

History Intent

History at Beaminster St Mary's

At Beaminster St Mary's Academy, our intent is to produce a high-quality History education for all learners in order for them to gain the knowledge and cultural capital they need to succeed in life. We aim to inspire pupils' curiosity to know more about the past and we are passionate that our children should be able to ask perceptive questions, think critically, weigh evidence and develop their own perspective and judgements. In History pupils will understand the complexity of people's lives, the process of change and also the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

CCAW Curriculum Drivers

	In all subjects...	In history, this looks like...
Curiosity	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.	<ul style="list-style-type: none"> ➤ Careful sequential planning of the curriculum so that every child is equipped with knowledge, skills and vocabulary needed to embrace history and to prepare them for the next stage in learning. ➤ Substantive historical concepts are deepened such as: power, civilisation, Legacy and Conquest. ➤ History units are planned to ensure opportunities for children to retrieve and apply previous knowledge. ➤ Provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers.
Communication	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.	<ul style="list-style-type: none"> ➤ Providing children opportunities to develop their understanding through discussion and talk techniques. ➤ Giving opportunities to children to voice their own opinions and challenge others during a debate in a safe environment. This will allow them to nurture curiosity to find out more.
Admiration	We aspire for pupils to become wise, respectful learners	<ul style="list-style-type: none"> ➤ Children learn about a range of people who have left their mark on History. ➤ Historical figures such as, Mary Anning and Neil Armstrong show children what is possible if they passionately believe in a cause and their own ability.
Worldly	We aspire for pupils to become emotionally literate, tolerant and appreciative of an ever changing global environment.	<ul style="list-style-type: none"> ➤ Exploration of Dorset heritage, by utilising educational visits to local places and using local resources. ➤ Develop children's understanding of their place in the world and how they can effect change.

Learning knowledge is not an end point in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through carefully planned enrichment activities.

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Cycle 1		<p>What does it take to be a great explorer? Who is the greatest history maker? How do our favourite toys and games compare with those of children in the 1960s?</p>	<p>How did life change for Ancient Britons during the Stone Age? What is the secret of the standing stones? How do artefacts help us to understand the lives of people in Iron Age Britain? How did the arrival of the Romans change Britain?</p>	<p>Who were the Anglo Saxons and how do we know what was important to them? What did the Vikings want and how did Alfred help to stop them getting it? Why was winning the Battle of Britain in 1940 so important? How has Beaminster hit the headlines throughout history?</p>
Cycle 2		<p>Why is the history of my locality significant? Why do we remember Mary Anning?</p>	<p>Who were the Ancient Greeks and how did their achievements influence the western world?</p>	<p>Who were the Ancient Egyptian and what did they achieve? Who were the Mayan civilisation and how does it contrast to British history?</p>

Substantive Concepts – these are the concepts that give a subject substance or content.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at St Mary’s. Our substantive concepts are:

	Chronological Knowledge	Power	Civilisation	Legacy	Conquest
	Developing a child’s mental timeline.	The capacity or ability to direct or influence the behaviour of others or the course of events.	The stage of human social and cultural development.	An event or person that has left their mark and is remembered in history.	Overcome and take control of a place or people by force.
		Monarchy, Empire	life throughout time, democracy, beliefs, religions, rituals	remembrance, innovation	Invasion, battles, war
EYFS	How have I changed over time?	The Queen - Jubilee	Roles of people within school. Roles of people in medieval castles.	Significant individuals Space	Remembrance Castles protect.
KS1	Changes within living memory nationally and globally.	Living royal family The Greatest History maker	The Greatest History maker	Explorers Toys Greatest History maker Local History Great Explorer	Remembrance – peace and conflict
LKS2	Develop a chronologically secure understanding of British and European History.	Romans Alfred the Great - Vikings	Changes in Britain from the Stone-Age to the Iron age. Romans	Ancient Greece Local History	The Vikings, Anglo-Saxons, Romans Hill forts
UKS2	Develop a chronologically secure understanding of British, local and World History.	Pharaohs Priests in Mayan culture Adolf Hitler – WW2	Ancient Maya – beliefs and rituals	Hieroglyphics - language	The Battle of Britain

Second order concepts – Shape the enquiry

<p>Continuity and Change The process or actions by something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Although many things about a society may change over time, historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain the same.</p>		<p>Cause and consequence The relationship between events, where one thing occurs because of another. The reason for and impact of events in history on civilisations and the wider world at the time and in the future.</p>	<p>Significance The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.</p>	<p>Similarity and difference Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.</p>
<p>Interpretation When attempting to interpret and make meaning of the past, historians recognise that judgements are influenced by the standpoint or worldview of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences.</p>	<p>Sources When a source is giving you information about a topic directly, without any discussion of what it means or analysis of its claims, it might be a primary source. When a source is discussing a topic using information from the past as evidence for their claims or opinions, it's likely a secondary source.</p>	<p>Chronology Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of chronological thinking – the deliberation undertaken to arrive at a decision.</p>	<p>Empathy The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they're not shared values) from their perspective.</p>	<p>Diversity How history has shaped the modern world in terms of faith, culture and gender equality.</p>

Disciplinary Knowledge

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

'Connected History recognises that increasing mastery of the subject, occurs as a result of a pupils combining the application of key subject skills, processes and subject vocabulary with the development of knowledge and understanding. These are interdependent components of a pupil developing the attributes of a young historian and are illustrated in the table.'

Collins Connected, 2022

EYFS	KS1	LKS2	UKS2
Chronological Understanding			
✓ I can talk about past and present events in my own life.	✓ Changes within living memory nationally and globally	✓ Develop a chronologically secure understanding of British and local history	✓ Develop a chronologically secure understanding of British, local and world history
Power			
✓ I know that we are ruled by a Queen in Britain. ✓ I know that we have a Prime Minister.	✓ I understand that the monarchy and Government have the power to make laws and changes to the way we live.	✓ I can talk about what a slave is. ✓ I understand that there is a hierarchy in place in most societies. ✓ I can begin to use and understand words such as: empire, hierarchy, control	✓ I understand that the power people have can be used to inflict positive and negative outcomes. ✓ I can explain and justify why people in power make the decisions they have made.
✓ Civilisation			
✓ I know about the similarities and difference between myself and others. ✓ I can talk about family and community traditions.	✓ I can talk about changes within living memory ✓ I can say how these changes affect changes in national life. ✓ I know that we can exchange money for goods/items. ✓ I understand that people receive money for the work they do.	✓ I can talk about some of the social and cultural changes in Britain from the Stone Age to the Iron Age. ✓ I can talk about the achievements and influences of Ancient Greece. ✓ I can talk about Britain's settlement by the Anglo-Saxons and Scots. ✓ I can begin to use and understand words such as: slavery, right, society.	✓ I know what the word civilisation means and can talk about its features. ✓ I can describe how other civilisation, e.g. Maya, contrasts and compares with British History.
✓ Legacy			
✓ I can talk about important events, people or places. ✓ I can talk about why they are important.	✓ I can talk about the lives of significant individuals in the past who have contributed to national and international achievements.	✓ I can talk about the achievements of Ancient Greece and talk about aspects of their life that have made an impact on life as we know today.	✓ I understand that people, events and periods of time are remembered for different reasons. ✓ I can talk about the impact an event or person has had and can consider different viewpoints. ✓ I can evaluate and reach a judgement about why events in history are significant.
✓ Conquest			
✓ I am beginning to understand words like conflict and peace.	✓ I am beginning to understand words like conflict and peace, empire, settlement.	✓ I can talk about Britain's settlement by Anglo-Saxons and Scots. ✓ I can talk about the Roman Empire and its impact on Britain. ✓ I can talk about the Viking and Anglo-Saxon struggle for the Kingdom of England.	✓ I can explain the reasons why invasions took place. ✓ I can use a range of historical vocabulary to talk about issues related to conflict, peace and conquest.

Progression of second order concepts

EYFS	KS1	LKS2	UKS2
Continuity and Change			
<p><i>Can talk about:</i></p> <ul style="list-style-type: none"> ✓ Changes that have happened to themselves 	<p><i>Can begin to identify</i></p> <ul style="list-style-type: none"> ✓ old and new things in a picture. ✓ what was different and what was the same when their parents and grandparents were children 	<p><i>Can identify between and within periods:</i></p> <ul style="list-style-type: none"> ✓ Things that stayed the same ✓ Things that changed <p><i>Make links between events over time.</i></p> <p><i>Begin to note the similarities and differences:</i></p> <ul style="list-style-type: none"> ✓ within current period of history being studied ✓ when current period of history being studied is compared to previous periods that have been studied 	<p><i>Can identify and explain within and between periods of history:</i></p> <ul style="list-style-type: none"> ✓ key changes ✓ similarities ✓ why certain changes were important ✓ any subtle differences between similarities ✓ how changes may have been different in different places during the same period of history
<p>What has stayed the same? What is different?</p>	<p>What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?</p>	<p>What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?</p>	<p>What has stayed the same (comparing past periods)? Why? What has changed? Why and how? Which changes were most significant? Why? Did it change like this everywhere or for everyone?</p>
Cause and Consequence			
<ul style="list-style-type: none"> ✓ Question why things happen and give explanations ✓ Begin to identify what made something happen 	<ul style="list-style-type: none"> ✓ Begin to recognise that significant events happened because of a cause ✓ Begin to understand that aspects of life changed following an event 	<ul style="list-style-type: none"> ✓ Identify reasons for and results of people's actions understand why people may have had to do something ✓ Look for links and effects in time studied offer a reasonable explanation for some events ✓ Address and devise historical questions about cause ✓ Comment on the importance of cause and effects for some key events. 	<ul style="list-style-type: none"> ✓ Examine causes and results of great events and the impact on people ✓ Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied ✓ Short and long term causes of events identified and explained
<p>What happened? Why?</p>	<p>Why did people do things? Why did an event happen? What happened as a result?</p>	<p>Why did it happen? What was the result? Who was affected? What was the impact of the event on others?</p>	<p>Why was it important? How do key events link? What influenced these events?</p>
Historical Significance			

<ul style="list-style-type: none"> ✓ Recognise and describe a special object. ✓ Recognise and describe a special time or event in their life (self, family or friends). 	<ul style="list-style-type: none"> ✓ Talk about who or what was important (eg in simple historical account). ✓ Talk about why they (who or what) were important and what changed/happened. 	<ul style="list-style-type: none"> ✓ Identify historically significant people and events from a period of history and what they did/happened. ✓ Begin to identify why what they did (or what happened) was important and how it changed things for people. 	<ul style="list-style-type: none"> ✓ Identify historically significant people and events from a period of history. Explain why they were significant. ✓ Describe and explain why what they did (or what happened) was important and how it changed things for people.
<p>Can you tell me why that is special? Can you tell me what happened?</p>	<p>Who was an important person? What did this person do? What important thing happened? What changed after this?</p>	<p>Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?</p>	<p>Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?</p>
Similarities and differences			
<p>Know about similarities and differences between:</p> <ul style="list-style-type: none"> ✓ themselves and others ✓ families ✓ communities ✓ traditions 	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> ✓ rich and poor ✓ male and female <p>Start to understand that this may have been different in different places at the same time.</p>	<p>Identify (by including some examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> ✓ rich and poor ✓ male and female ✓ different cultures and races ✓ different religions <p>Identify that this may have been different in different places at the same time.</p>	<p>Explain (and give examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> ✓ rich and poor ✓ male and female ✓ different cultures and races ✓ different religions <p>Explain (and give examples) that this may have been different in different places at the same time. Attempt to explain reasons for these differences or explain the reasons other give.</p>
<p>What is the same? What is different?</p>	<p>Was this the same for everyone? How would life of a poor person have been different? Who would this have been different for?</p>	<p>Can you give an example of how life was different for someone who was there? Was this the same everywhere? Where was it different? How was it different?</p>	<p>Which groups was this different for? Can you give an example? Why was there this difference? Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?</p>
Historical Interpretations			
<ul style="list-style-type: none"> ✓ Understand people have had different experiences ✓ Understand people have different things. 	<ul style="list-style-type: none"> ✓ Identify different ways in which the past is represented. ✓ Identify that two people could explain something differently or retell a story in a different way. 	<ul style="list-style-type: none"> ✓ Understand that different versions of the past may exist. ✓ Begin to consider why there are different versions of events (fact or fiction). That these may vary 	<ul style="list-style-type: none"> ✓ Understand that different versions of the past may exist and give reasons why. ✓ Compare accounts of events from different sources. Explain why there are different versions of events (fact or

<ul style="list-style-type: none"> ✓ Understand people might like different things. 		<p>depending upon a person's place/role/side in history.</p>	<p>fiction). That these may vary depending upon a person's place/role/side in history.</p> <ul style="list-style-type: none"> ✓ Make connections between different sources of evidence and identify the different interpretations. ✓ Understand the importance of checking the accuracy of interpretations/evidence
	<p>Why is it different? What did the person think? Why did they think that?</p>	<p>What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently?</p>	<p>What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently?</p>
<p>Historical evidence</p>			
<ul style="list-style-type: none"> ✓ Sort some objects into new and old 	<ul style="list-style-type: none"> ✓ Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) ✓ Describe similarities and differences between artefacts ✓ Sort some objects/artefacts between then and now ✓ Look at pictures and photos to identify things from the past ✓ 	<ul style="list-style-type: none"> ✓ Identify different sources that have given them information about the period they are studying. ✓ Identify if a piece of evidence is first-hand or someone's view. ✓ Identify details in pictures and artefacts. ✓ Use evidence from a source to answer a question or support and answer 	<ul style="list-style-type: none"> ✓ Begin to identify primary and secondary sources. ✓ Identify different evidence that supports a point they are making ✓ Select relevant sections of historical information to answer a question/enquiry
	<p>Why is it different? What did the person think? Why did they think that?</p>	<p>What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently?</p>	<p>What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently?</p>

Vocabulary

Cycle 1

EYFS				
Key Stage 1				
What does it take to be a great explorer?		Who is the greatest history maker?		How do our toys and games compare with those of children in the 1960s
<ul style="list-style-type: none"> • explore • voyage • pioneer • New world • continent • ocean • spacecraft • accomplishment 	<ul style="list-style-type: none"> • explorer • navigate • merchant • mission • motive • Ship • aeroplane 	<ul style="list-style-type: none"> • Famous • Infamous • Celebration • Survive • Execute • Extreme • Peace • monarch 	<ul style="list-style-type: none"> • decade • BC • AD • Century • Timeline • Chronological • Compare • invented 	
Lower Key Stage 2				
How did life change for Ancient Britons during the Stone Age? What is the secret of the standing stones? How do artefacts help us to understand the lives of people in Iron Age Britain?			How did the arrival of the Romans change Britain?	
<ul style="list-style-type: none"> • Anachronism • Artefact • Reconstruction • Flint • Domesticate • Smelting • Bronze • interred 	<ul style="list-style-type: none"> • archaeologist • excavation • nomadic • knapping • hillfort • palisade • siege • barter 	<ul style="list-style-type: none"> • ceremony • alloy • monument • commemorate • rampart • Celts • Inscription • hoard 	<ul style="list-style-type: none"> • Romans • invade • occupied • epitome • pacify • Boudica • basilica 	<ul style="list-style-type: none"> • uprising • Plebeian • lanista • philosopher • Celts • Vindolanda • amphitheatre

Upper Key Stage 2

Who were the Anglo Saxons and how do we know what was important to them?
What did the Vikings want and how did Alfred help to stop them getting it?

- Barbarian
- Catholicism
- Conversion
- Noble
- Feudal system
- Scandinavia
- Longship
- Myth
- wittan

- Pagan
- Pope
- Chronicle
- Serf
- Norsemen
- Invasion
- Migration
- legacy

Why was winning the Battle of Britain in 1940 so important?

- Fuhrer
- Prime Minister
- reich
- allies
- axis
- atomic bomb
- propaganda

- RADAR
- Evacuation
- Combat
- Blitzkrieg
- Nazi party
- Annex
- rationing

Cycle 2

EYFS			
Key Stage 1			
Why is the history of my locality significant?		Who is the greatest history maker?	
<ul style="list-style-type: none"> • Beaminster • Bebingmynster • Church of Bebbe • Dorset • textile 	<ul style="list-style-type: none"> • Locality • Significant • community • district • Mapperton 	<ul style="list-style-type: none"> • Famous • Century • Coast • Dinosaur • Palaeontology • Ichthyosaurus • legacy 	<ul style="list-style-type: none"> • Discovery • Existed • Fossil • Jurassic Coast • Prehistoric • Evidence • Lyme Regis
Lower Key Stage 2			
Ancient Greece & the of the Trojan Horse			
<ul style="list-style-type: none"> • Myth • Legend • Siege • Authenticate • Legacies • Primary source 		<ul style="list-style-type: none"> • Depiction • Envoy • City state • Civilisation • Democracy • Secondary source 	
Upper Key Stage 2			
Ancient Egypt		Why did the ancient Maya change the way they lived?	
<ul style="list-style-type: none"> • Irrigation • Silt • Hieroglyphics • Cartouche • Pharaoh • Embalming • Tutankhamun • Canopic 	<ul style="list-style-type: none"> • Ra • Amun • Horus • Thoth • Ma'at • Isis • Osiris • Hathor 	<ul style="list-style-type: none"> • Reconstruct • Ceremonial • Abandon • Rediscover • Priest • Deforestation • Codex • climate 	<ul style="list-style-type: none"> • conquest • city state • expedition • famine • eclipse • restore • environment

- Afterlife
- papyrus

- Anubis
- Sekhmet

