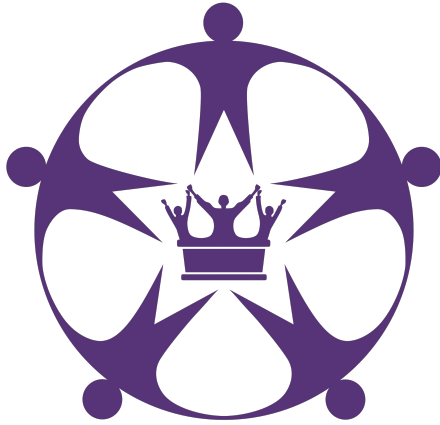
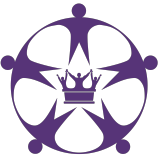




History at Tyndale Community School

Subject Intent



History teaching in the primary school is broken down into the following main elements:

- Ordering events in time.
- Finding differences and similarities.
- Writing and talking about the past.
- Using different sources of information.
- Asking and answering questions about the past.

Subject Implementation



The National Curriculum guides the school as to what areas of History children should cover and the skills that should be developed during their time at primary school. These objectives aim to equip children with a coherent and chronological narrative of local history, British History and areas of the wider world and how they impacted other people and influence our lives today. The National Curriculum also sets out that, through this learning, children should gain skills such as using and asking questions of sources, learning and using new subject specific vocabulary, discussing similarities and differences, weighing up arguments and discussing events.

Subject Overview



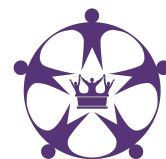
	Community	Culture and Identity	Innovation			
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year 1	PBL		PBL		PBL	
	What is the best material to make a toy from?	What makes a good King or Queen?	How do artists make a stand?	What is it like to live in the UK?	What would it be like to live on water?	What makes me, me?
	DT Science History	History Science DT	Geography Science Art	Geography Science Art	History Science Art	Geography Science DT
Year 2		PBL		PBL		PBL
	What do we need to live a rewarding life?	Will it always be this way?	What makes Oxford University one of the best in the world?	Would my life look the same if I lived somewhere else?	What belongs in an Oxford garden?	How is music made?
	History Science DT	History DT	History Science DT	Geography Art	Geography Science Art	Art Science Geography
Year 3	PBL		PBL		PBL	
	How do you recover from a natural disaster?	How did our story begin & how can we continue to tell it?	What does sustainable living look like?	How can we build a life on firm foundations?	How can we be of service?	What does it take to become an olympian?
	Science Geography DT	History Science Art	Geography Science DT/Art	History DT Art	Science DT	Geography Science Art

Subject Overview



Year 4		PBL		PBL		PBL
	Is true democracy possible?	How much is too much?	How can we be a source of light in the darkness?	Could robots replace us?	Do the ends always justify the means?	Who & what should be celebrated through art?
	History Science Art	Science DT Geography	Geography Science DT	Science DT Computing	History Art	Geography Science Art
Year 5		PBL		PBL	PBL	
	Is water ever truly pure?	Could humans ever live in space?	What is the lasting impact of an empire?	Why is our world worth saving?	Has Oxford always been a place of innovation?	Is Mythology still important today?
	Geography Science Art	Science DT	History Science DT	Geography Science Art	Geography History DT	History Science Art
Year 6		PBL		PBL		PBL
	How did we all get here?	Is there only one way to worship?	How will we power our world now & in the future?	How do artefacts help to form identities today?	How can we live a life rich in colour?	How can we be a positive force for change?
	Geography Science Art	History DT Art	Science DT Geography	History Science DT	Science Art	History/Geography Science Art

Subject Assessment Framework



<u>Concept Strands</u>	Y1:	Y2:	Y3	Y4	Y5	Y6
UNDERSTAND CHRONOLOGY	I can order some events I have learnt about from furthest away to most recent with increasing accuracy.	I can accurately order events I have learnt about from furthest away to most recent.	I can understand and use the terms BC and AD when placing events in the past	I can talk about events in history in relation to when others I have studied happened	I have a secure knowledge of chronology, mostly accurately placing a range of historical events from around the world on a timeline.	Describe a chronologically secure understanding of British and world history with clear narratives across periods studied
	I know what a timeline is.	I can draw a timeline and place areas of study on it.	I can generally place periods of history I have learnt about accurately on a time line and include dates	I can place periods of history I have learnt about accurately on a timeline.	I can draw my own timeline, generally producing accurate intervals and adding to it as I learn about new periods of history.	I can draw my own timeline, deciding on accurate intervals and adding to it as I learn about new periods of history.

Subject Assessment Framework



COMMUNICATE HISTORICALLY

I use words and phrases to describe the passing of time like old, new, last week, yesterday and a long time ago and sequencing words such as first, next, after, then	I use words and phrases like before, after, past, present, then, now, ancient and centuries.	I can use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.	I can understand abstract terms such as empire, civilisation, parliament and peasantry	I can use a variety of historical vocabulary to explain different events in history	I can choose appropriate historical terms when describing or explaining events in history
I can remember the names of key figures I have studied from history	I can discuss the lives of significant people that have contributed to achievements				
I am beginning to make comparisons between ways of life in different time periods.	I can identify similarities and differences between time periods and begin to describe how they have changed.	I can confidently make links between areas of history I have studied identifying similarities and differences between them.	I can confidently make links between areas of history I have studied and identify trends over time	I can compare historical periods and identify similarities and differences between them.	I can compare a range of historical periods and identify a number of similarities and differences between them.

Subject Assessment Framework



INVESTIGATE AND INTERPRET

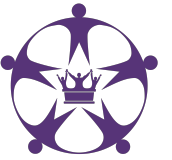
I can talk about how I found out about the past.	I can begin to identify how we know about past events e.g. books, letters, visual clips etc.	I can use at least one type of source of information confidently.	I am beginning to use at least two different types of sources e.g. books, internet, visual clips	I can access different sources and begin to determine which are more or less helpful in providing information	I can access different sources and choose which to use to aid in communicating effectively about what I have learned
I can ask simple questions when I am unsure and answer simple questions about an area I have studied	I can ask and answer questions about the past to develop my understanding.	I am beginning to ask more in depth questions to develop my understanding and answer questions more accurately	I can ask questions to develop my understanding and reiterate this concisely to others	I can devise historically valid questions about change, similarity, difference and significance	I can devise and address a range of questions that develop understanding about change, similarities, difference and significance.
			I am beginning to show some organisation of information that is purposeful for responding to or asking questions.	I am beginning to make purposeful selection of information I wish to include in responses.	I can purposefully select and organise information when responding to questions related to history.

Subject Assessment Framework



WORLD KNOWLEDGE	I can talk, draw and write about the history of my local area	I can describe the events of the Great Fire of London	I can describe changes in Britain from the stone age to the iron age	I can describe the Roman era and its impact on Britain	I can describe Britain's settlement by the Anglo-Saxons and the struggle for the Kingdom of England	I can describe the impact of WW2 on the country of Britain and every day life of the British people
			I can describe the achievements of the ancient Shang Dynasty of Ancient China	I can describe Ancient Greek life and it's achievements and influence in the western world	I can study and communicate about the history of Oxford	I can compare and contrast British history with that of Benin of West Africa

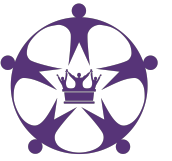
How we measure progress



Talk about learning and refer back to prior learning through high quality teaching and planning

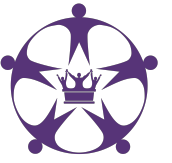
Teachers check for childrens understandingthrough formative assessments such as exit tickets, open questioning and the use of whiteboards.

Visits and experiences



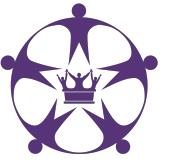
Year 1 – Cotswold Motoring and Toy Museum

Visits and experiences



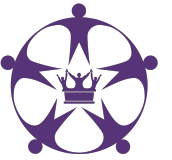
Year 2 – Museum of Natural History, Oxford

Visits and experiences



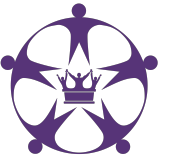
Year 3 – Stone Henge Day

Visits and experiences



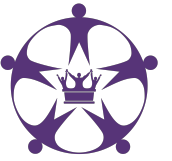
Year 4 -

Visits and experiences



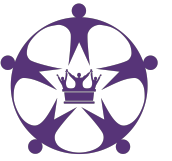
Year 5 -

Visits and experiences



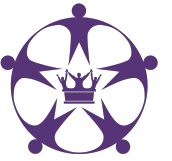
Year 6 –

Examples of Learning



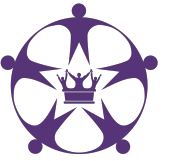
In KS1

Examples of Learning



In KS2

Pupil Voice



What our children say about History: