

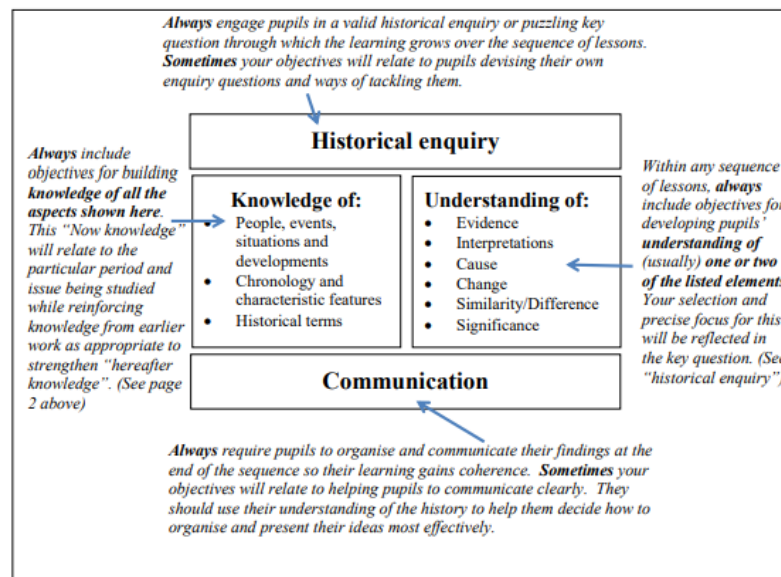


“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

Intent

Our History curriculum has been carefully planned and designed to encompass the content of the National Curriculum and ensure that it reflects and is distinct to our locality.

- Pupils’ historical education begins in the early years and builds year on year, developing pupils’ expertise.
- Curriculum plans have been constructed effectively to ensure that pupils know more, remember more and are able to do more.
- Golden Threads, based on the aims outlined in the History National Curriculum: Chronological Knowledge, Historical terms, Historical Enquiry and Interpretations of History have been identified for each Key Stage and underpin the key knowledge and concepts taught through our curriculum.
- Key knowledge has been mapped out from the early years to the end of KS2 to ensure that that the curriculum is coherently sequenced and there is clear progression.
- Curriculum design secure pupils’ chronological knowledge.
- Pupils learn about a wide range of places, societies and cultures in the past.
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- Pupils commit knowledge to their long-term memory through recalling and repeated practice outlined in plans.
- In KS1/KS2, curriculum planning (and teaching) is developed around the ‘sandwich approach’ as shown below.





Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the geographical knowledge and skills suited to the age group.
- The local area, areas further afield such as York and visiting experts enhance the learning experience and enable pupils to apply their historical knowledge and skills and develop a sense of curiosity.
- Lessons follow a consistent structure of: retrieval, explanation, application and assessment which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of geographical vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconceptions.

Impact

- Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:
 - Pre and post unit assessments
 - Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept is revisited.



GOLDEN THREADS	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge/Understanding <i>(including characteristic features of periods)</i>	<u>UTW- Past and Present:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Develop an awareness of the past• Use common words and phrases relating to the passing of time• Know where all people/events studied fit into a chronological framework• Identify similarities / differences between periods	<ul style="list-style-type: none">• Continue to develop chronologically secure knowledge of history• Establish clear narratives within and across periods studied• Note connections, contrasts and trends over time				
Historical terms <i>E.g., empire, peasant</i>	<u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Use a wide vocabulary of everyday historical terms	<ul style="list-style-type: none">• Develop the appropriate use of historical terms				
Historical enquiry <i>Using evidence / Communicating ideas</i>	<u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>UTW- Past and Present:</u> Know some similarities and differences between things in the past and now, drawing on their	<ul style="list-style-type: none">• Ask and answer questions• Understand some ways we find out about the past• Choose and use parts of stories and other sources to show understanding of cause, change similarity/difference and significance.	<ul style="list-style-type: none">• Regularly address and sometimes devise historically valid questions• Understand how knowledge of the past is constructed from a range of sources• Construct informed responses by selecting and organising relevant historical information				



	experiences and what has been read in class		
Interpretations of history	<u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none">• Identify different ways in which the past is represented	<ul style="list-style-type: none">• Understand that different versions of the past may exist, giving some reasons for this



KS2 Medium Term Plans	Autumn Term What were the effects of Anglo-Saxon settlements in Britain?	Spring Term Why was there a struggle between the Anglo Saxons and Vikings for the Kingdom of England?	Summer Term How did the achievements of the Ancient Greeks influence the Western World?
Prior Knowledge (Retrieval)	Year 3 What is a settlement? Stone age - describe what they ate/ wore/ their homes Why did the Romans invade Britain? Romans – describe what they ate/ wore/ their homes/ jobs (in preparation for looking at the lives of A. Saxons/ Vikings) What changed in society when the Iron age/ Bronze age took over from the Stone age? How have the Romans influenced how we live today? (Roads/ place names/ money/ rich and poor/ public baths)	KS1 Can you name any Kings or Queens that have ruled England? What did Queen Victoria do that changed how Britain was ruled? Was she a successful ruler? Why? (Victoria Cross/ working Monarch/ British Empire) Year 3 Were the Romans welcomed when they invaded Britain? Why? Roman army – what were the requirements to join the Roman army? Explain why the Romans were 'good' warriors and how this helped them to take over Britain.	KS1 Describe a Victorian school. How is it different to our schooling nowadays? Year 3 How was Britain divided when the Romans were in power? Talk about Hadrian's wall as a landmark. Why is it important to Roman times? What was its purpose?



Y4	Knowledge and Skills to be developed: Anglo-Saxons and Scots Why did the Romans leave Britain? (Retrieval lesson based around prior knowledge) Who invaded Britain after the Romans left? <ul style="list-style-type: none"> Scots Picts Angles, Saxons and Jutes 	Knowledge and Skills to be developed: The Vikings Why did the Vikings invade Britain? <ul style="list-style-type: none"> where the Vikings came from (Scandinavia – Denmark, Sweden, Norway) Describe what life was like in the Viking homelands (villages/homes, diet, clothes, jobs, how society was organised) What Britain had to offer invaders 	Knowledge and Skills to be developed: History- Ancient Greece How was Ancient Greece organised? <ul style="list-style-type: none"> Where do Sparta and Athens feature on a map How were Sparta and Athens governed and ruled (differences and similarities).
KS2 Medium Term Plans	Autumn Term What was life like for Anglo-Saxons? <ul style="list-style-type: none"> Villages/homes Clothes Jobs What were the effects of Anglo-Saxon settlements in Britain?	Spring Term What was life like for a Viking and how does it compare to the Anglo-Saxons? <ul style="list-style-type: none"> Villages/homes Diet Why was there a struggle between the Anglo-Saxons and Vikings for the Kingdom of England?	Summer Term How did the achievements of the Ancient Greeks influence the Western World? <ul style="list-style-type: none"> The Peloponnesian war (Sparta and Athens) - why it happened Alexander the Great - achievements and his influence on the world What was the influence of the Greeks on the Western World? theatres?
Prior Knowledge (Retrieval)	Year 3 How society was organised What did the Anglo-Saxons leave behind/ influence on us? (What can we thank them for?) <ul style="list-style-type: none"> Seven Kingdoms of Britain Why did the Romans invade Britain? Kings – Offa and Egbert Romans – describe what they ate/ wore/ their homes/ jobs in preparation for looking at the lives of A. Saxons/ Vikings) Anglo-Saxon money/ law/ justice Early form of parliament Why did the Anglo-Saxons build forts? What changed in society when the Iron age/ Bronze age took over from the Stone age? Who the Danes were Why Alfred was 'Great' How have the Romans influenced how we live today? (Roads/ place names/ money/ rich and poor buildings) What did Anglo-Saxons believe in?	KS1 Clothes Jobs Can you name any Kings or Queens that have ruled England? How society was organised How did the Anglo-Saxons and the Vikings get on? Was she a successful ruler? Why? (Victoria Cross/ working Monarch/ British Empire) Year 3 Importance of Athelstan shaping Britain Effectiveness of Alfred's method (revisit from AS unit) Why was the take-over of Lindisfarne such a significant achievement for the Vikings? Who lived there Roman army – How the Vikings found and attacked the island Describe how we know about the attacks Explain why the Romans were 'good' warriors and how this helped them to take over Britain What makes a good reader? Did the Vikings have one?	KS1 Parthenon - where was it built, why, and what it is for today. Describe a Victorian school. How is it different to our schooling nowadays? How were the purposes of Greek temples and what was done here (compare to now – where do people worship their God?) Year 3 Theatres – structure/ sound and how the modern-day theatre echoes the same structure How was Britain divided when the Romans were in power? What did the Greeks believe? Talk about Hadrian's wall as a landmark. Why is it important to Roman times? Study of some Greek Myths – include in guided reading What was the purpose of the Gods effecting everyday lives of the Ancient Greeks What was Spartan/ Athenian schooling like and how does it compare to our schooling?
	<ul style="list-style-type: none"> Paganism Norse Mythology/Gods St Augustine reintroduced Christianity to Britain 	<ul style="list-style-type: none"> Who was King Cnut? What were his qualities and how do they compare to leaders today? Why did Alfred (Anglo Saxon) sign a treaty with Gurthum (Viking)? <ul style="list-style-type: none"> About the Anglo-Saxon King Alfred About the Great Heathen Army About the Viking warrior Gurthum How Gurthum became Athelstan What did the Vikings leave behind? <ul style="list-style-type: none"> Law and order Measurements Would it have been better for Britain if the Anglo Saxons and Vikings had never arrived? 	<ul style="list-style-type: none"> Influences of Spartan/ Athenian schooling on modern day times. Similarities/ differences between the Athenians/ Spartans How was democracy introduced in Ancient Greece? <ul style="list-style-type: none"> What is democracy? How does it work in our country nowadays (Ancient Greek influence)? How did it compare to Ancient Greek times. What was the structure of the earliest Olympic Games? <ul style="list-style-type: none"> Events that took place Outfits to compete in/ rules How modern-day Olympic games are structured and how this compares with Ancient Greek times. Why are the Olympic Games still celebrated?



Future Learning		Year 5 Ancient Egyptians – How they believed in the after-life (in comparison to Christian beliefs/ Pagan beliefs learnt from Anglo Saxon times) Year 6 The Blitz How war will be looked at on an International basis in comparison to invasions between the Viking and Anglo Saxons within Britain	Year 5 Ancient Egyptians – How they believed in the after-life in comparison to Viking beliefs (Gods/ Valhalla) Year 6 The Blitz In WW2 rulers were fighting to gain power– similar to the struggle between the Anglo Saxons and the Vikings	Year 6 Ancient Egyptians - That the Egyptians also had beliefs that effected the way they lived (like the Ancient Greeks) Ancient Mayans – How they lived and in what ways we can compare them to how we live (sports/ maths/ telling the time)
Vocabulary	All	Historian, effects, suggest, Scots, Picts, Angles/Jutes, St Augustine, 7 Kingdoms, forts, Danes, Christianity <i>BC (before Christ) AD (anno domini), first hand evidence, chronological order, kingdoms, primary/secondary evidence, change, continuity, artefacts, chronology, conquest, invasion, interpretation, significance, democracy, agriculture, discovery, parliament, peasant, emperor, monastery</i>	Historian, Viking, archer, warrior, freeman, farmer, Wessex, <i>slave</i> , Danelaw, attack, axe, long boat, shield, thatched house, sword, horn cup, runes, York, Jorvik <i>BC (before Christ) AD (anno domini) first hand evidence, chronological order, kingdoms, effects, suggest, compare, explore, discovery, peasant, monastery, Christianity, explorers, Gods, archaeology, settlement, settlers, continuity, significant, significance</i>	Ruled, achievements, Olympics, Athens, Sparta, temple, <i>Gods</i> , warriors, theatre, effects, suggest, compare, beliefs, infer, historian <i>BC (before Christ) AD (anno domini) first hand evidence, chronological order, kingdoms, continuity, ancient civilisations, empire, democracy, discovery, myth</i>
	Most	Religious beliefs, influence, compare, infer, dyke, Burh, Vortegan, paganism, society, Offa, Names of the 7 Kingdoms: Mercia, Wessex, Essex, East Anglia, Northumbria, Kent	Leadership, society, infer Reputation, claim, Norse, Plunder, homeland Gods names: Odin, Frigg, Thor, Loki, Balder,	Conquer, Peloponnesian war, Western World, Parthenon, Significant Kings name: Alexander the Great Significant Philosophers names: Socrates, Plato, Aristotle
	Some	Heptarchy, legacy, era, period	Heathen, treaty, legacy,	Governed, legacy, strategies,
Quality Texts		Anglo Saxon Boy – Narrative Anglo Saxon Non-fiction texts – how Britain was divided into Kingdoms, Alfred the Great (why was he Great?)	Non-fiction – Who was King Gurthrum? Invaders – The Anglo Saxon and Vikings (Amazon)	Non-fiction – History of the Olympics The Parthenon Greek Myths – anthology of Greek Myths
Enrichment Activities (e.g. visitors/visits)		Stepney Hill Farm – life of an Anglo-Saxon		Visitor into school – History Squad
National Curriculum		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	Ancient Greece – a study of Greek life and achievements and their influence on the western world