

Heene Church of England (Aided) Primary School

'Learning together, loving others, guided by God'



History

National Curriculum Requirement

Early Years

Understanding the world:

3 & 4 Year Olds

- Begin to make sense of their own life-story and that of their family

Reception Children

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

ELG:

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 stage 1

- 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.

Key stage 2

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 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
- 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

PROGRESSION							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn Term 2021	Who am I?	How did we used to live?	How has our town changed?	<u>Stone Age Bronze and Iron Age</u> What was life like when our Ancient Ancestors were alive?	<u>Romans</u> Were the Romans really rotten?	<u>Vikings</u> What did the Vikings do for Britain?	<u>World War II</u> How did The Second World War change Worthening? (link to Geography/Canada)
ELG and NC references	Begin to make sense of their own life-story and that of their family Comment on images of familiar situations in the past	changes within living memory	significant historical events, people and places in their own locality	Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	The Roman Empire and its impact on Britain British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Spring Term 2022	Once upon a Story	Can people change the world?	Could the Great Fire of London have happened today?	<u>Ancient Civilisations</u> What did the Ancient Civilisations have in common?	<u>Anglo Saxons</u> What's the difference between an Invader and a Settler?	<u>A local history study post 1066</u> How did the railways 'build' Sussex?	<u>Mayans</u> What did the Mayans know?
ELG and NC references	Understand the past through settings, characters and events encountered in books read in class and storytelling	the lives of significant individuals in the past who have contributed to national and international achievements.	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 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	Britain's settlement by Anglo-Saxons and Scots	a local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	a non-European society that provides contrasts with British history –
Summer Term 2022	How are people's lives different?	Why does space travel matter?	What made Ernest Shackleton great?	<u>Egypt</u> How can the River Nile reveal its secrets?	<u>Tudors</u> Was Henry VIII a good king?	<u>Greeks</u> What do we owe the Ancient Greeks?	How has crime and punishment changed through time?
ELG and NC references	Talk about the lives of the people around them and their roles in society;	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	and a depth study of one of Ancient Egypt	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a study of an aspect or theme in British history that extends pupils' chronological	A study of an aspect or theme in British history that extends pupils' chronological

		the lives of significant individuals in the past who have contributed to national and international achievements				knowledge beyond 1066	knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
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VOCABULARY NB: The vocabulary listed is suggested. Some children will be able to use more advanced vocabulary at a younger age. Repetition of historical terms is key and they should be repeated over the course of the year and over the course of the key stage.

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn	Day Week Month Year Now Next Past Present Time Born Died Old Same different Younger Newer parents grandparents Calendar First Last Who? When ? What?	Before After during Timetable Timeline Century Same Difference New Older Oldest Sibling Difference Technology Usually Youngest Eldest Year How?	Change Cause Compare Similarities Differences Chronological map local Shopping High Street Buy Bought Purchase Department store Supermarket Evidence source Why?	BCE/CE BC/AD Ancient Archaeologist Artefact Barrow Century Climate Era Extinct Flint Gather Hearths Neanderthal Prehistoric Settler settlement Civilization	Invasion Settler Emperor Empire Fortress Influence Invasion Jutes Legacy Hypocaust Nation Picts Province Queen Boudicca Raid Rebellion Romans Scots Settlements Technology tribes	Danegeld Danelaw Extortion Invasion Marauder Lindisfarne Monastery Norse Picts Raid Ransack Viking	Air raid Blitz Campaign Prime Minister Neville Chamberlain Winston Churchill Adolf Hitler Defend Invasion Luftwaffe Military Nazi D-Day Canadian Bomber Lancaster rationing

Spring							
Summer			Decade Century Explore Explorer Expedition South Pole Captain Leader inspire Challenge risk Survive Achieve Great Greatest				

KEY LINKS (narrative/people/music/video/visit)							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn	Grandparent talk 'I'm a little seed' song	'modern' artefacts to handle Grandparent visit	Visit to Worthing Museum	Hands on History	Visit to Fishbourne Roman Palace Virtual Learning Workshop: https://sussexpast.co.uk/properties-to-discover/fishbourne-roman-	https://www.butserancientfarm.co.uk/school-trips 'butser plus' online	St Botolph's Church – cemetery Lancaster bomber http://www2.westsussex.gov.uk/learning-resources/LR/learning_resources/wartime_west_s

					palace/learning-at-fishbourne/virtual-learning-workshops		ussex 1939-45/memories.html https://www.49sqadron.co.uk/memorials/memorial_worthing_pier Visitor – great grandparent? Canadians of colour https://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial/detail/1475742 https://www.findagrave.com/memorial/18430387/edwin-erwin-phillips
Spring			https://www.fireoflondon.org.uk/	Butser Cissbury Ring			
Summer			Key Text: Shackleton's Journey by William Grill	Brighton Museum	Fishbourne Roman Palace		London

SEQUENCE OF LEARNING

Review Look at previous term/year linked to upcoming objectives. What do you remember? What do you already	Explore Sessions spent looking at the different aspects of this term's history topic. Keep looking back to see connections between previously learnt history. Look forward to	Refine Choose a few aspects which have been studied and create a piece of writing about it, double page spread, film to be shown, museum or wall display.	Reflect - Children share their work with others. What can you teach me?
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<p>know about the topic you are about to study?</p>	<p>other history topics which children will learn later that year, or further up the school. Make children excited about future learning! Point out dress up days or visitors to school being experienced by older children on the days when they are actually doing it. "You'll be doing that next year! Doesn't it look great!"</p> <p>Use historical skills of research from sources (dependant on age) and interrogate them to address questions of change, cause, similarity, difference and significance.</p>	<p>In Key Stage 2, children should be constructing informed responses that involve the thoughtful selection and organisation of historical information, demonstrating a strong sense of chronology.</p>	<ul style="list-style-type: none"> - Visit younger children to share what they have learnt. - Buddy (peer) teachers. - Answering questions from a perspective of overview, for example: - What was the most significant contribution of the Victorians Or - What was the legacy of the Ancient Greeks – how would our world be different if they had not existed?
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MODIFICATION	CHALLENGE
<p>Some children with special educational needs and disabilities would benefit from sequencing and timeline activities, with visual and physical representations of time passing and duration of eras. They benefit from talking in a small group or pair with an adult about the passage of time and order in which events occur. They benefit from trips to places of scientific interest and from the handling of artefacts to bring history to life. SEND children benefit from looking at photographs, maps and paintings of historical periods. Pictorial representations particularly help children with EAL or language processing difficulties. Cartoons and short films, with adults dressed in historical costumes, also help SEND children to access learning. In some cases, scaffolding such as partly-completed timelines or sequencing activities, and word banks relating to the subject studied would support their learning. Changing the background colour on slideshows so that it is not white also benefits children with dyslexia. Ask the children concerned which colour works for them.</p> <p>It is the strong belief of this school that all children would benefit if the above formed part of the learning experience of the class. SEND children, however, would be further disadvantaged if these options were not provided. It is even more vital for them to be provided with a variety of ways for them to visualise and empathise with people who lived in the past, for them to gain a sense of chronology and the appropriate use of historical skills.</p>	<p>Challenge is provided through the use of open-ended questions, such as: "Who do you think had the best job in a castle and why do you think that? (KS1) or "Anglo-Saxons, invaders or settlers?" (KS2).</p> <p>Questions like this allow all children to construct their own argument from the information which they have learnt and decide which parts of evidence to include.</p> <p>Challenge can be provided by the use of the extension question, a question which calls on the child to dive more deeply into a subject and synthesise their learning to come up with an answer: to analyse the results of their research and decide upon which, of a series of achievements, is the most significant or what might the impact have been had something not occurred.</p> <p>As children progress through the school, the level of challenge becomes greater. In Upper Key Stage II, children are regularly called upon to answer questions which are concerned with discerning how and why contrasting arguments of the past are put forward or to devise and pursue their own historical enquiries. Tasks like these challenge all children, but particularly allow children, who are exceeding the work of their peers, to shine by providing them with opportunities for independent research and to reach independent conclusions.</p>

