



Identity, Belonging and Cultural Capital Review Summer 2022

Curriculum Development

Identity, Belonging and Cultural Capital – Phase 3

As we move toward the **third** cycle of the theme, the over-riding need to is to review and clarify the expectations for progression of Historical skills and knowledge – *becoming a historian*.

There remains some work to be done on embedding the aspects of chronology, so this review includes a graphic with minimum expectations for that. By the end of Key Stage Two all or most children should be able to talk about the periods and events on that and sequence them. If necessary stand-alone lessons or sequences of lessons should be incorporated from Early years onwards to build this.

The aims and progression at Early Years needed amending to include the new Early Learning Goals and this is now completed here.





Drivers

To develop sense of own identity and a sense of belonging in the school, community, city and UK

To develop cultural capital and knowledge

To develop a love of Historical enquiry and thinking

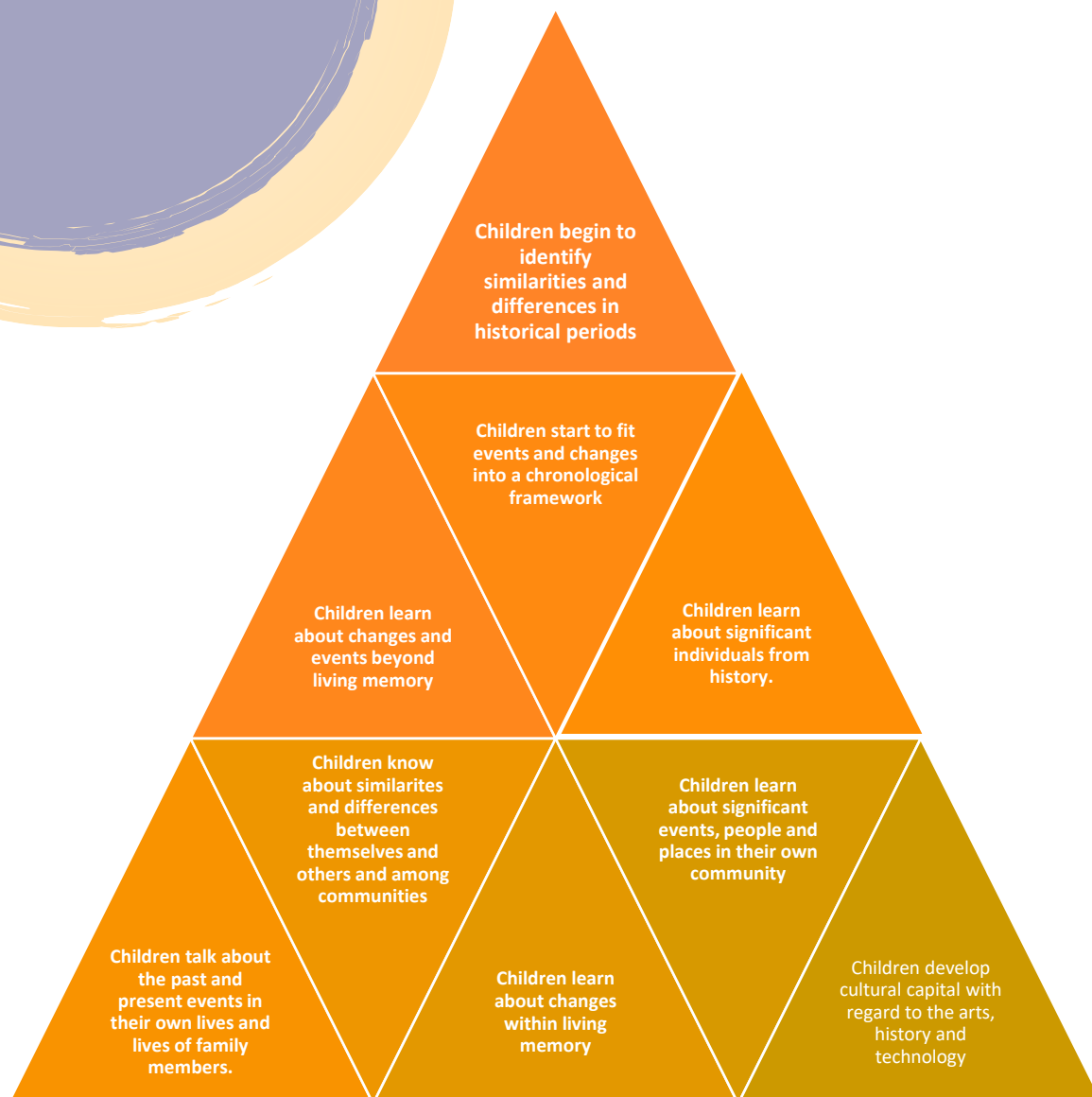
To develop the values of tolerance and empathy around diversity.

Historical Skills and Knowledge

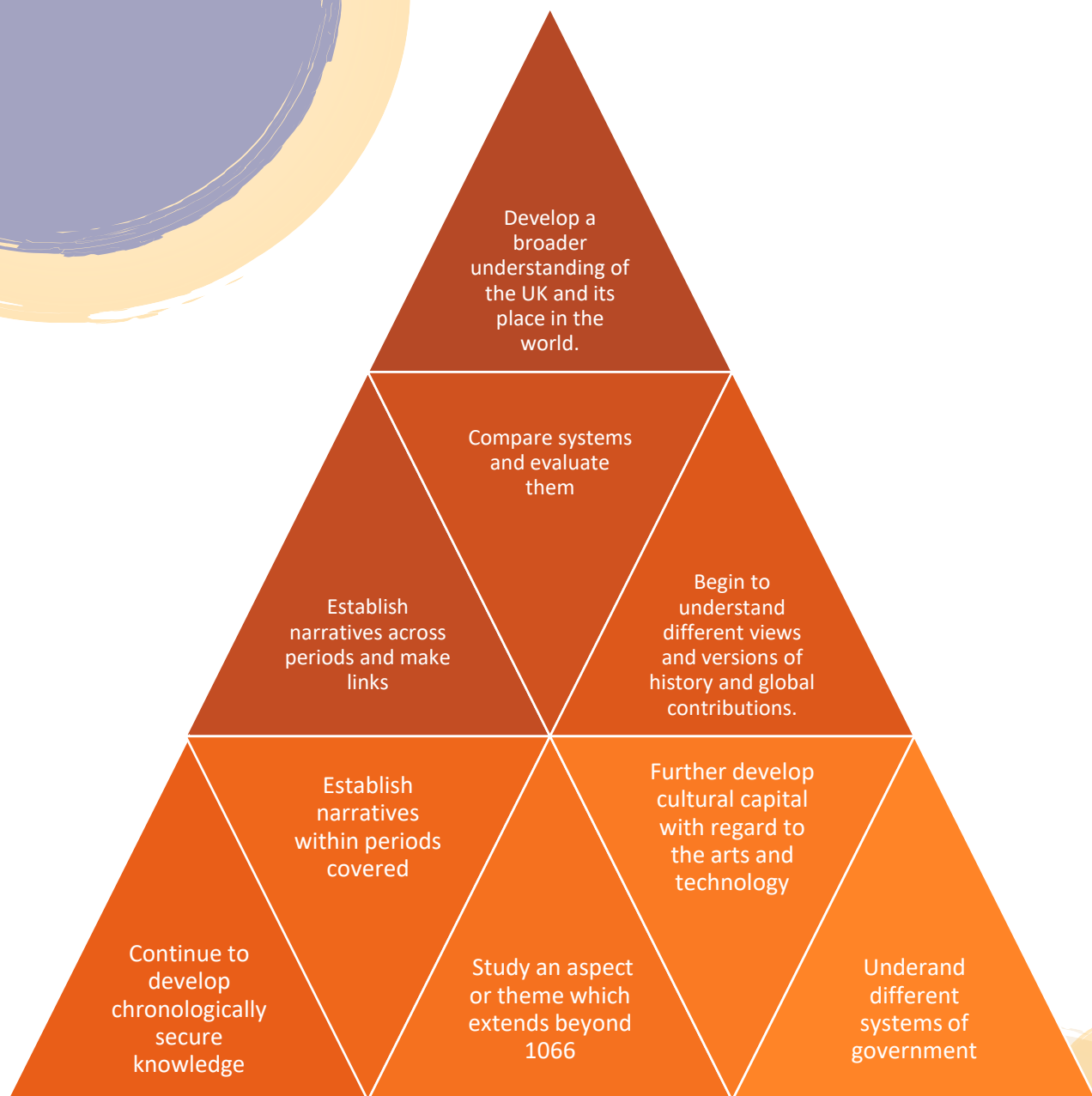
The values and attitudes remain unchanged, as does the intent to deliver these in parallel with (predominantly) History content.

Values and Attitude Pyramids

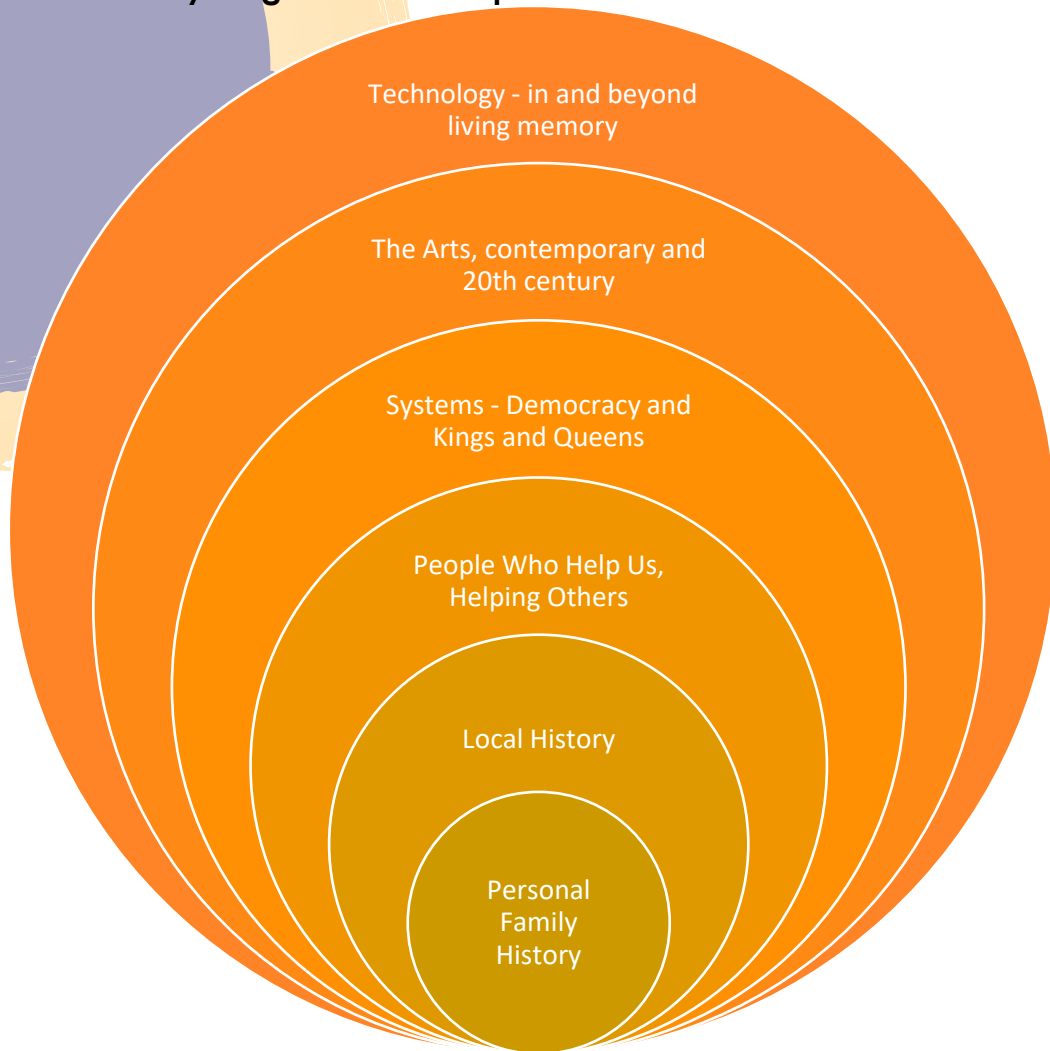
Early Years and Key Stage One



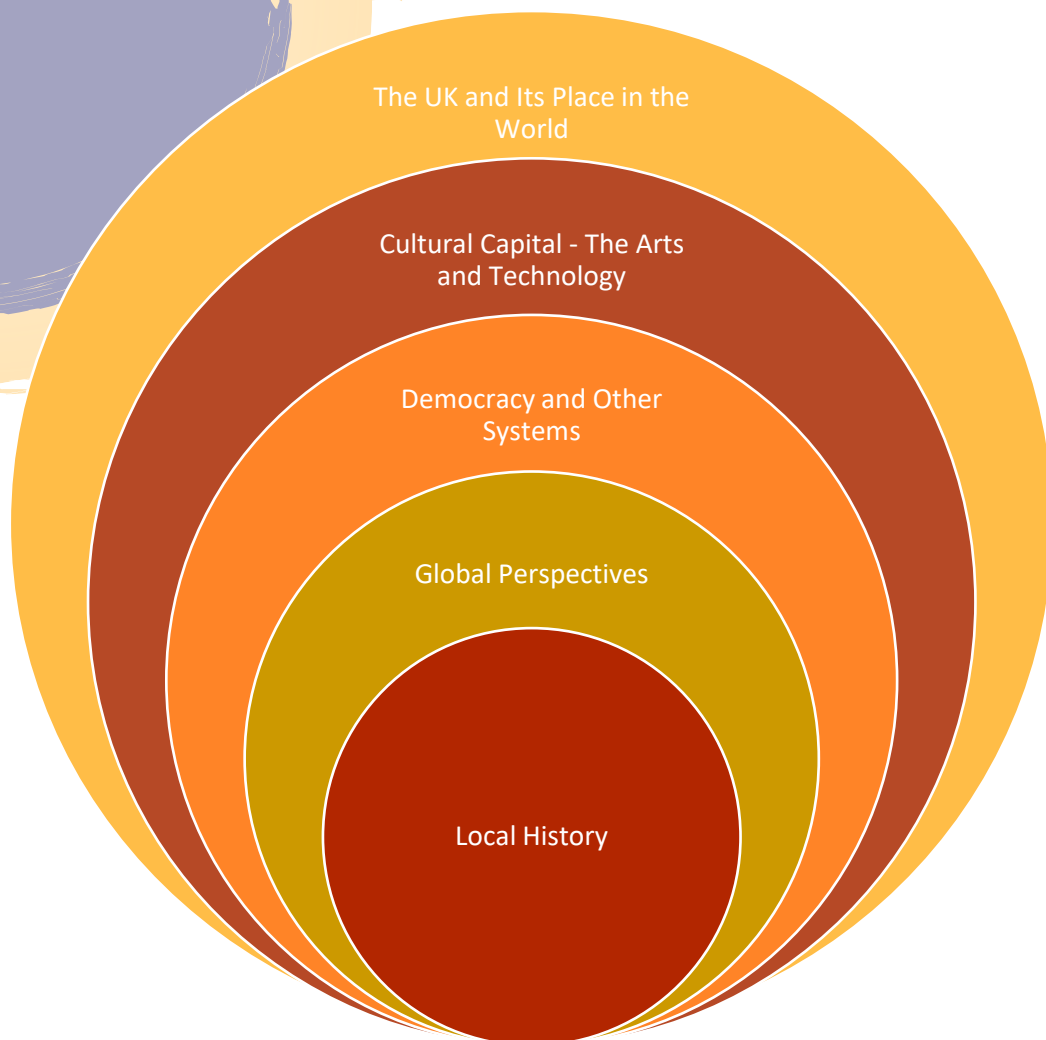
Key Stage Two



Early Years and Key Stage One Concept Venn



Key Stage Two Concept Venn





Topic Blocks

Early Years and Key Stage One

My Family

Who is in my family?
Where do we come from

Living Memory

Childhood - toys and games

People Who Help Us

People Who Helped Others

Who's in Charge? Systems and Democracy

Suffragettes - revisited in KS2 Social
Justice Theme

Kings and Queens

Comparisons and chronology

Famous Artists and Composers
Contemporary and 20th Century

Technology
Toys and Games
Transport





Key Stage Two

The Golden Age of Islam

Technology

The development of transport
Computers and Communications

Slavery and Abolition

Arts


The 20th Century
The developkmeny of Mass Entertainment
Shakespeare

Made in Nottingham

Local History and Cultural Capital
To include Invaders and Settlers

Systems

Democracy and other ways
Pharoahs and Emperors - Y3, includes SLavery to
be revised in Y5 Social Justice.



History Content Progression by Phase

Develop an awareness of the past, using the language related to time/ passing of time .

Identify different and similar ways of life in different periods

Understand some of the ways we learn about the past

Learn to ask and answer questions to show they know and understand key features of events

Learn about changes within living memory

Learn about events beyond living memory

Learn about the lives of significant individuals

Learn about significant events, people and places locally

Continue to develop chronologically secure understanding British, local and world history



ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

2

Y3/4: Note connections, contrasts and trends over time

Ask and devise questions about change, cause, similarity and difference

Select and organise historical information

Understand that knowledge of the past is assimilated from a variety of sources

Y5/6: Understand that movement of people is associated with historical change – invasions, migration

Conduct a local history study

Study of an aspect that extends chronological understanding and links between events

Use fieldwork to observe, measure & record with a range of technologies

Becoming a Historian By Year – Key Assessment Steps

Early Years and Key Stage One

Expected: Can they put pictures, artefacts or events in chronological order?

Can they use words and phrases such as old, new, a long time ago, before and after to describe the past?

Can they use stories as a source for asking and answering questions about the past?

Greater Depth: Can they ask relevant questions using a range of historical sources provided?

Can they state appropriate reasons why an event occurred in the past and its impact on their lives?

1



Expected: Can they talk about past and present events in their own lives and in the lives of their family?

Can they order and sequence familiar events using visual prompts?

Greater Depth: Can they recognise differences between past and present events in their own lives and give reasons why people's lives were different in the past?

Can they ask questions about past events or the lives of people in their family?

2

Expected: Can they identify some ways that people from the past have impacted upon our lives?

Can they explain how the local area was different in the past?

Can they recognise that certain celebrations are as a direct result of an event that occurred in the past?

Can they use appropriate words and phrases to describe historical events?

Greater Depth: Can they explain and summarise significant events of people and the past?

Can they present a viewpoint and give reasons why an event occurred?

Key Stage Two

Expected: Can they pose and respond to questions about a person or event from the past using different sources?

Can they begin to use more than one source of information to bring together a conclusion about an historical event?

Can they describe events and periods from history using appropriate subject vocabulary?

Greater Depth: Can they reflect and explain how events from the past have shaped their lives today?

Can they form reasoned arguments for why events from the past are interpreted in different ways?

3

Expected: Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion?

Can they make comparisons between the past and present, explaining things which have changed and things which have stayed the same?

Can they explain how historical sources such as artefacts have helped us understand more about people's lives in the present and past?

Can they present a balanced view of interpretations of the past, using different points of view?

Greater Depth: Can they make connections and comparisons between the past and present through explaining and justifying their reasons?

Can they adapt their ideas and viewpoints as new historical information arises?

5

4

Expected: Can they research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form?

Can they give reasons to support different points of view of a historical event and make comparisons between them?

Can they explain how events from the past have helped shape our lives including a range of evidence from different sources?

Greater Depth: Can they give reasons for trends and changes by analysing a range of evidence/sources?

Can they explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other?

6

Expected: Can they suggest why there may be different interpretations of events?

Can they suggest why certain historical events, people and changes might have impacted more significantly than others?

Can they pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions?

Greater Depth: Can they create their own hypothesis about the past, formulating their own theories about reasons for change?

Can they use a range of concepts and ideas to compare and critically analyse events from the past?

Chronology

To be developed and secured throughout the school journey from EY to end of KS2 by revisit and review at age/stage appropriate level, including in assemblies.

Pre 1066

Roman Civilisation
and Invasion of Britain
(to include Septimius
Severus)

Ancient Greeks

The Golden Age of
Islam/The Moors

The Anglo-Saxon Age

The Viking Age

Normans and the
narrative of 1066

1066-20th Century

The Kingdom of Benin

The Tudor Period

The English Civil War

British Empire

Slavery and Abolition

The Victorian Period

20th Century

World War One

World War Two

Partition of India/Pakistan

Windrush

India/Pakistan/Jamaican
Independence

Apartheid

Fall of the Berlin Wall