



The Summerbank Approach to developing our children as historians

History is about the past and recognising the past is different to the present. It's about understanding changes happen for a reason and how these changes affect people's lives. We help our children to develop an understanding of how the history of our locality links to wider historical perspectives through a question based approach that is given a context through either a locality link or through the study of a key fiction text linked to the time, where possible we exploit both of these links.

Securing progression over time makes it essential that children work with timelines and other activities that require pupils to draw on earlier learning, making comparisons and contrasts. Another aspect of longer-term knowledge that should endure is the development of a range of historical terms in their appropriate context. Context is important: a word such as king or queen may appear to be an everyday term, but its precise meaning shifts depending on the period of history in which it is being applied. The same is true of children's grasp of history's key concepts such as change, cause and effect and historical significance. Abstract ideas can only be learned through studying actual historical people, events and developments. It takes time and, once again, the effect is cumulative: as they work with these key concepts in a wealth of different historical contexts, children will progressively grasp the subtleties involved.

It may help to distinguish between what can be called immediate "Now Knowledge" and enduring "Hereafter Knowledge". 'Now Knowledge' is the knowledge needed to make the immediate learning flow and come to life. It is characterised by a focus on particular people, places and moments. When we work on a particular historical issue we will be very aware of names, dates and events that are central to the enquiry and we draw on these as evidence of our understanding. 'Hereafter Knowledge' gives us our chronological framework, enriches our historical language and our grasp of history's key concepts. It informs all later learning, not only in history but in areas such as art or literature or science. It is the richness of the 'Now Knowledge' that gives depth and resonance to the enduring 'Hereafter Knowledge' of times, places, people and developments.

Our approach is:

- Locality based
- Enquiry based
- Progressive introduction of historical concepts, knowledge and skills

Working Historically Ladder

	Chronological understanding	Continuity and Change; Cause and Consequence; Similarity and Difference	Historical enquiry	Historical interpretation	Significance
1	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Recall some facts about people/events before living memory</p> <p>Order a set of events or objects</p>	<p>Notice some similarities and differences between different times</p> <p>Say why people may have acted the way they did.</p>	<p>Explore events, look at pictures, visit historical sites and ask questions eg, "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions eg, "What were they used for?" and try to answer.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Know some important people from a period in history</p>
2	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes over time, placing people, events and objects in order of when they happened.</p>	<p>Use information they have found to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p>Use different historical sources to find out about the past (e.g. books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, the internet)</p> <p>Observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Compare pictures or photographs of people/events.</p> <p>Discuss reliability of photos/accounts.</p> <p>Draw simple conclusions from their enquires.</p>	<p>Talk about important people and why they are/were important</p> <p>Recount the main events from a period of historical study</p>

<p>3</p>	<p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use common words and phrases related to the passing of time</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p>	<p>Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Observe small details – artefacts, pictures</p> <p>Ask questions and begin to find answers about the past.</p>	<p>Begin to link evidence from different sources to describe life in the past.</p>	<p>Know some historically significant people and events from the period studied.</p>
<p>4</p>	<p>Secure understanding of the chronological order of a series of historical periods</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask questions and use historical sources to find answers about the past.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Explore the idea that there are different accounts of history.</p>	<p>Identify historically significant people and events</p>

5	<p>Identify significant events, movements and dates in the life of a significant individual on a timeline and explain reasons why these are of historical significance.</p>	<p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and begin to understand primary and secondary sources.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Understand the roles and impact of significant individuals during a period of history.</p>
6	<p>Order significant events, movements and dates on a timeline.</p> <p>Understand how some historical events occurred concurrently in different locations.</p>	<p>Give reasons to explain the cause and effect of historical events backed up by evidence.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p>	<p>Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and understand the</p>	<p>Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Explain the significance of events and people both in their context and to the present</p>

			<p>difference between primary and secondary sources.</p> <p>Use a range of sources to build up a picture of a past event.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	
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Year Group History Content – Main Enquiry Focus

Year Group	Content	Context for Learning	Potential Enquiries
Year One	Stone Age to the Iron Age	<p>Locality Link: The Potteries Museum in Stoke-on-Trent (prehistoric artefacts on display in the archaeology gallery, including prehistoric pottery and early examples of tools and metal-working)</p> <p>Potential Story Topic Texts: Stone Age Boy by Satoshi Kitamura; Ug: Boy Genius of the Stoneage by Raymond Briggs; The First Drawing by Mordicai Gerstein</p>	<p>Potential Enquiries:</p> <p>How do we know things about the past?</p> <p>Why were woolly mammoths well suited to the Ice Age?</p> <p>What was it like to live in Stone Age Britain?</p> <p>How did the discovery of bronze change people's lives?</p> <p>Who were the Celts?</p>
Year Two	Local History	<p>Locality Links: Quarry Bank Mill; Blists Hill Victorian Town; Canal Network; Middleport; Wedgewood</p> <p>Potential Story Topic Texts:</p> <p>The Lion & the Unicorn by Shirley Hughes</p> <p>Oliver Twist by Charles Dickens retold by Gill Taverner</p>	<p>Is there any difference between schools today and in the time of their parents and grandparents?</p> <p>Would you prefer to have been in school in the past or now?</p> <p>Were there times in the past when life at school was particularly unusual and why was this?</p> <p>Why did the pottery industry develop in Stoke-on-Trent?</p>

			Who were the significant Potters in Stoke-on-Trent, what are their legacies?
Year Three	The Roman Empire & its impact on Britain	<p>Locality Links: Chester</p> <p>Potential Story Topic Texts: Across the Roman Wall by Theresa Breslin; Queen of Darkness by Tony Bradman; Roman Diary: The Journal of Iliona, a Young Slave by Richard Platt; Assassin by Tony Bradman; Revolt Against the Romans by Tony Bradman</p>	<p>When did the Romans invade and why?</p> <p>Did the native Britons welcome or resist them, and why?</p> <p>How did they influence the culture of the people already here?</p>
Year Four	The effects of Anglo Saxon, Viking and Scots settlement in Britain	<p>Locality Links:</p> <p>Potential Story Topic Texts: Viking Boy by Tony Bradman; <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton; <i>Odd and the Frost Giants</i> by Neil Gaiman; <i>The Sleeping Army</i> by Francesca Simon; <i>The Saga of Erik the Viking</i> by Terry Jones; <i>How to Train Your Dragon</i> by Cressida Cowell; <i>Hilda and the Troll</i> by Luke Pearson; <i>The Dragon's Hoard: Stories from the Viking Sagas</i> by Lari Don;</p>	<p>What happened to Britain when the Romans left?</p> <p>How well did the Saxons and Vikings get on with each other?</p> <p>Was life better in Anglo-Saxon or Roman Britain? Britain?</p> <p>What did the Anglo Saxons and Vikings leave behind?</p>
Year Five	Tudor Times	<p>Locality Links: Ford Green Hall http://fordgreenhall.org.uk/educational.html Little Moreton Hall https://www.nationaltrust.org.uk/little-moreton-hall</p> <p>Potential Story Topic Texts: Romeo & Juliet by William Shakespeare The Tempest by William Shakespeare Hamlet by William Shakespeare</p>	<p>What do we understand by Elizabethan times?</p> <p>Elizabethan times: How safe was it?</p> <p>Does the story of Sir Francis Drake tell us all we need to know about the Tudor World?</p> <p>Beyond Elizabeth's Court? What was it like to live in Elizabethan times?</p>
Year Six	World War 2	<p>Locality Links: Reginald Mitchell Way (Tunstall) Imperial War Museum (Salford) https://www.iwm.org.uk/learning Museum of Science and Industry (Manchester) https://www.scienceandindustrymuseum.org.uk/ Museum of Cannock Chase http://www.museumofcannockchase.org/schools/ Stockport Air raid Shelter https://www.stockport.gov.uk/topic/air-raid-shelters</p>	<p>How significant was the Blitz?</p> <p>World War II: whose war?</p> <p>What was the impact of World War II on people in our locality?</p> <p>How well does a fictional story tell us what it was like to be an evacuee?</p> <p>Evacuee experiences in Britain: is this all we need to know about children in World War II?</p>

		<p>Potential Story Topic Texts: Goodnight Mister Tom; Now or Never by Bali raj; Fireweed by Jill Paton Walsh; Adolphus Tips by Michael Morpurgo; Carrie's War by Nina Bawden; The Machine Gunners by Robert Westall; The Boy in the Striped Pyjamas by John Boyne; Once by Maurice Gleitzman; When we were Warriors by Emma Carroll; The Buried Crown by Ally Sherrick</p>	<p>New opportunities? How significant was the impact of World War II on women? What did men do in World War II? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz?</p>
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