



Hoylake Holy Trinity Primary School

A Hoylake Holy Trinity Historian

*Learning for Life
Caring for All
Living each Day to the Full
Together as a Community
With Jesus by our Side*

We want our curriculum to be

- enjoyable - engaging - meaningful - relevant - progressive - risky – empowering - memorable - develop a love of learning - challenging - accessible/inclusive - creative - knowledgeable - experiences

We want our learners to be

-curious- captivated - inspired - invested - engaged - happy - safe - confident - risk-takers - comfortable in failure - reflective - collaborators - resilient - bothered - global citizens - empathetic

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Why is history important?

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. Children learn to ask questions and consider evidence from multiple sources. This begins to inform children's opinions about the modern world. 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.

Hoylake Holy Trinity Vision for History

On completion of the History curriculum at Hoylake Holy Trinity, pupils will have developed:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

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Early Years: Understanding the World

Early Learning Goal (ELG): People and Communities:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Year Group	Chronological understanding	Historical knowledge	Investigation and interpretation	Historical enquiry	Communicate using historical terms
Year 1	I can describe memories of key events in my life and changes that have occurred in my own life. I can sequence events in my life and place them on a timeline. E.g. photos. I can identify similarities and differences between the ways of life in different periods	I can discuss the lives of significant individuals in the past and explain what they did earlier and what did later in their life. I can describe events beyond living memory that are significant nationally or globally. I can recognise the difference between past and present in my own and others lives.	I can identify objects that are new and things that belonged in the past. I can begin to explain what an object from the past might have been used for.	I can start to ask and answer simple questions about the past from sources of information. E.g. artefacts What was life like for people? What happened? How long ago?	I can talk, draw or write about aspects of the past. I can use words and phrases such as: a long time ago, recently, when my parents were children, years, decades, centuries
Year 2	I can show an awareness of the past, using common words and phrases such as: after, before, present, past, then, now, when I was younger, when my parents were younger I can put sequence artefacts	I can recognise why people did things, why events happened and what happened as a result. I can describe simple historical events	I can choose and use parts of stories and other resources to show I know and understand key features of events. I can compare 2 versions of a past event.	I can begin to use perceptive questions as I want to find out more about an event. I can use a source - artefacts, pictures, stories, online sources and databases to find out about the past. I can observe or handle	I can record what I have learnt about the past using drawings or writings. I can begin to use a wide vocabulary of historical terms. I can show an understanding of

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	from over 100 years ago on a simple timeline. I can add labels and pictures on a timeline to show what life was like at different times. E.g. past, present, older, newer		I can begin to discuss the reliability of photos/ accounts/ stories.	sources to answer questions about the past .	concepts such as: monarchy, democracy, war
Year 3	I can use a timeline within a specific period of history to set out the order that things may have happened. I can explain where the first civilizations were located. I can understand that the past is divided into different named periods of time, using appropriate dates/chronological conventions, e.g. BC/BCE & AD/CE (Before Common Era/ Common Era)	I can recognise the achievements of the topic studied. I can begin to understand the term civilization and use it within talk. I can frame historically valid questions about change, cause, similarity and difference to understand the complexity of people's lives and the process of change I can identify key features and events of time studied.	I can orally justify which is the most important achievement and invention of each civilisation. I can make careful observations of artefacts (or photographs) to find out about the period of study.	I can ask perceptive questions and suggest how artefacts were made or used and life at the time. I can explain how our locality has changed over time. I can explore things which early civilisations had in common, e.g. river location, development of writing and number systems	I can retrieve and record information from non-fiction to answer my own increasingly perceptive questions. I can construct informed reports with thoughtful selection and organisation of relevant historical information. I can research in order to find similarities and differences between two or more periods of history. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
Year 4	I can place the start and end of the period on a timeline, along with the periods studied in Y3	I can explain change, cause, impact and significance in writing	I can explain how historic items and artefacts can be used to	I can describe how the past can be represented or interpreted in a few different ways e.g.	I can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop

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	I can note connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain) I can understand that empires grow over time I can plot events on a timeline using centuries. I can, with support, construct a timeline showing the invasions and settlements of Britain.	I can devise historically valid questions about change, cause, similarity, difference, and significance I can give a broad overview of life in Britain through various time periods.	help build up a picture of life in the past. I can use more than one source of evidence to gain a more accurate understanding. I can suggest causes and consequences of some main events in history. I can begin to evaluate the usefulness of different sources and begin to explain why they might be different.	different views from different members of society on invaders I can understand how our knowledge of the past is constructed from a range of sources I can handle and use artefacts from the time as a source of evidence; explain how useful they are for information I can explain what life was like for different groups of society, their diversity and relationships between them I can explain some of the times when Britain has been invaded.	perspective and judgement, e.g. debate and consider the impact on Britain I can compare the areas of different empires and draw conclusions about the comparative power and influence I can research what it was like for children in a given period of history and present my findings to an audience. I can describe a key event from Britain's past using a range of evidence from different sources. I can ask further, progressively more historically valid questions as I discover more about the time
Year 5	I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade. I can independently construct a timeline, showing the history of invasions and settlement of Europeans in Britain from the	I can summarise the main events from a specific period in history, explaining the order in which key events happened. I can describe the features of historical events and people from past societies and periods they have studied.	I can compare accounts from different sources - fact or fiction I can offer some reasons for different versions of events and am aware that no single source gives the full answers to questions about the past.	I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. I can identify primary and secondary sources and give reasons from my choice of source.	I can present findings and communicate knowledge and understanding through a variety of mediums. I can provide an account of historical events based on more than one source.

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	Romans until 1066 I can place significant events on the timeline accurately throughout the study as an ongoing activity	I can make connections, draw contrasts and analyse trends	I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. I can recognise and describe differences and similarities/ changes and continuity between different periods of history.	I can describe a key event from Britain's past using a range of evidence from different sources. I can demonstrate the methods of historical enquiry more independently, e.g. ask perceptive questions, think critically and weigh evidence	I can use the term "civilisation" and understand its meaning I can identify and show an understanding of the term propaganda.
Year 6	I can they use dates and historical language accurately in my work. I can draw a timeline to scale independently, to show where the study over a wide arc of time fits into the wider story of British History; can record events, changes, causes and consequences on the timeline independently I can demonstrate coherent, chronologically secure knowledge and understanding of British history within and across the periods I have studied in KS2 I understand the concepts of continuity and change over time, representing them along	I can describe historical events from the different period/s I am studying. I can understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups, as well as their own identity and challenges. I know key dates, characters and events of time studied.	I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. I can appreciate that significant events in history has helped shape the country we have today. I am aware that different evidence will lead to different conclusions.	I can appreciate how historical artefacts have helped me understand more about British lives in the present and past. I can answer a whole class enquiry question, drawing on a range of historical sources and different interpretations of information. I can follow the cycle of historical enquiry independently by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information.	I can present findings and communicate knowledge and understanding in different ways. I can explain my development as a historian - the tools and skills I have developed and how I think I will use these in the future. I can thoughtfully select and organise relevant historical information, e.g. write a local guidebook for the community. I can devise increasingly historically valid, perceptive questions about change, cause and significance during the study



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	with evidence on a timeline.			I can use evidence rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.	I can use appropriate historical vocabulary to communicate : <i>dates, time, period, era, civilizations, change, chronology, continuity, century, decade, legacy</i>
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