

# Curzon History Curriculum

## Our Intent

### Curzon specific aims of History

History is an awe inspiring subject and our aim as a school is to inspire children with an ownership of their heritage (National and International) through an appreciation and understanding of the past. We giving them opportunities to become history detectives by using a range of primary and secondary sources; we aim that our children will be able to explain clearly how these sources give us an insight into how people across the world used to live and how these interpretations may differ. At Curzon we always challenge stereotypes and use evidence to enable us to form reliable and accurate points of understanding. A period in time cannot be taught in isolation so children learn the legacy of different eras/cultures studied, and how these impact upon each other through meaningful links including those into the present day. As a result, we aim to grow our children into engaged, motivated and curious historians.

We have high ambitions for all pupils. Our ethos is to enable all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities (e.g, role play, pictorial recording, paired work), we ensure that all pupils, including SEND, can participate fully. Our curriculum is designed to ensure that higher attainers are challenged through deepening questions and being given the opportunities for more detailed reasoning.

Whilst following the National Curriculum, we have chosen topics according to the following criteria and made our History curriculum unique to Curzon:

#### **Topics are chosen to fit with the school's local context**

Year 6 study the local area and are treated to a visit to Penn House with Countess Howe. Year 3, 5 enrich their learning about the Stone Age and Anglos Saxons respectively by participating in workshops run at COAM.

#### **Topics are chosen to provide strong cross curricular links**

We emphasise cross-curricular links between history and other subjects as we aim that children retain their substantive knowledge by applying it in more than one curriculum area

For example The Great Fire of London and Homes from the Past link well with materials in Science and DT projects in KS1. Year 6 study Ancient Bagdad which links to Islam in RE. Year 4 study of Romans is reinforced by Geography work the following term on volcanoes and Pompeii. Year 6 write letters persuading parents to buy fair trade products.

The school has created strong links with English and merged some lessons in both subjects, resulting in better quality writing and an increased historical substantive knowledge.

D&T is interwoven in our humanities curriculum as we acknowledge the impact that technology has had upon our home life, leisure and the culture of our nation and the wider world. Year 3 learn about Stone Age technologies through their visit to COAM and reinforce this through their Forest School lessons (e.g. through making fires). As part of their Anglo-Saxon topic, Year 5 learn about the impact of the written word and the technological processes involved in creating one early medieval book. Year 5 also create replica artefacts (based on archaeological finds) using D&T skills and present them as a class museum to their parents. In Geography, Year 3 research the four different zones of the rainforest canopy and reinforce this learning through the creation of a rainforest diorama. Year 6 design a Fair Trade cereal bar and its packaging bar which shows how the money from fair trade goes directly to support the farmers and creates cross curricular links with D&T and Maths. KS1 make shelters as part of their unit on houses.

Our Whole School Paper Week draws together D&T, History and Geography with a specific D&T project for each year group. The overall aim (which is taught more widely outside the context of this week) is for children to develop understanding of how humans have used the written word to communicate throughout recorded history. The week begins with a launch assembly which is followed up by individual D&T tasks and taught input in each year group.

The impact of the printing press is taught in Year 6 where their D&T task during project week, is to create a printed message using different materials. Year 3 make papyrus and are taught during their Ancient Egypt topic unit how easily accessible this natural material was around the river Nile. Year 4 (as part of their Romans topic) are taught that the papyrus market was one of the reasons why the Romans wanted to invade Egypt. Year 5, during their Ancient Greece topic, are taught how the ready availability of papyrus enabled public libraries to be built, however, by the time of the Anglo-Saxons, 'paper' making was very labour intensive. Year 5 reflect upon and contrast the impact of literacy (or lack of it) on these two different societies in these two historical eras.

### **Diverse choice of key figures in KS1**

Nelson Mandela, Florence Nightingale, George Stephenson and Neil Armstrong are studied across KS1 allowing the opportunity for comparison. Our unit on Nelson Mandela shows pupils that great historical figures are not just white – this concept is also applied in our RE curriculum as children learn about key leaders and views from around the world. Our very simple explanation of apartheid allows our youngest pupils to understand how sometimes people have not been treated fairly in the past. In our study of hospitals and Florence Nightingale, we introduce our children to Mary Seacole. Although we do not talk explicitly about Mary Seacole's skin colour, this shows our children that you can be a great nurse, care for others and make changes regardless of your skin colour. This normalises different skin colour to the children.

### **Topics which provoke thought**

Year 5 study Ancient Greece allows an in depth study of some more thought provoking issues e.g. role of women in society, where children reflect on the different attitudes towards women in Athens and Sparta. The legacy of Greek democracy is taught but children are able to reflect on the democracy Ancient Greece with our modern democracy and discuss the inequalities of the Ancient Greek system. Themes of inequality are revisited in Year 6 through their local history unit.

These are highlighted in yellow on the grid below.

Links are also made to our values e.g. the courage of Neil Armstrong in voyaging to the Moon and the importance of respect when discussing the life of Nelson Mandela.

*How this links with our school vision: growing in wisdom and understanding of the past and developing an awareness of how actions can have consequences on others.*

## Humanities topics and links to DT

Blue=DT projects

Yellow highlights denote topics which provoke thought.

|                    | Autumn   | Spring  | Summer  |
|--------------------|--|---|---|
| KS1 Year A         | UK Knowledge<br>Great Fire of London   | Florence Nightingale<br>Weather   | Neil Armstrong<br>Continents  |
| KS1 Year B         | Local Area and Safety<br>George Stephenson and vehicles  | Nelson Mandela<br>Kenya   | Seaside<br>Homes from the Past  |
| Cross Curric links | DT – focus on how cooking evolved within the different homes from the past: cooking over open fire, cooking range, gas/electric cookers, microwaves                    | DT/science – making an umbrella/mini shelter  |   |
| Ed visits          | Visits to local area   |   | Ruislip Lido  |
| Year 3             | Changes in Britain Stone Age to Iron Age   | Rainforests and woodlands (Penn Woods)  | Ancient Egypt   |
| Cross curric Inks  | Stone Age Boy<br>How to Wash a Woolly Mammoth<br>Boy with a Bronze Axe<br>Art: chalk cave paintings<br><br>Forest School – DT opportunities to explore SA technologies | Where the Forest meets the Sea (picture book-good for visual inference)<br>The Great Kapok Tree<br>The Shaman's Apprentice<br><br>DT – Rainforest diorama with moving parts | The Egyptian Cinderella -myth<br>The Time Travelling Cat & the Egyptian Goddess instruction writing<br><br>Art - Egyptian masks, hieroglyphics and clay tiles |
| Ed visits          | Chiltern Open Air Museum   | Woods   |   |
| Year 4             | The Roman Empire and its Impact on Britain (& legacy)  | Mountains (UK/S America, Europe-relief maps and contours), Volcanoes, Earthquakes   | Coast, water cycle, rivers, erosion.  |
| Cross curric links | Romulus & Remus<br>Across the Wall<br>Art: Mosaics, 3D model building,<br>DT – Roman road  | Escape from Pompeii<br>Firework Maker's Daughter  | DT – create papier-mâché model of the journey of a river<br>Art - Hokusai 'The Great Wave'<br>Monet 'Waterlillies'  |

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| Ed visits          |  | Virtual field trips-Skype  | River trip-Amersham field centre   |
| Year 5             | Britain's settlement by Anglo-Saxons & Scots; Viking & Angle-Saxon struggle for Kingdom of England (compare Anglo-Saxon crime and punishment to today)<br><br>DT – Anglo-Saxon Museum of replica artefacts | Ancient Greece – life in Ancient Greece and legacy on British culture<br><br>D&T link with Art Sculpture unit – creating a Greek pot in the style of Ancient Greek pottery | London -mapping, rivers, settlement, natural resources<br><br>DT – Creating model of a bridge (based on bridges in London)                           |
| Cross curric links | Art: Mixed media Viking ships;   | Olympics non-chronological report<br>Art: pots<br>Holiday brochure on holiday to Greece  | Art: Cityscapes – sharpie and paint; Coming to England by Floella Benjamin   |
| Ed visits          | Chiltern Open Air Museum   |  |  |
| Year 6             | Local Area Geography study & Local history study – link to Victorians through Disraeli/Hughenden   | Fair trade (locational knowledge and economic activity) (Fair Trade fortnight is in Feb)   | Early Islamic civilisation inc. Baghdad c.AD 900 - a non-European society that provides contrasts with British history                               |
| Cross curric links | Christmas Carol<br><br>Art: Robert Lowry   | Cooking; persuasive writing; PSHE and economics<br><br>DT – Create fair trade product and packaging  | Art: Tiles, Islamic art, geometric patterns; calligraphy;<br>RE – history, traditions, spread of Islam;<br>DT - Cooking with spices, create a tagine |
| Ed visits          | Amersham museum visitor<br>Penn house<br>Victorian school day  | Visits from fair trade organisations or visits to/from supermarkets that support fair trade e.g. Co-op   | Mosque   |

## Teaching of historical skills

We have identified six key skill strands and have mapped the development of each of these skills throughout the year groups, identifying what children in each year group need to attain in each of the strands by the end of each academic year.

| Year group | Chronological understanding | Interpreting sources | Enquiring about the past | Comparing | Understanding cause and identifying legacy | Synthesizing knowledge |
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| EYFS | Understand the past through settings, characters and events encountered in books read in class and storytelling.   |  |   | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;         |  | Talk about the lives of the people around them and their roles in society   |
| 1    | Sequence events in their life<br>With support, order events of each unit on a timeline.  | Begin to identify different ways the past is represented (photos, stories...)  | Ask and answer simple questions   | Talk about simple similarities/differences between life at different times<br>Sort artefacts into past and present                               |  | Use simple terms to talk about passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT  |
| 2    | Sequence events of each unit on a timeline<br>Sequence artefacts closer together in time<br>Sequence photos from different periods of their life   | Compare 2 versions of past events<br>Identify ways that the past is represented, inc. eye witness  | Ask and answer questions about the past on the basis of simple observations about sources   | Talk about similarities and differences between the ways of life in different periods.   | Recognise why people did things, why events happened and what happened as a result.  | Use simple terms to talk about passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT  |
| 3    | Place events studied on a timeline, understanding concept of a vast time period<br>Use dates and terms related to the passing of time and the unit studied<br>Sequence several events or artefacts | Identify and give reasons for the different ways the past is represented<br>Distinguish between different sources<br>Understand importance of archeology | Use more than one source to find out about a period<br>Observe small details in artefacts/pictures<br>Research using ICT/books<br>Select and record info relevant to the study<br>Ask and answer simple questions | Compare the past studied with our lives today<br>Compare different periods within the same unit  | Understand why people may have wanted to do something and what the results were  | Start to use historical terms to talk about passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT<br>Begin to construct own response that involve selecting and organising info |
| 4    | Place events studied on a timeline, comparing where this fits with previous topics<br>Use terms related to the period and begin to date events<br>Understand BC, AD, Century                       | Begin to evaluate usefulness of sources<br>Use secondary sources and own growing historical knowledge to gain a better perspective.                      | Use different sources to build up a picture of past events<br>Choose relevant material<br>Ask and answer a variety of questions<br>Research using ICT/books   | Note connections in historical periods<br>Compare aspects of the unit to previous units studied (e.g luxurious Roman life compared to stone age) | Look for links and effects in the time studied<br>Offer a reasonable explanation for some events<br>Start to explain impact on the wider world | Use historical terms to talk about passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT<br>Construct own responses that involve selecting and organising info                  |

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| 5 | Place events studied on a timeline, comparing where this fits with previous topics<br>Use period labels e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance.<br>Make comparisons between different times in the past  | Compare different accounts of events from different sources<br>Offer some reasons for different versions of events.<br>Begin to identify primary and secondary sources   | Use evidence to build up a picture of past events<br>Choose relevant sections of information<br>Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance<br>Research in more detail using ICT/books | Compare life in early and late times studies<br>Compare an aspect of life with the same aspect in another period.<br>Compare life for different groups of people e.g. men and women. | Examine causes and results of great events and the impact on people.<br>Start to explain the impact on the wider world             | Recall, select and organise historical info<br>Use historical terms for passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT<br>Construct informed response that involve selecting and organising info   |
| 6 | Place events studied on a timeline, comparing where this fits with previous topics<br>Use relevant dates and terms e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance.<br>Sequence previously studied topic on a timeline to gain greater historical perspective | Consider ways of checking the accuracy of interpretations-fact, fiction, opinion<br>Link sources and work out how conclusions were arrived at<br>Be aware that different evidence will lead to different conclusions<br>Identify primary and secondary sources | Bring knowledge gathered from several sources together in a fluent account<br>Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance<br>Research in detail using ICT/books                        | Compare beliefs and behaviour with another time studied<br>Compare life for different groups of people e.g. men and women.   | Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. | Recall, select and organise historical info<br>Use historical terms for passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT<br>Construct informed response that involve selecting and organising info thoughtfully<br>Select and organise info to produce structured work, making appropriate use of dates and terms. |

## Our Implementation

### Organisation of topics

In EYFS children have discrete history sessions each week. History is included in continuous provision. For example, past and present home items are available in the role play areas.

KS1 is taught on a 2 year rolling programme. A different unit is studied each half term.

In KS2 our approach is fewer topics but in more depth. Each year group in KS2 either has 2 terms of History and 1 of Geography or 1 term of History and 2 of Geography. This fits with our work on cognitive overload.

KS2 topics are mostly chronological. However, we have made some changes to ensure that children get the most out of the issues of a topic. For examples, Year 5 study Ancient Greece as they have the maturity to study thought provoking issues e.g. role of women in society, the demands placed on the citizen in Sparta and the rights and inequalities of the democratic system in Athens. Themes of inequality and the imposing of rules/laws by rich over the poor are topics revisited in the Y6 local history unit.

### **Progression of knowledge and skills in History**

Concept maps show the key concepts children are expected to know at the end of each key stage. These maps also show where these concepts are revisited so that learning becomes “sticky”.

We have mapped out the substantive knowledge for history and the skills needed to be a historian. Pupils will need to be explicitly taught these skills within the context of the units to build up their disciplinary knowledge of how we gain substantive knowledge of history.

### **EYFS History is taught mainly through continuous provision covering the following key skills and following the same broad units as KS1:**

#### Past and Present

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.

Our EYFS history curriculum also provides rich opportunities for children to develop skills in other areas e.g. listening and attention; speaking (including using past and present tenses); self-regulation - working with others and turn taking; managing self (confidence, self-resilience and perseverance); Literacy and maths skills ( especially understanding what is read to them and developing subject specific vocabulary )

### **KS1 is on a 2 year rolling programme with differentiated outcomes and skills.**

#### **YEAR A**

| Autumn                 | Spring                              | Summer         | Skills                                |
|------------------------|-------------------------------------|----------------|---------------------------------------|
| Great Fire of London - | Florence Nightingale/Mary Seacole - | Neil Armstrong | YEAR 1<br>Chronological understanding |

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| <p><b><i>events beyond living memory that are significant nationally or globally</i></b></p> <p>Compare present day London to the London that existed before 1666 including rich/poor, Communications, jobs<br/> Job of a firefighter at the time<br/> Timeline of key events<br/> Causes of the fire<br/> Concept of an eye witness: Samuel Pepys<br/> Why the fire stopped<br/> How London was rebuilt after the fire<br/> <i>EYFS: Children have opportunities to develop vocabulary related to the past. Use of the words past and present. Discuss significant individuals and relate to stories from the past.</i></p> | <p><b><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></b></p> <p>Role of nurses<br/> Timeline of key events in their lives<br/> Compare hospitals before and after Crimean War<br/> Compare lives of Florence Nightingale and Mary Seacole</p> <p><i>EYFS: Comment on images from the past drawing comparisons with hospitals today.</i></p> | <p><b><i>the lives of significant individuals in the past who have contributed to national and international achievements</i></b></p> <p>Why people study space- concept of explorer<br/> the space race<br/> Life of Neil Armstrong<br/> Events of moon landing<br/> Children are filled with awe and wonder about the past.<br/> <i>EYFS: Children have opportunities to develop vocabulary related to the past. Use of the words past and present. Discuss significant individuals and relate to stories from the past.</i></p> | <p>Sequence events in their life<br/> With support ,order events of each unit on a timeline.</p> <p><b>Interpreting sources</b><br/> Begin to identify different ways the past is represented (photos, stories...)</p> <p><b>Enquiring about the past</b><br/> Ask and answer simple questions</p> <p><b>Comparing</b><br/> Talk about simple similarities/differences between life at different times<br/> Sort artefacts into past and present</p> <p><b>Synthesing Knowledge</b><br/> Use simple terms to talk about passing of time<br/> Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p><b>YEAR 2</b></p> <p><b>Chronological understanding</b><br/> Sequence events of each unit on a timeline<br/> Sequence artefacts closer together in time<br/> Sequence photos from different periods of their life</p> <p><b>Interpreting sources</b><br/> Compare 2 versions of past events<br/> Identify ways that the past is represented, inc. eye witness</p> <p><b>Enquiring about the past</b><br/> Ask and answer questions about the past on the basis of simple observations about sources</p> <p><b>Comparing</b><br/> Talk about similarities and differences between the ways of life in different periods.</p> <p><b>Understanding cause and identifying legacy</b><br/> Recognise why people did things, why events happened and what happened as a result.</p> <p><b>Synthesising knowledge</b></p> |
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|  |  |  | Use simple terms to talk about passing of time<br>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT |
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**YEAR B**

| Autumn  | Spring  | Summer   | Skills   |
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| <p><b>George Stevenson and Vehicles</b><br/><i>events beyond living memory that are significant nationally or globally</i></p> <p>Timeline of George Stevenson’s life<br/>Importance of railways-local railways<br/>Advantages and disadvantages of railways<br/>Compare past and present vehicles.<br/>Advantages and disadvantages of newer forms of transport</p> <p><i>EYFS: Compare and contrast using images, artefacts and videos.<br/>Use vocabulary related to the past and present.<br/>Use basic chronology.</i></p> | <p><b>Nelson Mandela -</b><br/><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Who is Nelson Mandela<br/>Why was Nelson Mandela a great leader<br/>What did Nelson Mandela dream – linking back to our own dreams and what we want to achieve<br/>Timeline of Nelson Mandela’s significant achievements<br/>Significant changes that Nelson Mandela made</p> <p><i>EYFS: Look at stories from the past and discuss using new vocabulary. Adult to model phrases ‘A long time ago, significant person and bravery, courage’.</i></p> | <p><b>Homes from the Past</b><br/><i>places in their own locality</i><br/><b>(Geog link- Kenya)</b></p> <p>Timeline of homes from different eras (caves, huts, Roman Villa, Tudor, Victorian)<br/>Clues to show that houses are from the past (focus on stone age)<br/>Homes from around the world<br/>Compare Victorian home to our homes</p> <p><i>EYFS: Look at artefacts from the past comparing and contrasting.</i></p> <p><i>Images of familiar situations in the past such as washing clothes.</i></p> | <p><b>YEAR 1</b></p> <p><b>Chronological understanding</b><br/>Sequence events in their life<br/>With support order events of each unit on a timeline.</p> <p><b>Interpreting sources</b><br/>Begin to identify different ways the past is represented (photos, stories...)</p> <p><b>Enquiring about the past</b><br/>Ask and answer simple questions</p> <p><b>Comparing</b><br/>Talk about simple similarities and differences between life at different times<br/>Sort artefacts into past and present</p> <p><b>Synthesing Knowledge</b><br/>Use simple terms to talk about passing of time<br/>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p><b>YEAR 2</b></p> <p><b>Chronological understanding</b><br/>Sequence events of each unit on a timeline<br/>Sequence artefacts closer together in time<br/>Sequence photos from different periods of their life</p> <p><b>Interpreting sources</b></p> |

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|  |  |  | <p>Compare 2 versions of past events<br/>Identify ways that the past is represented, inc. eye witness</p> <p><b>Enquiring about the past</b><br/>Ask and answer questions about the past on the basis of simple observations about sources</p> <p><b>Comparing</b><br/>Talk about similarities and differences between the ways of life in different periods.</p> <p><b>Understanding cause and identifying legacy</b><br/>Recognise why people did things, why events happened and what happened as a result.</p> <p><b>Synthesising knowledge</b><br/>Use simple terms to talk about passing of time<br/>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> |
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### Year 3

| Autumn  | Spring | Summer   | Skills  |
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| <p><b>Changes in Britain Stone Age to Iron Age</b><br/>(builds on KS1 houses)</p> <p>Timeline of Stone Age<br/>Was Stone Age man simply a hunter and gatherer concerned only with survival?<br/>Life for Paleolithic people<br/>Cave art<br/>Changes when man started to farm<br/>Neolithic settlements<br/>Study of Skara Brae<br/>Stonehenge<br/>Timeline of Bronze and Iron Ages</p> |        | <p><b>Ancient Egypt</b><br/>(builds on KS1 houses/stone age houses)</p> <p>Timeline<br/>Houses<br/>Importance of the River Nile<br/>Mummification<br/>Tutankhamun<br/>Pyramids<br/>Afterlife<br/>Communication-hieroglyphics</p> | <p><b>Chronological understanding</b><br/>Place events studied on a timeline, understanding concept of a vast time period<br/>Use dates and terms related to the passing of time and the unit studied<br/>Sequence several events or artefacts</p> <p><b>Interpreting sources</b><br/>Identify and give reasons for the different ways the past is represented<br/>Distinguish between different sources<br/>Understand importance of archeology</p> <p><b>Enquiring about the past</b><br/>Use more than one source to find out about a period<br/>Observe small details in artefacts/pictures</p> |

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| <p>Hill forts<br/>Amesbury Archer</p> |  |  | <p>Research using ICT/books<br/>Select and record info relevant to the study<br/>Ask and answer simple questions</p> <p><b>Comparing</b><br/>Compare the past studied with our lives today<br/>Compare different periods within the same unit</p> <p><b>Understanding cause and identifying legacy</b><br/>Understand why people may have wanted to do something and what the results were</p> <p><b>Synthesising knowledge</b><br/>Start to use historical terms to talk about passing of time<br/>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT<br/>Begin to construct own response that involve selecting and organising info</p> |
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#### Year 4

| Autumn  | Spring | Summer | Skills  |
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| <p><b><i>The Roman Empire and its impact on Britain</i></b></p> <p>Who were the Romans<br/>Life in Britain before the Romans<br/>Roman invasion-reason for success<br/>Entertainment<br/>Mosaics<br/>Boudicca<br/>Roman Army<br/>Buildings<br/>Legacy</p> |        |        | <p><b>Chronological understanding</b><br/>Place events studied on a timeline, comparing where this fits with previous topics<br/>Use terms related to the period and begin to date events<br/>Understand BC, AD, Century</p> <p><b>Interpreting sources</b><br/>Begin to evaluate usefulness of sources<br/>Use secondary sources and own growing historical knowledge to gain a better perspective.</p> <p><b>Enquiring about the past</b><br/>Use different sources to build up a picture of past events<br/>Choose relevant material<br/>Ask and answer a variety of questions</p> |

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|  |  |  | <p>Research using ICT/books</p> <p><b>Comparing</b></p> <p>Note connections in historical periods</p> <p>Compare aspects of the unit to previous units studied (e.g luxurious Roman life compared to stone age)</p> <p><b>Understanding cause and identifying legacy</b></p> <p>Look for links and effects in the time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Start to explain impact on the wider world</p> <p><b>Synthesising knowledge</b></p> <p>Use historical terms to talk about passing of time</p> <p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p>Construct own responses that involve selecting and organising info</p> |
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**Year 5**

| Autumn  | Spring  | Summer | Skills   |
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| <p><b>Britain's settlement by Anglo-Saxons &amp; Scots; Viking &amp; Angle-Saxon struggle for Kingdom of England</b></p> <p>Where Anglo-Saxon's travelled from and why they invaded Briton</p> <p>Where they first settled and how we know this, time span of this era (almost 700 years)</p> <p>How the geography and 'life' in Briton changed during this time,</p> <p>Growth (and reasons for) from 7 Kingdoms to one Kingdom of England</p> <p>Arrival of Christianity (change from pagan to Christian) – archaeological implications of this, Viking invasion of</p> | <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Legacy on British culture (link to Roman legacy)</b></p> <p>Timeline</p> <p>Greek City States</p> <p>Athens: legacy – democracy, Parthenon, philosophy, medicine, parliament</p> <p>Sparta: comparison with Athens</p> <p>Militia of Sparta and Athens</p> <p>Daily life in Greece – legacy of this in our modern world</p> <p>Olympia: legacy – Olympic games</p> <p>ancient comparison with modern</p> |        | <p><b>Chronological understanding</b></p> <p>Place events studied on a timeline, comparing where this fits with previous topics</p> <p>Use period labels e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance.</p> <p>Make comparisons between different times in the past</p> <p><b>Interpreting sources</b></p> <p>Compare different accounts of events from different sources</p> <p>Offer some reasons for different versions of events.</p> <p>Begin to identify primary and secondary sources</p> <p><b>Enquiring about the past</b></p> |

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| <p>Lindisfarne (comparison with Viking invasion and Anglo-Saxon invasion approx. 350 years earlier)<br/>         Alfred the Great (Anglo-Saxon chronicles) and his stand against Gunthrum,<br/>         Consolidation of England as one nation under Athelstan<br/>         The end of the Anglo-Saxon era at the battle of Hastings in 1066.<br/> <a href="#">Geog link- Trade routes</a></p> | <p>How Greece superseded the Persian Empire following the battles of <i>Marathon, Thermopylae</i> and Salamis<br/> <i>How Alexander the Great united Greece and established a new Empire.</i></p> |  | <p>Use evidence to build up a picture of past events<br/>         Choose relevant sections of information<br/>         Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance<br/>         Research in more detail using ICT/books</p> <p><b>Comparing</b></p> <p>Compare life in early and late times studies<br/>         Compare an aspect of life with the same aspect in another period.<br/>         Compare life for different groups of people e.g. men and women.</p> <p><b>Understanding cause and identifying legacy</b></p> <p>Examine causes and results of great events and the impact on people.<br/>         Start to explain the impact on the wider world</p> <p><b>Synthesising knowledge</b></p> <p>Recall, select and organise historical info<br/>         Use historical terms for passing of time<br/>         Communicate knowledge through discussion, drawing, drama, making models, writing and ICT<br/>         Construct informed response that involve selecting and organising info</p> |
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## Year 6

| Autumn  | Spring | Summer   | Skills  |
|---|--------|--|---|
| <p><b><i>A local history study-includes a study of an aspect in British history (Victorians)</i></b><br/>           Church<br/>           Penn House – link to Church and Queen Adelaide, Art – Gainsborough link<br/>           Mosquito and war industry.<br/>           School Christmas Carol</p> |        | <p><b>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization: Baghdad c. AD 900</b><br/> <b>Importance of Bagdad: education, trade, banking, farming, location</b> <a href="#">(link to trade unit)</a><br/>           Timeline</p> | <p><b>Chronological understanding</b></p> <p>Place events studied on a timeline, comparing where this fits with previous topics<br/>           Use relevant dates and terms e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance.</p> |

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| <p>Railway – zoom out, wider area – impact of the railway on our area, local industries</p> <p>Victorian life and Disraeli</p> <p>Penn tiles, chair making</p> |  | <p>House of Wisdom</p> <p>Siege of Bagdad</p> <p>Early Islamic inventions</p> <p>Medicine and key doctors (<a href="#">link back to Ks1 Florence Nightingale</a>)</p> <p>Prophet Muhammad (<a href="#">link to RE Islam</a>)</p> <p>The first four Caliphs</p> <p>Islamic art</p> <p>The Silk Road</p> | <p>Sequence previously studied topic on a timeline to gain greater historical perspective</p> <p><b>Interpreting sources</b></p> <p>Consider ways of checking the accuracy of interpretations-fact, fiction, opinion</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Identify primary and secondary sources</p> <p><b>Enquiring about the past</b></p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance</p> <p>Research in detail using ICT/books</p> <p><b>Comparing</b></p> <p>Compare beliefs and behaviour with another time studied</p> <p>Compare life for different groups of people e.g. men and women.</p> <p><b>Understanding cause and identifying legacy</b></p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p><b>Synthesising knowledge</b></p> <p>Recall, select and organise historical info</p> <p>Use historical terms for passing of time</p> <p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p>Construct informed response that involve selecting and organising info thoughtfully</p> <p>Select and organise info to produce structured work, making appropriate use of dates and terms.</p> |
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We teach a skills based approach to history, encouraging children to investigate objects and other primary sources, ask questions, make links and compare. Resources are used from Key Stage History website. We use visits to the local area to enhance our learning, such as trips to Penn House where Countess Howe shares some of the artefacts. Trips to COAM which enable children to see reconstructions of homes from the past and learn skills from different eras. We make learning memorable by holding special days such as Ancient Greek Day and Victorian Day where children come off curriculum and are immersed in the past for a day. Pupil voice shows that these days are hugely popular with children able to tell us what they have learnt. We use replica artefacts wherever we can to bring the history learning alive empower our children to imagine life in the past.

In KS1, we start each unit with what the children already know, creating a mind map. As knowledge is learned, this mind map is updated during the unit. In KS2, units start with children choosing 5-6 questions to find out and end with a mind map summarising the knowledge learnt and the answer to the questions. We complete each unit with an assessment task, such as writing about the significance of an artefact, a response to targeted questions or another form of feedback which requires the children to demonstrate knowledge learnt during the unit. This is an open-ended task giving all children the opportunity to demonstrate their new knowledge and skills. This fits with our mastery, 'no ceiling' approach to all subjects.

In line with Rosenshine, teachers plan to start lessons with a recall of prior learning and use quick, low stake quizzes. Lessons have clear objectives and cover core learning without overloading children's cognition. Key facts and words are often chanted.

We sometimes choose questions as learning objectives so that the children have a more explorative approach to new content and can evaluate the impact of new concepts, and ideas, rather than being passively told about them.

Although we understand the importance of teaching writing through cross curricula subjects, we also provide opportunities for children to show their learning in different ways. For example, Year 6 research an aspect of Victorian life choosing how to present the information. The completed projects are then displayed in a Great Exhibition in the hall for other year groups to attend. Lessons in all year groups include activities such as diamond nine, conscience alley and role play.

### **Assessment**

Teachers use the mind maps and assessment tasks at the end of each unit to assess children's learning over a unit. Strategies such as, true/false, thumbs up/down and low stakes quizzes are used to assess understanding during lessons. Summative data for each term is recorded on Target Tracker and analysed by the subject leader.

### **Impact**

The Impact and measure of this is to ensure that children are equipped with historical enquiry skills, knowledge and concepts which will enable them to be reflective learners ready for the curriculum at KS3. Children review their mind maps/questions during units and are actively encouraged to reflect on the knowledge and skills they are learning.

Outcomes in our Humanities and literacy books evidence a broad and balanced curriculum, an extensive bank of knowledge and the development of key historical skills. Our monitoring shows that pupils can talk in detail about their topics, with even the youngest pupils explaining articulately some tricky concepts such as racism. End of

term Target Tracker assessments shows that pupils' attainment in history is at least in line with attainment in core subjects in all year groups. Some SEND pupils who struggle with writing, attain better in history than in literacy.