. Wer \*zu Grundes gehet, der

19. Ein stolzes Herz ist ein Schatz, und

20. Ein kluges Herz ist ein Schatz, und

21. Ein kluges Herz ist ein Schatz, und

22. Klugheit ist ein lebendiger Brunnen

23. Ein weises Herz redet klüglich, und

24. Die \*Reden des Freundlichen sind

25. Ein kluges Herz ist ein Schatz, und

26. Ein kluges Herz ist ein Schatz, und

27. Ein kluges Herz ist ein Schatz, und

28. Ein verkehrter Mensch macht Fürsten

29. Ein Freoler lockt seinen Nächsten

30. Wer \*mit den Augen winkt,

31. \*Graue Haare sind ein Zeichen der

32. Ein Geduldsamer ist ein kluges

33. Eoos wird geworfen in den Schooß;

Das 17. Capitel.

1. Es ist \*ein trockner Dissen, daran

2. Ein kluger Knecht wird herrschen über

3. So prüfet der Herr die Fürsten.

4. Ein kluger Knecht wird herrschen über

5. Ein kluger Knecht wird herrschen über

6. Der Dürstige spottet, der h

7. Es ist besser ein Gericht raubt mit

8. Ein kluger Knecht wird herrschen über

9. Wer \*zu Grundes gehet, der

10. Ein kluger Knecht wird herrschen über

11. Ein kluger Knecht wird herrschen über

12. Ein kluger Knecht wird herrschen über

13. Ein kluger Knecht wird herrschen über

14. Wer Hader anfängt, ist g

15. Wer dem Gottlosen

16. Was soll dem Narren

17. Ein kluger Knecht wird herrschen über

18. Ein kluger Knecht wird herrschen über

19. Ein kluger Knecht wird herrschen über

20. Ein kluger Knecht wird herrschen über

21. Ein kluger Knecht wird herrschen über

22. Ein kluger Knecht wird herrschen über



# History Handbook

## Vision for History

Our History Curriculum is knowledge-rich and coherently sequenced.

The curriculum is designed to inspire a curiosity of the past. Our children at Guardian Angels will become critical explorers by being exposed to a rich, complex and diverse set of historical people and places."



## Our History Curriculum

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.



## Our History Curriculum Will Enable Pupils to:

- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- Investigate how and why events happen and how they may be linked;
- Consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought;
- Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived;
- Understand that people interpret the past differently and use different ways to present their ideas;
- Make thoughtful use of a variety of sources to find out about the past;
- Communicate their ideas in a variety of ways and with clarity and independence.



## Intent

Pupils are inquisitive about their own past and that of the world around them. They become critical thinkers and discerning learners whilst gaining knowledge and a deeper understanding of the people and places in their locality, in Britain and the wider world. Our History Curriculum is engaging and inclusive including the relevant subject knowledge and key disciplinary concepts set out by the National Curriculum. We aim to develop and nurture our pupils to be young historians.

## Implementation

History, as a subject, will be taught within a topic from the relevant key stage, enhanced within a theme of subject specific and contextual reading materials. History is planned as a sequence of lessons that builds upon consistently developing the subject's key concepts through 'as a historian I can' statements.

### [Investigate and interpret the past](#)

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

### [Build an overview of world history](#)

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

### [Communicate historically](#)

This concept involves using historical vocabulary and techniques to convey information about the past.

• Each history topic and period of study is planned to ensure relevant skills are being taught.

• Connections between periods of study, both within and throughout each year group and phase, are made.

• Diversity is taught alongside all topics and periods of study from EYFS to KS2.

• As a rights respecting school, we uphold the right that children should have access to a wide range of information, the right to form an opinion and to be heard.

• We do this by providing both primary and secondary sources that allow children to examine evidence, sift arguments and develop perspective and judgement.

# Impact

Progress, measured against skills and knowledge, will show children have the opportunity to reach an advanced and deep understanding of historical concepts.

When history is taught to high level, children will be ready for the next phase in education and will demonstrate this by eloquently articulating their knowledge and skills as young historians.

**Pupils will know:**

- that there are significant historical people and events in their local/family history
- that there are significant historical people and events in British history and
- that there are similarities and differences between everyday lives in different chronological periods and can evidence.
- that there are similarities and differences between 'rulers' in different chronological periods and can evidence.
- that there are similarities and differences between the 'ruled' in different chronological periods and can evidence with substantive knowledge.
- that there are a variety of types of evidence historians use to find out about the past including: archaeology, paintings, diaries and photographs
- that there are a variety of different ways the past is represented including; the work of a historian, paintings and films

## Prior Learning (Flashback 4)

Children will review learning from previous lessons, days, units and years to consolidate learning and ensure children know more and remember more.

## Direct Teaching (Let's Learn)

Children are taught the key concepts they need to succeed in the lesson. The direct teaching will looking at primary and secondary sources and is designed to impart key vocabulary and knowledge the children need to succeed.

## Talk Task and Independent Task

Children are provided with a variety of independent, paired and group tasks to apply their knowledge and use new vocabulary in context. Kagan strategies will be used at this point to support understanding and mastery.

## Plenary

Children's understanding of the knowledge taught in the lesson is assessed and progress reviewed. Assessment for learning takes place throughout the History lesson and this is used to adapt future teaching and flash back questions.

# Curriculum Overviews

Curriculum overviews are available to inform planning. They identify which unit the object is covered within the curriculum with clearly defined end points.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Discovering History		Kings, Queens, and Leaders		Parliament and Prime Ministers
Year 2		Romans in Britain		The Tudors		Powerful Voices
Year 3	Stone Age to the Iron Age	Ancient Egypt	The Anglo Saxons, Scots, and the Vikings			
Year 4	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome		
Year 5	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade		

## Key Stage 1 History and the National Curriculum

Year Group	Autumn	Spring	Summer
Year 2 National Curriculum Coverage	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>KS2 The Roman Empire and its impact on Britain - introduction, taught in Year 4</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>
	The Romans in Britain	The Tudors	Powerful Voices
End lesson topic	<ol style="list-style-type: none"> <li>The Growth of the Roman Empire</li> <li>The Roman Army</li> <li>Roman Invention of Britain</li> <li>Roman Towns</li> <li>Changes that the Romans made to Britain</li> </ol>	<ol style="list-style-type: none"> <li>Life in Tudor England</li> <li>Henry VIII</li> <li>The English Reformation</li> <li>Edward VI and Mary I</li> <li>Queen Elizabeth I</li> </ol>	<ol style="list-style-type: none"> <li>Gandhi</li> <li>Rosa Parks and Martin Luther King</li> <li>Makila Yousef</li> <li>Great Train Robbery</li> <li>Local hero David Attenborough</li> </ol>

## Skills Progression in History

Year Group	Chronology	Events, People and Changes	Interpretation, Enquiry and Sources	Communication
Year 4	<ul style="list-style-type: none"> <li>The child can understand chronology, such as BC/AD and pre/post-war, and identify significant events in history.</li> <li>The child can understand the concept of living memory and identify events within living memory.</li> <li>The child can understand the concept of historical events and identify events beyond living memory.</li> <li>The child can understand the concept of historical events and identify events beyond living memory.</li> </ul>	<ul style="list-style-type: none"> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> </ul>	<ul style="list-style-type: none"> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> </ul>	<ul style="list-style-type: none"> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> <li>The child can explain the importance of events, changes and events for the lives of the people who lived during the time.</li> </ul>

## History National Curriculum Links

### General Aims of the National Curriculum for KS1 covered by the PKC History Curriculum

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.

### National Curriculum for KS1

Pupils should be taught about:	PKC History Curriculum					
	Discovering History	Year 1 Kings and Queens	Parliament and Prime Ministers	Romans in Britain	The Tudors	Powerful Voices
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	✓	✓	✓	✓	✓	✓
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.	✓		✓	✓	✓	

# Progression

The progression maps carefully maps the development of key ideas within a strand from Y1 to Y6 ensuring that the learning journey is cohesive and that each new element builds on the appropriate conceptual components.





## Assessment

Assessment allows teachers to make live judgements about children's learning. Based on comprehensive knowledge and skills framework, teachers assess, monitor, track, and report history.

## Inclusion

All children access the History Curriculum. We teach to the top and scaffold down using resources, adaptations and adult support to ensure all learners make progress.

Within the representation stage there is a systematic approach to the introduction of new content which builds on prior learning and explicit links are made with the content that the children have previously acquired.

The use of practical resources to represent the concept or method is vital within the representation stage to ensure all children have conceptual understanding.

The use of resources also support pupils who are less confident but a reliance on the use of physical resources is to be avoided.

