



History

Curriculum Rationale

At Our Lady of Lourdes, we are historians! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. We want them to embody our Christian core values.

We all embrace the school motto of: "we are a place to grow" – this is both spiritually and academically. The history curriculum has been carefully designed so that our pupils develop their historical knowledge of Britain and its influence on and from the wider world. We want all our pupils to remember their history learning in our school, to cherish these experiences and embrace the opportunities they are presented with.

Curriculum Intent

The history curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our pupils to become independent and resilient.

We want to equip pupils with ambition beyond the minimum statutory requirements of the history National Curriculum and prepare them for the opportunities, responsibilities and experiences of later life. The curriculum is meticulously planned with the intention to address social disadvantage and ensure that all pupils - including those with SEND – have an opportunity to engage with a challenging curriculum and achieve success. Any gaps in pupils' knowledge are quickly identified and addressed to ensure that pupils are supported to meet the ambitious intended end points of the curriculum in history. We have designed the curriculum as a school and therefore the curriculum is unique to our school and meets the needs of our pupils and our context.

The history curriculum is focused upon the development of substantive and disciplinary knowledge. History is progressively sequenced to ensure that pupils' knowledge of chronology, and substantive concepts are built over time and ready them for their next steps in learning. This enables an understanding of different historical periods and the complexities of peoples' lives in a range of societies. Through routes of enquiry, pupils learn the discipline of history and apply their knowledge and skills to think and work as a historian. Significant events, people, places and the interrelationships of these across time are studied to support the pupils' building of knowledge of how historians have analysed the past and drawn conclusions. This supports pupils to appreciate the importance of valid historical practice and the ways in which the past has been interpreted to further develop our understanding of significant points in time that have shaped local, British and world history.

We want our pupils to use the vibrancy of our great town of Bolton and wider city/county of Greater Manchester to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing strong local contextual links where possible. For example, in lower key stage 2, the curriculum offers a study of the life working on the local railways (Plodder Lane railway station on the London and North Western Railway- having been located within walking distance of our school) and the importance these railways had on our local community in the past.

British Values and our core values are placed at the heart of everything we do. This often feeds into the history curriculum. Cultural capital development is addressed through museum visits, (such as a visit to the newly renovated Bolton museum and a Stone Age forest schools experience for children in year 3) online exploration, workshops in school and first-hand experiences. We enrich pupils' time in our school with memorable, unforgettable experiences and provide opportunities to engender an appreciation of human endeavour and achievement.

Curriculum Implementation

We effectively develop and invest in our teaching staff to ensure that they are fully equipped with expert subject knowledge in order to support the delivery of the exceptional history curriculum. Teaching is highly effective for all pupils. Teachers present the curriculum content clearly through composites and component parts supported by unit booklets, which break the unit knowledge, concepts and skills down for each lesson in each year group.

The curriculum is delivered through a subject specific approach, which supports pupils to develop the key concepts and knowledge of the history curriculum. Each lesson within a unit of work is carefully crafted and builds upon what has been previously taught from one year to the next.

Frequent audits of the history curriculum take place. Following the findings from these audits, the history curriculum is adapted to build upon the learning opportunities and assessment end points for each year group and ensures progression and repetition in terms of embedding key learning, knowledge and skills. The way history is taught follows a specific and consistent structure.

Pupils' curiosity is inspired through the igniting of prior learning and the manner historical content is delivered. Pupils' engage in the knowledge, skills and experiences involved in a unit and deepen their understanding to record their opinions, analyses and to review and revisit ideas. This process is replicated for each history unit. The way each discipline is taught is revisited in each phase, at a progressively deeper level.

History subject specific characteristics, which we expect the pupils to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in history and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils.

These characteristics are:

- To gain a coherent knowledge and chronology of Britain's past and the wider world
- To ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement about events in history
- To appreciate the complexities of people's lives, the process of change, the diversity of societies and relationships between different groups of people as well as their own identity and the challenges of their time
- To know and understand the history of our islands as a coherent, chronological narrative from the earliest times to present day
- To know the significant aspects of ancient civilisations, and the expansion and dissolution of empires

- To develop an awareness of concepts such as: continuity and change, cause and consequence, similarity, difference and significance and use them to make connections
- To understand methods of historical enquiry
- To understand connections between local, regional, national and international history

The teaching of the history curriculum is planned and delivered to support pupils to transfer key knowledge into their long-term memory and therefore improve the progress they make. Essential vocabulary is identified within each lesson and unit of work to ensure that our pupils can discuss and analyse the history content effectively.

Whilst delivering the curriculum, teachers are constantly checking to ensure that pupils are learning the necessary knowledge and identifying and addressing misunderstandings. Assessment is used as a tool to support pupil learning.

The history curriculum is research evidence informed in relation to the content, delivery and process of learning.

Curriculum Impact

We use both formative and summative assessment information in history. Assessment informs learning to ensure that all pupils including disadvantage and those with SEND achieve highly and acquire the knowledge and cultural capital they need to succeed in life. Staff use assessment information to inform their short-term planning and address misconceptions. This helps us provide the best possible support for all of our pupils. The end points for each phase have been carefully mapped out and further broken down. This means that the essential knowledge, skills and concepts in history are progressive and build year on year.

Our well-constructed curriculum in history leads to pupils' successful learning. This is evidenced in the outcomes within workbooks and display work produced. Pupils are well prepared for the next steps and stages of their learning due to the progressive and well-sequenced curriculum. As a result, pupils make excellent progress; they know more and remember more as they move through the history curriculum at Our Lady of Lourdes.

Purpose of study

At Our Lady of Lourdes we believe that children should have both an enjoyment and interest in finding out about the past, as well as an understanding both of events then, and how they impact on us today. History is about the people who lived in the past. In many ways History is the people's memory. The way we live today is because of the peoples and events of yesterday.

History aims

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content

Early Years Foundation Stage

Early Years Foundation Stage Understanding of the World involves guiding children to make sense of their physical world and their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

For History, Understanding of the World includes the following areas:

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.

When teaching Understanding of the World in EYFS, enabling environments should be well planned and paramount to the lesson.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There should be elements of:

- playing and exploring - children investigate and experience things, and ‘have a go’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

History progression of skills- Early Years Foundation Stage.

Topic	National curriculum objectives
<u>EYFS</u> Growing up – what can we do now? Remembrance Day The Royal Family Pirate ships – changes in transportation Growing up revisited – what can we do now?	Understanding the World <u>ELG: Past and Present</u> 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.
Key vocabulary	
Growing up – what can we do now?	Born, baby, child, teenager, adult, now, then, learn, grow, change.
Remembrance Day	Remember, remembrance day, wreath, poppy, 11 th November, 11 o'clock, silence, parade, soldier, peace, salute, medals, war, past.
The Royal Family	Royal, Queen, King, crown, Buckingham palace, Prince, King Charles III, guard, union jack flag, commonwealth, London, castle.
Pirate ships – changes in transportation	Galleon, ship, sail, wooden, steel, hull, travel, transport, ferry, portside, starboard, modern, traditional.
Growing up revisited – what can we do now?	Born, baby, child, teenager, adult, now, then, learn, grow, change, life, progress, learning, skills, life cycle.

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

History progression of skills- Key Stage One.

Year 1

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
The Great Fire of London	Events beyond living memory that are significant nationally or globally	Explain that there are different types of evidence and sources that can be used to help represent the past	Choose and select evidence and say how it can be used to find out about the past	Sequence artefacts and events that are close together in time Order dates from earliest to latest on simple timelines Use words and phrases from key vocabulary	Recognise some similarities and differences between the past and the present Know and recount episodes from stories and significant events in history	Talk, write and draw some things from the past Use historical vocabulary to retell simple stories about the past
Nurturing nurses	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Mary Seacole and/or Florence Nightingale and Edith Cavell)	Observe and use pictures, photographs and artefacts to find out about the past	Observe or handle evidence to ask simple questions about the past		Identify similarities and differences between ways of life in different periods Describe significant individuals from the past	Talk, write and draw some things from the past

Travel and Transport (Canal in the local area)	Changes within living memory- where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Christopher Columbus and Neil Armstrong)	Observe and use pictures, photographs and artefacts to find out about the past	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	Sequence pictures from different periods Use words and phrases from key vocabulary	Recognise some similarities and differences between the past and the present Identify similarities and differences between ways of life in different periods Describe significant individuals from the past	Use drama/ role play to communicate their knowledge about the past
Key vocabulary						
old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after						
The Great Fire of London	Samuel Pepys, 17 th Century, London, capital city, England, Britain, River Thames, King Charles, Pudding Lane, diary, past, present, old, modern, fire fighter, chimney sweep, blacksmith, carpenter, Chandler					
Nurturing nurses	Nurse, care, nursed, healer, significant, important, inspired, problem, solution, remembered, changed, compared, injured, hospital, Florence Nightingale, Mary Seacole, Edith Cavell					
Travel and transport	Bicycle, penny farthing, horse and carriage, omnibus, Viking longship, sailing boat, canal, canal boat/ barge boat, steam train, Stephenson's rocket, steam engine, car, engine, petrol, diesel, electric car, driverless car, Wright brothers, bus, hot air balloon, aeroplane, helicopter, Concorde, space shuttle, Montgolfier brothers, Christopher Columbus, Neil Armstrong					

Year 2

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Seaside then and now (Victorians)	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Elizabeth 1 and Queen Victoria)	Observe and use pictures, photographs and artefacts to find out about the past Explain that there are different types of evidence and sources that can be used to help represent the past.	Observe or handle evidence to ask simple questions about the past Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	Sequence pictures from different periods Use words or phrases such as: old, new, earliest, latest, past, oldest, before, after	Recognise similarities and differences between ways of life in different periods	Talk, write and draw about things from the past
Titanic	Changes within living memory- where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in	Observe and use pictures, photographs and artefacts to find out about the past Explain that there are different types of evidence	Observe or handle evidence to ask simple questions about the past	Order date from earliest to latest on simple timelines	Identify similarities and differences between ways of life Know and recount episodes from stories and significant events in history	Talk, write and draw about things from the past Use historical vocabulary to retell simple stories about the past

	different periods (for example: Elizabeth 1 and Queen Victoria)	and sources that can be used to help represent the past				
Famous Monarchs	Changes within living memory- where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Elizabeth 1 and Queen Victoria)	Observe and use pictures, photographs and artefacts to find out about the past Start to use stories or accounts to distinguish between fact and fiction Explain that there are different types of evidence and sources that can be used to help represent the past	Observe or handle evidence to ask simple questions about the past Choose and select evidence and say how it can be used to find out about the past	Order dates from earliest to latest on simple timelines	Recognise some similarities and differences between the past and the present Identify similarities and differences between ways of life in different periods Describe significant individuals from the past	Show an understanding of historical terms, such as monarchs, parliament, government, war, remembrance

Key vocabulary	
Seaside (now and then)	Seaside, past, holiday, horse, carriage, steam train, travel, plane, sea, sand, Blackpool, Punch, Judy, Pier, Donkeys, Oysters, Fish, Chips, family, transport, bathing machine, bathing costume, clothes, sun cream, hat, umbrella, shade, photographs.
Titanic	Harland and Wolff, Belfast, Ireland, Shipyard, 1912, ship, sail, passengers, Captain, lifeboats, England, France, New York, America, travel, Atlantic Ocean, 1 st class, 2 nd class, 3 rd class, engines, coal, dining room, swimming pool, iceberg, sink, Carpathia, survivors.
Famous Monarchs	Monarch, king, queen, sword, crown, tiara, jewels, heir, rule, eldest, abdicate, prime minister, parliament, government, chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II. Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada.

Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

History progression of skills- Key Stage Two.

Year 3

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Prehistoric Britain (Stone age to Iron Age)	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Consider different ways of checking the accuracy of interpretations of the past Start to understand the difference between primary and secondary evidence and the impact of this on reliability Know that people in the past represent events or idea in a way that may be to persuade others	Use a range of sources to find out about the past	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	Describe connections and contrasts between aspects of history, people, events and artefacts studied	Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

		Begin to evaluate the usefulness of different sources				
Royal Rulers	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information		Use a range of sources to find out about the past Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	Find out about the everyday lives of people in time studied compared with our life today Identify key features, aspects and events of the time studied	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

Local History study - Railways	Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain. Note connections, contrasts and trends over time and develop the appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this Construct informed responses that involved thoughtful selection and organisation of relevant historical data Note connections, contrasts and trends over time and develop the appropriate use of historical terms	Consider different ways of checking the accuracy of interpretations of the past Start to understand the difference between primary and secondary evidence and the impact of this on reliability	Use a range of sources to find out about the past Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	Find out about the everyday lives of people in time studied compared with our life today Describe connections and contrasts between aspects of history, people, events and artefacts studied	Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
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Key vocabulary	
Prehistoric Britain (Stone age to Iron Age)	Flint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source, skara Brae, prehistoric, dwelling, inhabited, extraordinary, clumps, magnitude, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock, earthwork, circular, ditch, antler, flint, pit, religious, ceremony, bluestones, corridor, upright, horizontally, outer, vertical, derived, horseshoe, sacrifice, Druid, construction, pulleys, align.
Royal Rulers	Normans, rule, reign, William the Conqueror, William I, Harold Godwinson, Edward the Confessor, Duke of Normandy, Tostig, taxes, Domesday Book, reigned, Medieval, throne, taxes, revolt, rebellion, Magna Carta, Runnymede, Henry VIII, eir, divorce, beheaded, unfaithful, portrait, affairs, religious, faith, pregnant, parliament, desire, prosperity, Great Britain, Acts of Union, monarch, flag, currency, governing, empire, assassination, Industrial Revolution, mutiny, Benjamin Disraeli, Australia, New Zealand, Canada, South Africa, India, Jamaica, Barbados, Empress of India, had of the Commonwealth, Head of the Armed Forces and Supreme Governor of the Church of England, coronation, the Trooping of the Colour, sovereign, monarch, reign, Diamond Jubilee, pageant, National Anthem.
Local History Study- Railways	Local, railways, transport, locomotive, railroad, passenger, industry, colliery, nationalised, privatised, steam, diesel, Highfield, Plodder lane, Bolton, London and North Western Railway, locomotive shed, Engine shed, Good yards.

Year 4

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Romans and their impact on Britain	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information Gather more detail from sources such as maps to build up a clearer picture of the past Regularly address and sometimes devise own questions to find answers about the past Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	Note key changes over a period of time and be able to give reasons for those changes Explain how people and events in the past have influenced life today Identify key features, aspects and events of the time studied Describe connections and contrasts between aspects of history, people, events and artefacts studied	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides Start to present ideas based on their own research about a studied period.
2023-2024 Crime and Punishment	Continue to develop a chronologically secure knowledge and	Look at more than two versions if the same event or story	Use a range of sources to find out about the past	Sequence several events, artefacts or historical figures on	Find out about the everyday lives of people in time	Present, communicate and organise ideas about

(Beginning with the Romans) 2024-2025 Britain's settlement by Anglo-Saxons and Scots	understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	in history and identify differences Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	Regularly address and sometimes devise own questions to find answers about the past	a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	studied compared with our life today Identify key features, aspects and events of the time studied Describe connections and contrasts between aspects of history, people, events and artefacts studied	the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
Normans	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and		Use a range of sources to find out about the past Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further	Find out about the everyday lives of people in time studied compared with our life today	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned,

	across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance.			apart, and terms related to the unit being studied and passing of time	Identify key features, aspects and events of the time studied	empire, invasion, conquer, kingdoms Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
Key vocabulary						
Romans and their impact on Britain	Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts, Gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, prayer, Roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct, hypocaust, great bath.					
2024-2025: Britain's settlement by Anglo-Saxons and Scots	Invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town county, kingdom, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, artefact, excavation, archaeology, historian, sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great.					
Normans	Baron, census, chain mail, motte and bailey, church, forest law, forfeiture, invasion, magna carta, villeins, Windsor castle, Witan, battle of Hastings, 1066, Normandy, France, William, Duke, Domesday book, crusades, King					

Year 5

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Ancient Greece	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Find and analyse a wide range of evidence about the past Start to understand the difference between primary and secondary evidence and the impact of this on reliability Begin to evaluate the usefulness of different sources	Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites Select relevant sections of	Order an increasing number of significant events, movements, and dates on a timelines using dates accurately Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to an aspect in a period in history Understand how some historical events/ periods occurred concurrently in different locations, e.g:	Identify and note connections, contrasts and trends over time in the everyday lives of people Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Examine causes and results of great events and the impact these had on people Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural. Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions,

			information to address historically valid questions and construct detailed, informed responses Investigate their own line of enquiry by posing historically valid questions to answer	Indus Valley and Ancient Egypt		accounts, diaries, letters, information/ travel guides, posters, news reports
Vikings	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection	Find and analyse a wide range of evidence about the past Start to understand the difference between primary and secondary evidence and the impact of this on reliability Begin to evaluate the	Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources,	Order an increasing number of significant events, movements, and dates on a timelines using dates accurately Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to	Identify and note connections, contrasts and trends over time in the everyday lives of people Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Examine causes and results of great events and the impact these had on people Describe the key features of the past,	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural. religious Present, communicate and organise

	and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	usefulness of different sources	posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses Investigate their own line of enquiry by posing historically valid questions to answer	an aspect in a period in history Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	including attitudes, beliefs and the everyday lives of men, women and children	ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports
World War 2	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	Find and analyse a wide range of evidence about the past Show an awareness of	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures,	Order an increasing number of significant events, movements, and dates on a	Identify and note connections, contrasts and trends over time in the everyday lives of people Examine causes and results of great events	Present, communicate and organise ideas about from the past using detailed discussions and

	Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	the concept of propaganda Know that people in the past represent events of ideas in a way that may be to persuade others	documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses	timelines using dates accurately Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to an aspect in a period in history	and the impact these had on people Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports
Key vocabulary						
Ancient Greece	Trade, Athens, Aristotle, primary source, Olympic Games, civilisation, democracy, Philip II of Macedonia, Greek gods, the Trojan War, empire, city, state, Darius III of Persia, secondary source, legacies, Alexander the Great, debate, Sparta, Greek goddesses, the Trojan horse.					
Vikings	Viking, axe, long boat, shield, spear, freeman, Gods, Goddesses, Odin, Freyja, Thor, king, horn cup, thatched house, coins, sword, slave, archer, Wessex, Danelaw, York, Jorvik, Lindisfarne, raid, homeland, settlement, Anglo Saxons.					
World War 2	World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book, rationing, Dig for Victory, Lord Woolton, women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values.					

Year 6

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Shang Dynasty	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Find and analyse a wide range of evidence about the past Begin to evaluate the usefulness of different sources	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites Select relevant sections of information to address historically valid questions and construct detailed,	Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to an aspect in a period in history Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	Examine causes and results of great events and the impact these had on people Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural. religious Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports Plan and present a self-directed project or research about the studied period.

			informed responses			
Crime and Punishment through the ages	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Find and analyse a wide range of evidence about the past Start to understand the difference between primary and secondary evidence and the impact of this on reliability Begin to evaluate the usefulness of different sources	Recognise when they are using primary and secondary sources of information to investigate the past Select relevant sections of information to address historically valid questions and construct detailed, informed responses	Order an increasing number of significant events, movements, and dates on a timelines using dates accurately Accurately use dates and terms to describe historical events Understand and describe in some detail the main changes to an aspect in a period in history Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Examine causes and results of great events and the impact these had on people	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural. religious

Leisure and entertainment	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Find and analyse a wide range of evidence about the past Show an awareness of the concept of propaganda Know that people in the past represent events of ideas in a way that may be to persuade others	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses	Understand and describe in some detail the main changes to an aspect in a period in history	Identify and note connections, contrasts and trends over time in the everyday lives of people Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, <u>instructions</u>, <u>accounts</u>, <u>diaries</u>, <u>letters</u>, <u>information/</u> <u>travel guides</u>, <u>posters</u>, <u>news reports</u>
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Key vocabulary	
Shang Dynasty	Oracle bones, warriors, Fu Hao, intact, jade, bronze, cowrie shells, King, ruling family, priests, officials, peasants, peasant farmers, craftsmen, merchants, slaves, supreme God, Shang Di, Beijing, China.
Crime and Punishment	The Romans, The Anglo-Saxons, The Vikings, The Normans, The Plantagenets, The Stuarts, The Tudors, The Georgians, The Victorians, bobbies, peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial, the treadmill, the crank, shot drill, scold's bridle, branding, the rack, mutilation, exile.
Leisure and Entertainment	Broadcast, century, decade, entertainment, invented, leisure, popular, technology, television, communication, computer, revolution, World Wide Web.

Teaching and Learning

A variety of methods are to be employed in the teaching of History, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. Teachers are expected to utilise many differing techniques and approaches to ensure that the History Curriculum is constantly made interesting, interactive and alive.

Teachers should:

- When planning work, take account of the needs and abilities of all their pupils.
- Use the children's own experiences and interests as a starting point.
- Use a variety of resources and approaches.
- Help children to draw their own conclusions and interpretations, based on the evidence they investigate.
- Allow children to communicate what they have learned in a variety of ways, including spoken, visual, written, drama, and role-play.
- Ensure that children's knowledge, understanding and skills show progression across the Key stages.

Methods for teaching and learning may include:

- Knowledge given by the teacher
- Use of the local environment and infrastructure for local history studies
- Creative activities, e.g: building models
- Individual and group enquiry, especially where resources are limited.
- Use of video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. Museum
- Use of ICT – Research on the internet as a secondary source.
- Use of relevant books, pamphlets, leaflets, maps, postcards etc.
- Role play and drama to create empathy.

Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different abilities

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.

6. Challenges to stretch the thinking of those who have achieved the lesson objective.

Assessment and reporting

We use both formative and summative assessment information in history. Teachers allow for assessment to be made during the course of a History lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. Teachers use assessment information to inform their short-term planning and address misconceptions in subsequent lessons. This helps us provide the best possible support for all of our pupils. At the end of each unit of work in EYFS, Key Stage 1 and 2, teachers will record achievement of pupils using our school assessment procedures for History. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

History curriculum coverage 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year group						
Reception	Growing up – what can we do now?	Remembrance Day		The Royal Family	Pirate ships – changes in transportation	Growing up revisited – what can we do now?
Year 1	Great Fire of London		Nurturing Nurses		Travel and Transport (canals in the local area)	
Year 2	Seaside then and now (Victorians)		Titanic		Famous Monarchs	
Year 3	Prehistoric Britain (Stone Age to Iron Age)		Ancient Egypt		Local history – Railways`	
Year 4		Romans and their impact on Britain		Anglo-Saxons and the Scots		Normans
Year 5	Ancient Greeks		Vikings		World War 2	
Year 6	Shang Dynasty		Crime and Punishment through the ages		Leisure & entertainment	