

Our History Curriculum



Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year and against end of year						
Assessment strands	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
DT 1-2blocked	Disciplinary skills	User and purpose	Design and make	Tools and skills	Safety	Big Ideas
History 1-2blocked	Disciplinary skills	Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography 1-2 blocked	Disciplinary skills	Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art 1-2blocks	Disciplinary skills	Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing /Play	Listen and appreciation History of music *Key composer knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics *Chords	Composition and notation	Improvisation	Performance
Science 2-3 Per year	Disciplinary skills	Working scientifically	Biology Anatomy Adaptation Botany	Physics and Chemistry	Materials, states rock and soil formation	Big Ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations (dreams and goals)	RSE SEP: 2020
GAMES Ongoing Skills focus	Running /Jumping /Throwing /Catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swim Blocked	Swimming to NC; stand-alone block					
MFL KS2 Ongoing	Oracy		Literacy		Intercultural understanding	
RE Ongoing	Making Sense of beliefs		Understanding the impact		Making Connections	
Computing Ongoing	Computer science online safety			Information technology online safety		Digital Literacy –including online safety
Our curriculum must: - Have International/SMSC/British values dimensions - Be cyclical - Build in first hand experiences - Reinforces the schools values : AFTER - Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WoW) and expected vocabulary (related to spelling) Pupil Discussion in groups and 1:1 Because this is how we know our children learn best				Assessment methodology: - Ongoing assessment via short summative low stakes tests/tasks - Focussed practical activities and sequenced activities observed (FPTs) - Cumulative work individual or group piece, including project based on task centric - Collaborative work/Performance/Demonstration 1:1 or group discussion -questioning - Ongoing assessment formative-including home study or targeted observation		

History: Intent

Our teaching vehicle is closely ascribed to key skills and knowledge to ensure the National Curriculum is met.

Purpose of study

We believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Curriculum Statement of Intent: *Rationale – why this curriculum design?*

- Primarily, we want to be sure the curriculum meets the National Curriculum requirements and from this we have built an enhanced offer that goes beyond the requirements.
- The Scheme of work provides teaching sequences which build on previous learning..
- Pupils are taught the disciplinary and substantive knowledge they need to progress.
- The adaptations we have made mean each year group has a set and specific set of objectives that also encompass linked learning, British Values and SMSC

The programme aims:

- To develop all children and young people's understanding of their place in the world; to promote curiosity and fascination – to become an active learner with a passion for history
- To develop in all children and young people a sense of who they are locally, nationally and globally
- To develop well-rounded and successful historians, informed by the National Curriculum, and exposed to planned and differentiated lessons, taught with a clear history objective
- To develop a knowledge of chronology within which children and young people can organise their understanding of the past
- In key stage 1 we learn basic disciplinary skills around themes and in key stage 2 we follow broadly chronological units, with the exception of a linked DT/HIS unit in

Year 5 (Local history study)

Disciplinary knowledge

Children and young people will be able to:

- Effectively use a range of artefacts and sources, analyse nature, origin, purpose, utility, accuracy and reliability – how do we know this?
- Consider causation and significance of key events
- Utilise opportunities outside the classroom including home learning to enrich experience (Direct and Indirect learning)
- Learn without limits, making cross-curricular links to secure application and mastery
- Builds on strong Early Learning Goals aligned to the EYFS framework

Key areas of the structured knowledge following the National Curriculum:

- Enquiry
- Knowledge
- Interpretation
- Chronology
- Communicating

Adaptations:

- We felt our curriculum adaptations needed to add specific content knowledge that is more progressive and incremental.
- The additions also added requirements to learn about issues of relevance that we feel **are most significant for our children to learn**, here at The Valley Community School, specific to each unit and each year. These incremental programmes set out precise unit and end of phase teaching elements, with key knowledge to learn.

The school felt the need to group our teaching and learning around, this is how supplementary knowledge broadly matches the IPC

- Chronological Understanding / Chronology
- Historical Depth of Knowledge / Knowledge
- Historical Enquiry and Interpretation / Enquiry + Interpretation
- Big Ideas and Larger concepts / Communication

In developing our sequencing methodology we have considered the latest research available to us from the Historical Association and Ofsted Research.

We concur that a sequencing methodology should consider careful decisions on all 3 of these levels:

- topic choices
- content choices
- decisions on further detail and emphasis within the broad content selected

Adaptations and reasonable adjustments as generic practices:

- Pupils with SEND generally study the same curriculum scope as other pupils.
- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our teaching assistants are well briefed in the subject knowledge aspects to be studied and learnt and the approaches taken.
- Teachers and specialists, including the SENCO support pupils in their role.
- Classroom resources and learning outside the classroom are adjusted, and where necessary risk assessed, as required, to ensure that all pupils are active learners.

Our Inclusion practices may also include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on drama, making and the arts, rather than defaulting to reading/written content only
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility

Assessment adaptations-examples

- These may include a focus on discussion and observation
- Small incremental assessments
- Increased time for pupils to respond and recall information
- The need for some pupils to reactivate knowledge with visual prompts

Examples off Substantive Knowledge learning:

EYFS

Children do not initially need comprehensive or complex knowledge of concepts. The power of stories to support children to access unfamiliar content is also well established. We do however consider the basic ideas of past and present and early history concepts led by pupil interest and thematic aspects.

KS1

Effective teaching at this stage can also begin to develop children's chronological knowledge. Concepts such as 'the past' are highly abstract for young children. As such, knowledge of chronological concepts must be developed through repeated encounters with meaningful examples in familiar context

KS2

Pupils from key stage 2 will also begin to learn disciplinary knowledge.

For example: In Year 5, studying the Greeks, pupils with language difficulties were supported in understanding the roles of myths and legends by looking at a range of pottery. Pupils then sequenced stories and duplicated on pottery with different stories e.g. Theseus and The Minotaur.

In our broad curriculum:

We build opportunities for teachers to discuss content selection and its purpose.

We felt our curriculum adaptations needed to add specific content knowledge that is more progressive and incremental. The additions also added requirements to learn about issues of relevance that we feel are most significant for our children to learn, here at The Valley Community School, specific to each unit, each year. These incremental programmes set out precise unit and end of year teaching elements and key knowledge to learn.

Progress in history

We agree with the latest research that pupils make progress in history by developing two types of specific knowledge:

Substantive their knowledge about the past (this knowledge is often described as 'substantive knowledge')

Disciplinary their knowledge about how historians investigate the past, and how they construct historical understanding.

Impact:

- Within history, we create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities.
- Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.
- Our history curriculum is high quality, well thought out and is planned to demonstrate progression.
- We focus on progression of knowledge and skills and discreet vocabulary progression, also form part of the units of work.

We assess the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards
- History Policy
- History Overview
- Scheme of Work

****Consolidation revolves around whole school assemblies and the introduction of a History day prompting and reactivating prior knowledge ***

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
LL	All about me Mother and Baby			Special times events and for families When Grandpa was a boy		Look how we've changed Changes over time	
NURSERY	All about me my family and growing up Experiences in personal life Comparing then and now Grandma as a girl			Special events Comparing then and now When Grandpa was a boy		Look how we've changed Changes over time	
RECEPTION	All about me my family and growing up Experiences in personal life Comparing then and now			Special events Easter story Travelling back in time –dinosaurs Comparing then and now		All about me My History Comparing then and now-intro to Samuel Pepys Diary	
YEAR 1		Consolidation- previous learning REC	The Magic Toymaker	People of the Past			
YEAR 2	Vocabulary and Disciplinary Consolidation- previous learning Y1			Time Travellers Part 1			Time Travellers Part 2
YEAR 3	Consolidation- previous learning Y1/2 Vocabulary BC/AD			Scavengers and Settlers ICE age Part 1		Scavengers and Settlers ICE age Part 2	
YEAR 4		Consolidation- previous learning Y3 Scavengers –Prehistory vocabulary AD/BC		Anglo Saxons (Linked to English- Beowulf)			Temples, Tombs and Treasures Egyptians Ancient Greece
YEAR 5	Romans				Anglo Saxons and Vikings Bridging unit Builds on Y4 work on Beowulf		What Price Progress? Victorians Linked DT unit to Local study Ethical-considerations Stand alone**
YEAR 6		Consolidation- previous learning-Y4/5 Substantive elements			The Mayans and Anglo Saxons Parallel civilisations		WW2 Unit (Linked to English- Goodnight Mr Tom)

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **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 their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS UW Past and Present (History) Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
• During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. • Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and	• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. • Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.	• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	• Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. • Listen to what children say about their own experiences with people who are familiar to them.

• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Assessment
• Listen to what children say about fictional and non-fictional characters from stories from a range of cultures and times. • Begin to develop an understanding of the past and present.
Vocabulary – also see long term EYFS vocabulary map
Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now
ELG: Past and Present (Statutory)
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.

Little Learners

Autumn 1		Autumn 2	
All About Me - my own history			
Growing up	Families	Growing and Changing	Experiences in their personal life
Comparing now and then using artefacts & visitors (mother and baby)			
Spring 1		Spring 2	
Special times an events for families			
Comparing now and then using artefacts & visitors (when Grandpa was a young boy)			
Summer 1		Summer 2	
Reflecting on Little Learners			
Changes over time			
Look how we’ve changed!			

Nursery

Autumn 1	Autumn 2
All About Me - my own history Growing up Families Growing and Changing Experiences in their personal life Comparing now and then using artefacts & visitors (mother and baby & when Grandma was a young girl)	
Spring 1	Spring 2
Special times an events for families Comparing now and then using artefacts & visitors (when Grandpa was a young boy)	
Summer 1	Summer 2
Reflecting on Nursery Changes over time Look how much we've learned! (Sticky learning book) Look how we've changed!	

Reception

Autumn 1	Autumn 2
All About Me - my own history Talk about family Growing and Changing Experiences in their personal life Comparing now and then using artefacts & visitors (Kings, queens, castles, knights)	
Spring 1	Spring 2
Special times an events for families Easter story and differences between times Travelling back in time to the Age of the Dinosaurs and Stone Age Comparing now and then using artefacts & visitors (paleontologist)	
Summer 1	Summer 2
Reflecting on Reception Changes over time The Great Fire of London Significant people – Samuel Peyps'	

The Valley History Progression Map

	LL	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Personal History									
Local History									
British History									
Comparative History									
World History									

Vocabulary has been kept deliberately brief to support pupils in learning key terms well and avoiding confusion

Year 1

NC – Changes within living memory

Topic: The Magic Toymaker

Substantive Knowledge:

- History of self -related to changes in toys
- Knowledge of History before they were born eg. my mum played with a teddy

Disciplinary:

- Ask and answer questions about the past- Question a visitor who has lived for a long time and seen lots of changes and bring some of their old toys to discuss
- Use words and phrases – old, new, a long time ago, past, history, when I was a baby
- Talk about things that happened when they were little eg. I played with soft toys so I didn't hurt myself
- Sequence up to 3 objects in chronological order eg. toys from before you were born, when you were a baby and now
- Identify similarities and differences between what they did when they were a baby and now.eg. I play on my Nintendo now (changes in technology)
- Explain how they have changed since they were born- grown taller, longer hair, can feed themselves etc.

	- Recognise and identify some objects (artefacts) from the past eg. dominoes, yo-yos made of plastic and wood. Discuss changes - Compare pictures and photographs- old/ new
Vocabulary	General: Old, new, a long time ago, past, history Topic specific: Adult, artefact, baby, child, chronology, modern, timeline, year
Year 1	NC –The lives of significant individuals in the past Topic: People of the Past Substantive Knowledge: - Know about key figures from the past – Florence Nightingale , Queen Elizabeth (first time concept is monarchy is a discussed) - Use key phrases (see vocabulary) and relate these to their own lives and changes within their lives - In relation to the above understand that we had a Queen who ruled for many years and that now we have a King - Know that some changes are due to technology eg mobile phones to play games on Disciplinary . - Use words and phrases related to the past (see vocabulary - Recognise and identify some objects (artefacts) from the past – dolls, teddies, tin toys, wind up toys and wooden toys - Compare pictures and photographs and sequence them *Misconceptions around the term old and older
Vocabulary	General: old, new significant, time, Topic Specific: famous, order, inventor, differences, significant individuals
Year 1 Year 2	Consolidation Unit. Embed learning from The Magic Toymaker and People of the Past Revisit concepts/ vocabulary from Year 1.
Year 2	NC –Events beyond living memory/ Lives of significant individuals Topic: Time Travellers Substantive Knowledge: Recall the life of significant individuals and say what they did and why we remember them eg. Neil Armstrong, Mary Seacole, Samuel Pepys

	- Recall some significant events in history and remember facts about them eg. The Great Fire of London- when/ where it started- - Know about the life of a significant local individual and what he invented. ie. Samuel Crompton – visit to Hall I'th Wood (local study) Disciplinary: - Sequence a set of events chronologically and give reasons for their order eg. sequence 5 events in my life, sequence events of Mary Seacole's life - Use maths knowledge to work out (with help) how long ago events happened - Explore why 'eye witness accounts may vary - Use a range of sources to enquire and develop enquiry skills- paintings, maps, diaries etc - Know that we can answer historical questions in many different ways- history detectives using texts, paintings, diaries, the internet etc
Year 3	Consolidation Unit. Embed learning from Time Travellers Revisit concepts/ vocabulary from Year 2. AD/ BC
Year 3	NC –Changes in Britain from the Stone Age to the Iron Age (Stone Age) Topic: Scavengers and Settlers Substantive Knowledge: - Know that the past is split into different periods of time (Ages) - Describe events from different periods (Ice Age, Stone Age, Bronze Age) and Iron Age - Compare and contrast the way people lived during the periods and how they farmed and ate -hunter/ gatherer to farming, types of settlement and use of land (Fertile Crescent) - Understand how weapons changed over time- Bronze Age weapons and tools were stronger and more durable - Understand technological advances in the Bronze Age especially tools and weapons) - Link warming world and end of ice age to settlement (introduce early concept to prepare for Egyptians) Disciplinary: - Describe periods from the past using the terms: prehistory- prehistoric (Ice Age, Stone Age, Bronze Age) - Use mathematical knowledge to work out how long ago things happened- use of timelines and knowledge of BCE and CE - Use the terms BC/ BCE (Before Common Era) and Iron Age - Use a timeline to sequence events within the periods- Skara Brae, copper mining, hillforts etc - Are we using primary or secondary sources? Eg. photographs of Otzi and what this helps us to learn about a Stone Age Hunter - Use several sources of information (including the internet) to come to an informed conclusion about what happened during these periods. - Understand that historians studying these periods have limited evidence (fossils and artefacts)

	Use stories as a source of evidence (Stone Age Boy) and <u>understand that it may be unreliable as an historical source of evidence</u>
Vocabulary	General: Source, evidence, chronological order, Topic Specific- Stone Age, Bronze Age, Iron Age, prehistory (prehistoric), remains, archaeology,
Year 4	Consolidation Unit. Embed learning from Scavengers and Settlers Revisit concepts/ vocabulary from Year 3. AD/ BC

Year 4	NC – Ancient Greece / Egypt Topic: Temples, Tombs and Treasures Substantive Knowledge: - Compare and contrast the lives of wealthy and poor people from Ancient Egypt eg. Most ancient Egyptians were on the poverty line while a handful of priest-kings held fabulous wealth. - Reason/ speculate upon the effect of wealth on the lives of people during this time - Understand that Ancient Egypt was a civilization in ancient Northeast Africa, situated in the Egyptian Nile Valley in Egypt. Ancient Egyptian civilization followed prehistoric Egypt and dissolved around 3100 BC - Understand the lives of rich/poor children in Ancient Egypt working etc. - Understand the key concept of civilisation vs settlement- introduce idea of recording events –personal history - Understand the impact of slavery and tax in Ancient Egypt as necessary elements of civilisation and building projects- pyramids *Pupils will primarily need mapping and knowledge of rivers and North Africa to support this learning –these are studied in previous units around continents Disciplinary: - Explain how items found (artefacts and archaeological) help us to understand how people lived in Ancient Egypt - Recognise the importance of archaeological findings in helping us to understand the past (Visit To Egyptology Dep. Bolton Museums) - Use different research skills and sources to record in a variety of ways (photographs, pictures etc) - Describe events and periods in history using BCE (Before Common Era) and CE (Common Era), as well as ‘ancient’ and ‘century’ - Place Ancient Egypt on a timeline and understand it’s location in relation to present day Begin to build a picture/ timeline of the main events that happened in Britain and the wider world during the periods they have studied
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Vocabulary	General: civilisation, chronological, archaeology Topic Specific: Hieroglyphs, classical age, papyrus, pharaoh, beliefs
Year 5	NC Early Civilisation Topic: The Great, The Bold and The Brave Substantive: • Understand and explain the Roman Empire and its impact • See Egyptian –Greeks and Romans and consecutive examples (not only) of civilisations • Talk about the importance of taxation, slavery, invasion (building on Egyptian understanding) and Rule of Law as part of society in early civilisations • Draw a time line from knowledge –different periods outlined showing the Romans and the Greeks • Compare and contrast 3 ancient civilisations using knowledge of timelines and the Romans and Greeks • Understand the impact and legacy that the Romans left *Pupils will primarily need mapping and knowledge of Rome and the surrounding seas to support this learning –these are studied in previous units around continents Disciplinary: • Use dates and Historical vocabulary in history work e.g. Roman Empire, Army, 2000 years ago • Local history – Trip to Chester • Understand there are different versions of events- different interpretations • Describe a key event from Rome's past using a range of sources e.g.rebellion of Boudicca • Demonstrate understanding of the use of artefacts to learn more e.g. Trip to Museum –Chester • Research using a variety of multi-media skills • Make comparisons and understand changes that the Romans introduced- roads, aqueducts, bath houses etc. • Consider trade and how it influenced actions
Vocabulary	General: Ancient, Legacy, civilisation Topic Specific: Greeks, Roman, empire, invasion, settlement, Boudicca, trade
Bridging Unit 400 AD- 1837	Bridging Unit to be taught as an introduction to next unit as there is a big time gap. Fill in the gaps and briefly mention The Anglo Saxons, Normans and Tudors
Year 5	NC –The Victorians

	IPC – What Price Progress? Local History Study- Barrow Bridge and links to Y2 local study of Samuel Crompton Substantive Knowledge • Understand the importance of the monarchy during these times- Link to Y1 work- Elizabeth 1 • Life in Victorian times e.g. housing, workhouses, factories, mills, industrial revolution • Know that developments in science and technology caused changes in human society- Industry • Know that there were many changes during this time which led to big changes in the way people lived and worked • Place events on a timeline and have a picture of where The Victorians are in relation to The Romans and now. Also with Anglo Saxons, Normans and Tudors (bridging unit) • Explain the impact and importance of a local inventor- Samuel Crompton • Explain what was life like before the Industrial revolution? After? How did life change for children? Disciplinary: • Study/ research a key aspect of our local history and Victorians • Use a range of artefacts to study life during Victorian times- photographs, pictures, texts etc. • Use stories as a source of evidence –Street Child
Vocabulary	General: Impact, historical enquiry, artefacts, sources Topic Specific: Industrial revolution, Inventor, Victorians, child labour, factory, mill, workhouse, social change
Year 6	Consolidation Unit. Embed learning from KS2 Revisit concepts/ vocabulary from Year 3, 4 and 5 AD/ BC
Year 6	NC: Study of Contrasting Society with Britain from 900 AD Topic:AD 900 Substantive Knowledge: • Summarise the main events from AD900, explaining the order in which key events happen- timelines • Draw parallels with the Anglo Saxon and Viking struggle for dominance • Know why Mayan culture shaped everyday lives- knowledge of society eg. numbers, writing, farming and food, religion, myths etc. • Compare Anglo Saxon and Mayan life noting similarities and differences • Explain differences and similarities when comparing different periods of history • Why the Mayan Empire declined- Disciplinary: • Explain and demonstrate understanding of changes over historical periods eg. religion – Mayans and now • Study/ research a key aspect of Mayan culture eg. Bonampak murals. What do they help us to understand? • Use a range of artefacts to study life during Victorian times- photographs, pictures, texts etc

Vocabulary	General Vocabulary: architecture, artefact, primary, source, culture, civilisation, conflict Topic Specific: Anglo Saxon, Meso American, maize, city state, Tikal, trade, society, glyph
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NB: See the Scheme of Work for Lesson sequences

MEDIUM TERM OVERVIEWS THAT PROVIDE A VERY BRIEF VIEW OF WHAT IT EXPECTED TO BEEN LEARNT IN EACH YEAR

Visual map to see how learning fits within broader disciplinary goals

Year 1 End of year expectations are established within the monitoring proforma for each unit Linked Literacy Texts where appropriate:			
Chronological Understanding (D) - They can use words and phrases like: <i>old, new</i> and <i>a long time ago</i>. (D) - They can sequence up to three objects in chronological order. (D) - They can talk about things that happened when they were little. (D) - They can and identify similarities and differences between what they did then and now. (D) - They can explain how they have changed since they were born. (D) - They can retell a familiar story set in the past.(D) - In their English lessons they can explain why they think a story is set in the past. - In their maths lessons they can use subtraction and counting back to work out how long ago they were babies.	Range and depth of historical knowledge These are outlined above in more detail KEY SUBSTANTIVE CONCEPTS HISTORY OF SELF PERIOD BEFORE OWN HISTORY	Historical Enquiry - They can ask and answer questions about the past. (D) - In their science lessons they can compare and contrast different materials to explain how they know some toys were old.(D) - They can begin to recognise and identify objects from the past. (D)	Interpretations of history - Compare pictures and photographs (D) - Compare second hand sources (A Christmas Carol) /Pinocchio (D) - Discuss how a parent's view of Christmas/Toys/gifts may differ from a child's (D)

Complete multi-thematic units with a strong history focus based around toys and famous figures from history. Build on the pupils events from their own lives to discuss the lives of others. International dimension : Toys from around the world eg-Russian dolls British Values: fairness : sharing-related to toys SMSC (Cultural) :Understanding different cultures in modern Britain (celebrations and gift giving) Refer to vocabulary walls explicit for each unit			
The “Big Ideas” cross curricular ideas that link: RE: Gift and present giving in different cultures Maths: sequencing activities Art: depictions of life as a source of evidence			
Key Units: The Magic Toymaker Pupils are able to use this general vocabulary(S) Old, new, a long time ago, past, history Specific Vocabulary: Adult, artefact, baby, child, chronology, modern, inventor, significant, sources, timeline, year People of the Past Pupils are able to use this general vocabulary: Old, new, significant, time Specific Vocabulary: Famous, order, inventor, differences, significant individuals	Research and Presentation skills Research a range of toys from past and present and explain Look at artistic depictions of life and art as a source of evidence.	Harvest: Children’s existing knowledge Organisation and communication of understanding Showcase for parents	Enriched Event(s) - Look at the life and work of LS Lowry - Consider Lowry’s paintings of northern life to now-change/constant

Year 2 End of year expectations are established within the monitoring proforma for each unitLinked Literacy Texts where appropriate:			
Chronological Understanding • They can use the words past and present accurately.(D) • They can sequence a set of events chronologically and give reasons for their order. (4-5 event)(D) • They can use their maths knowledge to work out how long ago an event happened.(D)	Range and depth of historical knowledge These are outline above in more detail in the above document • They can recall the life of a significant individual from Britain who lived in the past and contributed to national and international achievements, giving attention to what they did earlier and what they did later e.g. from our local area, Samuel Crompton.(S) • They can recall interesting facts from a significant historical event e.g. where the Great fire of London started.(S) • They can compare and contrast aspects of life in different periods by studying the lives of significant individuals e.g. Samuel Pepys and Neil Armstrong.(S) **KEY SUBSTANTIVE CONCEPT • INDIVIDUALS CAN INFLUENCE CHANGE	Historical Enquiry • They can find out about the past by talking to older people.(D) • They can answer historical enquiries by using a range of sources of information e.g. eye-witness accounts, paintings, maps, museums (D) • They know we have many ways to find out about the past and can give examples.(D) • In English they can use their “finding out” skills to research a significant event or individual.(D) • They can explain why eye witness accounts may vary.(D)	Interpretations of history • They can recall interesting facts from a significant historical event e.g. where the Great fire of London started, using diary extracts (S/D)

International Dimension: cotton mills (link to Lowry Y1) British Values: Tolerance to religion and faiths of others
The Big Ideas cross curricular ideas that link: Community History: Some Indian families originally arrived in Bolton as part of the cotton industry English: Recounts and Diary extracts
Key Unit: Time Travellers General Vocabulary: Compare, explain, describe, chronological order Specific Vocabulary: past, present, events, sources, evidence, cause, effect Enriched Events: Trip to Hall I'th'Wood

Year 3 End of year expectations are established within the monitoring proforma for each unit Linked Literacy Texts where appropriate:			
Chronological Understanding - They can describe events from the past using the terms prehistoric (Ice Age, Stone Age, Bronze Age) BCE (before common era) and Iron Age.(S/D) - They can use their mathematical knowledge to work out how long ago key events happened.(D) - They can set out on a timeline, within this period, important things that happened.(D)	Range and depth of historical knowledge These are outline above in more detail in the above document - They can compare and contrast the way people from these periods in history lived, including how they farmed and ate.(S) - They can demonstrate understanding of how and why weapons changed during these periods in history.(S) **KEY SUBSTANTIVE CONCEPTS - PRE-HISTORY and AGES - ICE AGE - TECHNOLOGY ADVANCEMENT (BRONZE AGE)	Historical Enquiry - They can use several sources of information to begin to reach an informed conclusion about these periods in history.(D) - They can use the internet to help them find information quickly.(D)	Interpretations of history - They can understand the limitations of studying ancient events (D) - They can use stories as a source of evidence and explain its unreliability (D)
International dimension : Understand stand the Britain is part of Europe and once and a land bridge –simple ideas of human dispersal British Values: Fairness and tolerance understand why some groups would use BC whilst others BCE and religious connotations SMSC: Recognising the things that make a community and what they share in common			
The “Big Ideas” cross curricular ideas that link: Geography/Science: climate change in the past Science: Food, diet and health Geography: Importance of farming			

Key Unit: (s) Scavengers and settlers Pupils are able to use this general vocabulary: Sources, evidence, chronological order Specific Vocabulary: Stone Age, Bronze Age, Iron Age, prehistory, remains, archaeology	Research and Presentation skills Investigate how early communities moved from hunter gathering to farming and settlement –link to farming unit	Harvest: Children’s existing knowledge Organisation and communication of understanding Showcase for parents	Enriched Event(s) Consider settlements found locally of ancient times
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Year 4 End of year expectations are established within the monitoring proforma for each unit Linked Literacy Texts where appropriate:			
Chronological Understanding - They can describe events and periods in history using the words BCE (before common era), CE (common era) ancient and century.(D) - They can place periods of history they have studied on a timeline (dinosaurs, stone age, bronze age and iron age) and begin to recognise where Ancient Egypt fits into this timeline.(D) - They can begin to build up a picture of the main events that happened in Britain/the world during different centuries, synthesise their knowledge.(D/S)	Range and depth of historical knowledge These are outline above in more detail in the above document - They can explain how items found from Ancient Egypt are helping us to build up an accurate picture of how people lived then.(D/S) - They can compare and contrast the lives of wealthy people from Ancient Egypt and the lives of poor people from Ancient Egypt(S) - They understand the key concept of civilisation versus settlement KEY SUBSTANTIVE CONCEPTS TAXATION EMPIRE	Historical Enquiry - They can recognise the part that archaeologists have had in helping us understand more about what happened in the past.(D) - They can research what it was like for rich and poor children in Ancient Egypt and summarise their findings using photos and illustrations.(S) - They can demonstrate their understanding of one aspect they have researched using multi-media skills.(D)	Interpretations of history - They begin to reason / speculate upon the impact of wealth on people’s health and education in Ancient Egypt.(D/S) - Consider how history is revised as new things are discovered e.g. Briefly mention Indus Valley at same time as Egypt (S/D)

	• BELIEFS SLAVERY • RICH AND POOR • COVILISATION V SETTLEMENT		
International dimension : Consider modern day Egypt British Values: Examine and discuss that true democracy is relatively new and still not in all parts of the world SMSC: Understand fairness in relation to return and retention of Egyptian treasures			
The “Big Ideas” cross curricular ideas that link: Geography: settlement and water (NILE-influence) Science/Maths: technology and innovation (pyramids)			
Key Unit: (s): Temples, Tombs and Treasures Pupils are able to use this general vocabulary: Civilisation, chronological, archaeology Specific Vocabulary: Hieroglyphs, classical age, papyrus, pharaoh	Research and Presentation skills • They can research what it was like for rich and poor children in Ancient Egypt and summarise their findings using photos and illustrations.	Harvest: Children’s existing knowledge Organisation and communication of understanding Showcase for parents	Enriched Event(s) • Visit Bolton’s Egyptology department

Year 5 End of year expectations are established within the monitoring proforma for each unit Linked Literacy Texts where appropriate: "Julius Caesar"/Greek myths			
Chronological Understanding - Pupils can draw a timeline with different time periods outlined showing the Romans and Greeks (S/D) - Compare and contrast 3 ancient civilisations and place into a time line showing overlaps (S/D) - They can use dates and historical language in their work.(D) - They can use their mathematical skills to work out exact time scales and differences.(D) - Study a key aspect of local history and Victorians –(S/D)	Range and depth of historical knowledge These are outline above in more detail in the above document - They can summarise how Britain has had a major influence on world history.(S) - They can summarise how Roman invasion -Britain may have learnt from other countries and civilizations through time gone by and more recently. (S) - They hypothesise why there may be different interpretations of events.(D) - They appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. (D/S) KEY SUBSTANTIVE CONCEPTS: INVASION USE OF SLAVERY TAXATION AND TRADE	Historical Enquiry - They can describe a key event from Rome's past using a range of evidence from different sources.(D) - They can demonstrate understanding of how historical artefacts have helped us to learn more about Rome's past. (D/S) - They can test out a hypothesis in order to answer a question. - They can research and present an aspect of history they have studied using multi-media skills, independently.(S) - They can make comparisons between different historical periods; explaining things which have changed and things which have stayed the same.(D)	Interpretations of history - Examine how viewpoints of invasion would differ depending on who you were (D) - Examine and consider how trade influence actions (D) - Consider how Julius Caesar might be viewed differently (D/S)

	• LEGACY VICTORAINS • INDUSTRIALISATION • EMPIRE	• Complete field trips and look at legacy of industrialisation including mills and cottages	
International dimension : What do we mean by historical legacy ? Arts/Culture/Buildings British Values: Examine some of the key ideas the Romans brought to the UK-taxation /Greek principles of democracy –all civilisations relied heavily on slavery SMSC: (Spiritual) Look at the creativity in Roman building and art (mosaics)			
The “Big Ideas” cross curricular ideas that link learning Art: influence of architecture Geography: Importance of trade to civilisations (farming)/ Military Science: Food types (seeds) farming and diet spread around Europe Legacy of conquest: Industrial age and Empire (compare idea of Roman /British Empire)			
Key Unit: (s) The Great, The Bold and The Brave Pupils are able to use this general vocabulary: Ancient, legacy, civilisation, Specific Vocabulary: Greeks, Roman, empire, invasion, settlement, Boudica, trade What Price Progress?	Research and Presentation skills: Investigate the principles and practices of classical architecture	Harvest: Children’s existing knowledge Organisation and communication of understanding Showcase for parents	Enriched Event(s) • Chester visit

Pupils are able to use this general vocabulary: Impact, historical enquiry, artefacts, sources Specific Vocabulary: Industrial Revolution, inventor, Victorians, child labour, factory/ mill, workhouse, social change			
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Year 6 End of year expectations are established within the monitoring proforma for each unit Linked Literacy Texts where appropriate:

Chronological Understanding • They can say where Ancient Mayan fits on a timeline of periods they have studied (D/S) • They can place features of historical events and people from past societies and periods in a chronological framework.(D) • Draw parallels with Anglo-Saxon and Viking struggle for dominance (S) -Literacy study of Beowulf –	Range and depth of historical knowledge These are outline above in more detail in the above document This is taught only when pupils have a thorough understanding of significant events and civilisations. • They can summarise the main events from AD900, explaining the order in which key events happened. (S) • They can explain and demonstrate understanding of changes and continuity between different periods of history. (D) • They can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.(S) KEY SUBSTANTIVE CONCEPTS • PARALLEL EVENTS ACROSS WORLD AS CIVILISATIONS EVOLVE • DIFFERENCES AND SIMILARITIES	Historical Enquiry • They can critique two different versions and say how the author may be attempting to persuade or give a specific viewpoint. (D) • They can explain their understanding of propaganda. (D) • Pupils can pose and answer their own historical questions.(D) • Pupils can apply their English work to their historical knowledge of propaganda and reliable/unreliable sources of evidence.(D) • They can justify why certain events, people and changes might be seen as more significant than others.(D)	Interpretations of history • Examine how texts can be used as evidence in certain cultures but not all(D) • Pupils can explain why Mayan culture shaped everyday lives (S)
International dimension : Consider how UK and European explorers depicted history British Values: Consider the religious freedoms we have today (compare to forced worship) SMSC: Understanding the wide range of cultures shaped our heritage			
The “Big Ideas” cross curricular ideas that link: End of Keystage 2: Have a deepening knowledge, civilisation chronology of key events-including how they affected Britain and British History Mutual civilisations evolving separately-understanding of similarities and differences Geography: civilisation relies on food production-most early civilisations were autocratic/theocratic/militaristic Science: Food crops and seeds linked to geography and farming Examine economic importance of trade and military strength Understand that civilisations rise and fall but often leave legacies in art, sport, architecture, culture, food and drink, innovation, language			

That nations evolve through times of peace and prosperity but may have also have forced conquest and settlement -each leave their mark		
General Vocabulary: architecture, artefact, primary source, culture, civilisation, conflict Linked to Unit: Anglo Saxon, Meso American, maize, city state, Tikal, trade,society,glyphs	Research and Presentation skills Prepare a presentation comparing Mayan and Anglo Saxons	Harvest: Children's existing knowledge Organisation and communication of understanding Showcase for parents

Also see the Progression in History Document - Appendix 1 P.49

These documents are used to support assessment and are mainly used in 1:1 and small group discussion.

They allow teachers and leads to factually check on what has been remembered and changes to long term memory.

Class: YEAR 1 Overview of learning: “The Magic Toymaker”
Specific Area of Review : History/Design/Music : Cross curricular unit
Unit: 1 The Magic Toymaker General: old, new, a long time ago, past, history Specific to unit: Adult, artefact, baby, child, chronology, modern, inventor, significant, sources, timeline, year,
This unit build on these knowledge and experiences acquired in the EYFS: 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.
Entry Point: Share own toys and why they are loved and share a toy from when they were younger as a toy from the past.
Across the unit: Changes within living memory to reveal aspects of change in national life. Can pupils explain how a simple toy has changed – materials and complexity? H1 Know about other people’s stories relating to toys and games from their childhood. Be able to use key words and phrases relating to the passing of time. Know about a range of events related to childhood toys and games that have happened in the past. Ask and answer questions about toys and those belonging to other people in the past. Be able to identify differences between their own lives and those of people who have lived in the past.
Be able to order events and objects into a sequence Be able to find out about aspects of the past from a range of sources of information (Cross curricular report writing/information text & poetry link Peepo) Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Can the pupil demonstrate simple songs they have learnt. MU1
Design purposeful, functional, appealing products for themselves and other users based on design criteria T1 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology T2 Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) T3 Explore and evaluate a range of existing products. T5 Evaluate their ideas and products against design criteria T6 Explore and use mechanisms for example levers, sliders, wheels and axles in their products T8 To use a range of materials creatively to design and make products (Cross curricular: labels, lists, captions cars) Can the pupil show a simple design they have created A1

Using the pupil's book and display materials can pupils explain their design and simple steps to produce their car? Has accurate cutting been demonstrated?
Do pupils have a simple view about their design? (T1-T8)

History

Use common words and phrases related to the passing of time.

Use different sources of information to find out about the past (eg photos, objects, internet research) To learn about changes within living memory:

Understand where different cars fit within a chronology of the history of the last century.

Recognise similarities and differences between ways of life in different periods.

Design Technology

Design a purposeful, functional, appealing car for themselves based on given design criteria

Generate, develop, model and communicate their ideas through talking and/or drawing, templates, mock-ups and information and communication technology.

Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.

Select from and use a wide range of materials and components, including construction materials.

Identify and compare the suitability of everyday materials for particular uses.

NC History

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **H1**

Design Technology

Design purposeful, functional, appealing products for themselves and other users based on design criteria **T1**

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

T2

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, join-ing and finishing] **T3**

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **T4** Explore and evaluate a range of existing products **T5**

Evaluate their ideas and products against design criteria **T6**

Build structures, exploring how they can be made stronger, stiffer and more stable **T7** Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products **T8**

Class: Year 1
Overview of learning "People of the Past"
Specific Area of Review "People of the Past": cross curricular
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.
Unit: 2 People of the past General: Disciplinary Old, new, significant, time, Specific to unit: famous, order, inventor, differences, periods, significant individuals
Brainwaves Knowledge Harvest Entry Point: Research and dressing up as a significant person from the past to share with others.
Across the unit: 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. Can the pupil name the famous person and explain how their life may have been different in the past? References to artists, nurses, royalty H3 Know about the lives and significant events of famous people in the past Understand that the past is represented in a variety of ways. Be able to ask and answer questions about people from the past Be able to use key words and phrases relating to the passing of time Be able to order events and objects into a sequence Be able to identify differences between their own lives and those of people who have lived in the past Be able to find out about aspects of the past from a range of sources of information
Be able to use key words and phrases relating to the passing of time Maths Be able to order events and objects into a sequence Maths Understand that events and peoples actions have causes and effect- Lowry To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. A3 About the work of a range of artists, craft makers and designers describing the differences and similarities between different practises and disciplines and making links to their own work. Can the pupil explain at least two of Lowry's techniques with references to his work and what make his work special? A4 Play un-tuned instruments musically MU2

Listen with concentration and understanding to a range of high quality live and recorded music. Can the pupil name the musical instruments they can differentiate in a piece? How the music makes them feel? MU3

NC

Across the unit: 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. H3

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. A3

About the work of a range of artists, craft makers and designers describing the differences and similarities between different practises and disciplines and making links to their own work. A4

Play untuned instruments musically MU2

Listen with concentration and understanding to a range of high quality live and recorded music MU3.

Class: Y2 Overview of learning: Time Travellers	
Specific Area of Review	HISTORY (Historical Enquiry Focus) "Time Travellers"
Y1: The essential pre- learning builds on the unit "People and the Past" In this unit pupils learnt about the lives specifically of significant individuals H3 who have contributed to national achievements.	
Stakeholder Views: Unit: 1 Time Travellers General Disciplinary: compare, explain, describe Specific to unit: past, present, events, sources, evidence, cause, effect	
The past Timelines Explain changes within living memory. Can the pupil name a major change within the last 40 years that may have been discussed in class? Development of technology and smart phones? Way that technology links people together? Compare then and now. H1	
NATIONAL Significant events and people – Great Fire of London / Samuel Pepys Different sources of information Describe events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries]. Can the pupil explain the cause and effect of the great fire of London and how the design and build of houses changed after, describing the work of Samuel Pepys? H2 Explain about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. Can the pupils name significant individuals now and at least one from the past explaining how their contribution affected change or significant achievements? H3	
LOCAL Significant events and people – Invention of the Spinning Mule/ Samuel Crompton Different sources of information Artefacts / objects Explain about significant historical events, people and places in their own locality. Can the pupil describe Samuel Crompton and how his invention changed spinning and the local economy?H4	
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life H1 NC 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 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 significant historical events, people and places in their own locality.	

Class: Year 3
Overview of learning: “Scavengers and Settlers”

Specific Area of Review History Stone Age – Iron Age: Prehistory

Y2: The essential pre- learning builds on the unit “Time travellers”

Pupils were focussed on

(H1) Changes in living memory

(H2) Events nationally or globally from beyond memory

(H3) Lives of significant individuals

(H4) Historical events around their own locality

Importantly pupils are now being taken back chronologically to the start of recorded history, terms like AD/BC will need extra attention and consolidation as will terms such as prehistoric and early civilisation.

This unit could be worked alongside active planet to show early human movement and aspects of “Out of Africa” could be briefly discussed to establish where early men came from.

General Disciplinary : sources, evidence, chronological order

Specific to unit: Stone Age, Bronze Age, Iron Age, prehistory, remains, archaeology

Entry Event –

Neolithic for a Day

Whole day experience including

Shelter building, scavenger hunt, cave art, timeline toilet roll, cave person communication, Neolithic numeracy.....

Know and understand the concept of:

Chronology

Environmental Impact on how people live – Life in the Ice age

Hunting and Gathering What it involved – types of food, Winter starvation, Nomadic lifestyle, types of housing clothing and technology

Changes in Britain from the Stone Age to the Iron Age - H5

To understand how knowledge of the past is contrasted from a range of sources (Primary / Secondary Sources)

Autopsy – Ozzie

Using evidence to support a supposition

History Task 3

Be able to give some reasons for particular events and changes

Be able to gather information from simple sources

Diary – Ozzie Perspective

Can the pupil alongside their books and work completed accurately describe

Timeline?

Homes?

Development of bronze age ?

Similarities and differences? H5

Know and understand connections, contrasts and trends: Fertile Crescent

Impact of Farming

Settlement near rivers

Describe and understand key aspects of: human geography, including: types of settlement and land use G16

History Task 4

Be able to give some reasons for particular events and changes

Be able to gather information from simple sources

Changes (in Britain) from the Stone Age to the Iron Age H5

History Task 5

IPC hist 2.4 Be able to give some reasons for particular events and changes

2.5Be able to gather information from simple sources

To find out what we know about Skara Brae.

Where and what is Skara Brae? What do you know about it? What are the main differences between life today and in the Stone Age?

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 by learning the different theories for the building of Stonehenge

Descriptive fiction linked to Stone Age Boy

Changes (in Britain) from the Stone Age to the Iron Age H5

History Task 7

Be able to give some reasons for particular events and changes

Be able to gather information from simple sources

learning about what happened in the Bronze

Age, looking at how copper mining was crucial to the people of this time. Look at how this changed life compared to the stone age. To understand what copper mining meant to the people of the Bronze Age.

Changes (in Britain) from the Stone Age to the Iron Age H5

History Task 8

Be able to give some reasons for particular events and changes

Be able to gather information from simple sources

Note connections, contrasts and trends

over time and develop the appropriate

use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age. To understand how and why hillforts were developed in the Iron Age.

Create a timeline of changes and their impact from the stone age to the Iron age noting developments in technology, housing etc and explaining their impact

Changes (in Britain) from the Stone Age to the Iron Age H5

Summary of the Whole project

Preparation of exit event

In mixed ability groups children are to prepare their presentations/ models/ diagrams and rehearse their explanations ready for the exit event

Children will:

Know about the main characteristics of people and cultures that existed during the Stone Age, Bronze Age and Iron Age Know about the lives of people in different periods, from the Stone Age to the Iron Age

Know about the main similarities and differences between societies that existed during the Stone Age, Bronze Age and Iron Age

Be able to give some reasons for particular events and changes

Be able to gather information from simple sources Be able to use their knowledge and understanding to answer simple questions about people and cultures that existed during the Stone Age, Bronze Age and Iron Age

Understand that the past can be considered in terms of different time periods

Understand that we can learn about the past using different sources

H.5 Changes in Britain from the Stone Age to the Iron Age -world history comparative study

Reinforcement activities linked to other history or geography objectives

Ideas : Uk physical mapping –Stonehenge and farming (G) Mining and copper production (SC)

Class: Year 4 Overview of learning: Temples, Tombs & Treasures	
Specific Area of Review	Ancient Egypt Temples, Tombs & Treasures
Y3: The essential pre- learning builds on the unit “ Scavengers and Settlers” Pupils were focussed on (H5)Change in Britain from stone age to Iron age	
Temples Tombs and Treasures General: civilisation chronological archaeologist Specific to unit: classical age hieroglyphs papyrus pharaoh	
Knowledge harvest-Ancient Egypt Is the pupil able to place Ancient Egyptians on a timeline, chronology? World history H5/H11 Can the pupil place classical ages onto a simple time line? Place the periods of Egyptian civilisation into sub periods! H8 **compare what was happening in Britain at this time Bronze age 2200 BC -750 -Iron age 750-43BC	
Can the pupil Geographical and cultural comparisons with Egypt and UK. G16 Make connections, use historical times Is the pupil able to describe location of Egypt in the world in relation to the river Nile? G15 Can the pupil find Egypt on a map? Know that Egypt is in north Africa, know that Egypt exists today and see and find the Nile?	
Archaeological dig Trip to Bolton Museum Entry event Can the pupil relate simple facts from their visit? Understand drawing conclusions from the past using Artefacts and Archaeology Life and death in Egypt	
Can the pupil use a range of sources to explain achievements of the Ancient Egyptians Pharaohs Gods Achievements of the earliest civilisations Heiroglyphs Papyrus H11 Can the pupil name at least 3 Egyptian gods? Can the pupil explain how worship of the gods influenced actions-such as the building of pyramids// Burial chambers? Dress?	

Know about the main events, dates and characteristics of Ancient Egypt and Ancient Sumer

Know about the lives of people in those periods

Know about the main similarities and differences between Ancient Egypt and Ancient Sumer

Be able to ~~some~~ reasons for particular events and changes

Be able to ~~gather~~ information from simple sources

Be able to use their knowledge and understanding to answer simple questions about ancient civilisations

Understand that the past can be considered in terms of different time periods

Understand that the past has been recorded in a variety of different ways

NC

History:

Changes in Britain from the Stone Age to the Iron Age **H5**

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 Egypt **H11**

Ancient Greece – a study of Greek life and achievements and their influence on the western world **H12**

Class: Year 5 Overview of learning: The Great, The Bold, The Brave
Specific Area of Review: HISTORY: Greeks and Romans
Y4: The essential pre- learning builds on the essential knowledge from previous studied unit – Ancient Egypt H11 to build a chronologically sound understanding of how early classical civilisations build from Egyptians –in reality there is a Y4(6)12 week bridging unit where Egyptians H11 - Greeks H12 - Roman invasion H6 -of UK is covered, if in doubt focus on trade and warfare/expansion
Unit: 1: The Great, The Bold, The Brave General Disciplinary: ancient, legacy, civilisation, chronology, artefact Specific to unit: Roman, empire, invasion, settlement, Boudica, trade
Map skills – locating Italy and Roman Empire Legacies - Roman numerals (Maths) , language, roads etc... Ancient Rome– a study of Roman life and achievements and their influence on the western world H12 Are pupils able to explain a few simple legacies? H12
Culture study: Additional Study Links with myths & legends – play scripts, S&L, drama links Do pupils understand the role of myth and legend in ancient times, linked closely to the ideas of a religion and way of understanding the world? Can pupils explain a myth? H12
Roman Britain and decline of Roman influence and withdrawal Timeline Roman Empire and its impact on Britain H6 Anglo Saxon – place names Britain's settlement by Anglo-Saxons and Scots H7 Using a time line from pupil's books to map-Egyptians -Greeks-Romans-Anglo Saxons Are pupils able to see that Greeks influenced Romans who in turn invaded Britain, can pupils look at the map the UK and explain some simple principles of trade routes and how the influences of nations could spread through trade, invasion and the movement of people? H12/6 Can pupils explain the settlement and invasion of Britain and the eventual withdrawal of the Romans –leading to a vacuum filled by the Anglo-Saxons? H7 Look at; - Colchester/Chester and London through invasion and settlement (Thames) The Boudicca Rebellion
Know that the study of history is concerned with the past in relation to the present Know about the characteristic features of the Classical period of history Be able to ask and answer questions about the past Be able to select and record information relevant to an historical topic NC The Roman Empire and its impact on Britain (invasion) H6 Britain's settlement by Anglo-Saxons and Scots (Roman withdrawal) H7

Class: Year 5 Overview of learning:” What Price Progress “
Specific Area of Review : UK and Local study : Victorians
Y4: The essential pre- learning builds on the essential knowledge from previous studied units Chronologically this unit stands alone and out of sequence-pupils will need additional language support and time line work to support understanding in this unit
Unit: 2: What Price Progress General Disciplinary: impact, historical enquiry, sources Specific to unit: industrial revolution, inventor, child labour, Victorians, factory/mill, workhouse, social change
Understand the importance of a local inventor/ invention (local study) H9 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 H10 Can the pupil explain the impact and importance of a local inventor? H9
Chronology of the industrial revolution Key changes Comparisons (chronological knowledge of British history) A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 H10 Can pupils explain what life was like before and after the industrial revolution? H10
Life in Victorian times – workhouse, child labour, social change. Lit link – Street Child H9 (local study) Barrow Bridge A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 H10 Can pupils explain how the lives of children changed during the industrial revolution? H10
Be able to find out about aspects of the past from a range of sources Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied Be able to describe how the history of the host country affects the lives of people who live there now Be able to describe how the history of one country affects that of another Be able to place the events, people and changes in the periods they have studied into a chronological framework NC A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 H10 a local history study H9

Year 6: Overview of Learning: AD900
History: Contrasting society with Britain from 900AD
Y5: The essential pre- learning builds on the knowledge from the Ancient Greeks H12 although the time line from 400 BC to AD 900 covers a large amount of time. Pupils will have to learn key dates of Roman Invasion H6, Roman withdrawal H7 and Anglo Saxon and Viking conquests H8. This allows pupils to draw parallels with what was happening in Mayans/Anglo Saxon UK. H13 / H8
Unit: 1 AD 900 General: chronology, architecture, artefact, primary source, culture, civilisation, conflict. Specific to unit: Anglo Saxon, Meso America, maize, city state, Tikal, trade, society, glyphs chronology, architecture, artefact, primary source, culture, civilisation, conflict. Can the pupil explain the meaning of: chronology/artefacts /invasion/primary source/secondary source?
Can pupils explain basic ideas of how Mayan civilisation worked? How Mayans used their calendar? Can pupils explain how Mayan culture shaped their everyday lives and legacy?H13
With reference to their book for additional support can the pupil: • Ensure planning with IPC is refined to show (blocked unit summer) • Britain • 900AD-Present • Anglo Saxons-Vikings-Normans • Mayan • 900AD-Present • Mayan-Spanish conquest • Key events invasion and conquest Specifically: Compare Viking invasion pre 1066, relate this to Mayan civilisation 900AD- provide 2 simple contrasting time lines H13 Can the pupil describe in their own words Mayan culture/Compare to Anglo Saxons and or Vikings as a parallel study? H13/H8 (Anglo Saxons) Aspects of culture: • Sport- • Music- • Houses- • Culture- • Myth-legend Do pupils understand the Mayan religious system? Can the pupil explain and draw parallels to one modern day religion with Mayans, differences and similarities? Can pupils explain the role of Mayan Gods and temples? H13

Outcomes based referencing:
Other notes: Can the pupils explain the teaching sequence and know facts? Spend more time discussing what makes a society and civilisation (see definition) Similarities and contrasts
Be able to find out about aspects of the past from a range of sources Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied Be able to place the events, people and changes in the periods they have studied into a chronological framework NC Non-European society that provides contrasts with British history - one study chosen from Mayan civilization AD 900 H13

Implementation Questioning in History

Based on Bloom's Revised Taxonomy and including Metacognition

Bloom's Taxonomy of cognitive objectives was originally developed in the 1950s by Benjamin Bloom and revised by Anderson and Krathwohl. This resource has been designed to support teachers in developing effective questioning based on these revisions and utilising the 'Knowledge Dimension' as it has been applied to each stage of the taxonomy. Focusing on the acquisition of knowledge recognises the recent Ofsted demand that schools ensure pupils are taught knowledge, as well as skills, in all subjects.

The format also acknowledges metacognition as a proven way to rapidly improve pupils' learning and progress. The Education Endowment Foundation's 'Teaching and Learning Toolkit' states, "Metacognition and self-regulation approaches have consistently high levels of impact..."

The questions in the following pages are designed as a starting point for adults and are provided as examples to be adapted.

Ideally, the pupils will also be involved in asking their own questions and developing an awareness of their own learning, following the principles of metacognition.

Where applicable, the questions are based on the National Curriculum Programme of Study (2014).

The Knowledge Dimension

concrete knowledge		abstract knowledge	
Factual	Conceptual	Procedural	Metacognitive
Knowledge of terminology Knowledge of specific details and elements	Knowledge of classifications and categories Knowledge of principles and generalisations Knowledge of theories and, models and structures	Knowledge of subject-specific skills, techniques and methods Knowledge of when to use appropriate procedures	Strategic knowledge Self-knowledge Knowledge about cognitive tasks including appropriate contextual and conditional knowledge.

Improving Questioning in History

"They (*teachers*) use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected."

"Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support."

"Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills."

Good

"They (*teachers*) use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths."

Supplementary subject-specific guidance

The Ofsted subject-specific grade descriptors, that were used for subject survey visits, are still useful for self-evaluation.

For History, the descriptors for Outstanding teaching included these statements:

"Learning is rooted in enquiry and teachers routinely promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding."

"History is very skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators."

Improving Questioning in History	The Knowledge Dimension			
	Factual	Conceptual	Procedural	Metacognitive
Remember	Can you name the Roman leader? Can you identify the person shown in this old photograph? When did this event take place? What did people have to eat then?	Was this event before or after the voyage of Columbus? How long ago was Skara Brae a settlement? Which peoples have invaded Britain? Is this primary or secondary historical source?	Can you put this event on the timeline? How can you check historical facts? What happened after the event? Can you put these invaders in chronological order from earliest to most recent?	Can you think of a way to help you remember the dates? Should you draw, write or photograph your findings and which is best? How will you remember the suffixes that identify Viking settlements? Can you think of an acrostic to help you remember the sequence of events?
Understand	Can you summarize the main differences between two events or periods? How do you know this picture is old? Why are there no YouTube clips from this period? Why did Rosa Parks not move on the bus?	What is parliament? Why are Columbus and Neil Armstrong similar? What can we learn from archaeologists? Can you classify these historical sources?	Why is it important to use a range of source material? How do you access online census archives for our area? Can you describe the journey Florence Nightingale took to the Crimea? Why did invaders begin to settle?	What might help you understand this aspect of History? Can you predict what happened next? Can you use the online resource yourself? Do you prefer to use books or the internet to help you find the information?
	The Knowledge Dimension			

Improving Questioning in History	Factual	Conceptual	Procedural	Metacognitive
Apply	What do you already know about this period in time? How would you describe...? Can you use these historical words in a sentence? Which of these words are associated with the Romans?	What other ways could you find information? Can you show me the information about the household at one address? Can you explain to a friend why the settlement was built at that location? Why are there few Viking place names in the south of the country?	How do you use a historical atlas? Can you carry out a research as explained? Can you write a set of instructions for using the school library's History section? How would a historian approach this?	What have you learnt about in History previously that might be useful in this unit of work? What research strategies would you use to find out more about LS Lowry? What writing skills and knowledge could you use to best present your research? Do you need to adapt a task to fit your preferred learning style?
Analyse	Which civilisation lasted the longest? Which weapons were most effective? Which laws do we still have today? Which is the most complete list of artefacts from that time?	Can you compare life in a Roman town with life in a modern town? Can you explain the tools shown in the early photograph? Which events could not have happened? Why did the changes occur?	What were the motives behind...? What was the turning point in this sequence of events? What influenced the person to do this? How do we know if the information on a website is reliable?	What do you already know about a different period that might be relevant? How will you know the source material is relevant to this time? What are the most useful pieces of information? Would a different example to help you understand?
The Knowledge Dimension				

Improving Questioning in History	Factual	Conceptual	Procedural	Metacognitive
Evaluate	Which statements best describe this person? What are the main differences between William Caxton and Tim Berners-Lee? Which account is likely to be most accurate? Which source provides the most useful information?	When would you have preferred to live? Could they have made a different decision? What influence do the Romans still have on our lives? How did the first railways make a difference to our town?	What were the consequences of this event or decision? Who gained and who lost when this happened? What were the realistic alternatives for this person at that time? What is the best source of historical information for this task?	What are your top three tips for someone who wants to find out about the period we have been studying? If you were learning about this aspect of History again, what would you do differently and why? What helps you learn in History and why? What do you find most difficult about History and why?
Create	Can you describe a day in the life of...? What facts would you include in a fact file about a famous historical figure? Can you describe what the village would have looked and sounded like then? Can you define this historical term?	Can you identify the human geographical features of a region or area? How would you classify these historical artefacts? Can you create your own set of questions based on what you have already found out about this person? What questions could you ask to find out more about this artefact?	What might have happened if Harold had fought the Normans first, and then fought the Vikings? Can you create your own time line of events? With hindsight, can you see a possible solution to their problem? Can you continue their story?	What do you want to learn in this unit of work and why? Can you select work to include in our floorbook that demonstrates your learning? Can you describe what makes a really great historian? How will you develop your historical skills in the future?

Appendix 7: Teaching Modules into practice

From observation and results over time we know that the majority of pupils at The Valley like structure, this creates a degree of *ubiquitous understanding* for “peer coaching” and “supported development” in methods that work. Many of our teaching methods employ a range of teaching modules. However, we do not stifle creativity and consider teaching to be a creative craft not a process of ticking boxes.

Here are our components that we look for in high quality lesson delivery:

High degrees of vocabulary reinforcement

High degree of first hand experiences and enquiry

High degree of structured and scaffolded conversation

Structured recall of prior learning

Our 10 Theories of Action are embedded and evident

Guides to teaching models:

- Comprehend the concept of Models of Teaching
- Understand the various essential elements of Models of Teaching
- Acquire information about various families of Models of Teaching
- See how this applies in a real life context

A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students, while the lesson is presented through that model.

Models of teaching enable the students to engage in robust, cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used, outcome of instruction may be the student’s increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to *create powerful learners*.

CHARACTERISTICS OF A GOOD AND BETTER TEACHING MODEL

The following are the chief characteristics of a good teaching model

- Each model has built up based on particular learning theory
- Creation of congenial learning environment in the classroom
- Effective interaction between the teacher and students
- Planned use of appropriate strategies
- Teaching process are systematically, sequentially and logically arranged
- Clear and specified roles for teachers and students
- Large scope for supporting material
- Ensure active participation of entire students in the class
- It raises the students' level of aspiration, motivation and interest in learning
- Every model foster and strengthen the cognitive structure of the student

ELEMENTS OF MODELS OF TEACHING

Element of a model of teaching represent its structure, process and teaching aids of the instruction. A model of teaching consists of syntax, social system, principle of reaction and support system. The detailed descriptions are as follows.

Syntax

It is the steps or phases of the model being presented before the class. It illustrates the logical and sequential order of the teacher student activities of the instruction procedure. It describes the complete programme of action of the model.

Social system

Social system of a model explains its nature of learning environment. It describes the role and relationship of the teacher and students through the phases as well as designing the lesson. As each and every model is unique, the role of teacher and students in every model may vary according to the respective learning theory of the model is built. It also varies in phases to phases.

Principle of Reaction

This is the extension of social system. It deals with the rules of reaction to the students responses in the classroom interaction. The reaction of the teacher must be in accordance with the theory of which model has been built. The teacher reaction is desired when the students' responses/ behavior are untouched with expected level responses and for giving reinforcement. It depends the family of the model is presented.

Effect of models of Teaching

Models of teaching have a very positive effect on students' behavior. Bruce Joyce classified the effect as Instructional effect and Nurturant Effect. Instructional effects are the direct effect of an instruction on students' cognitive, affective and psychomotor domain. Nurturant effects are the indirect effect other than the teacher intends to achieve through the model. It is the additional achievement gained by the students through the unique nature classroom interaction. Examples are the development of problem solving ability, analytical thinking, critical thinking, social skill, tolerance etc.

FAMILIES OF MODELS OF TEACHING

Joyce & Weil (2014) categorized the models of teaching in to four families. The classification has been made in accordance with the theoretical basis and fundamental aim of the teaching model. The four families explained below in detail.

THE INFORMATION PROCESSING FAMILY

Models in the information processing family focus on the cognitive activity of child. It includes scientific inquiry for collecting original information, organizing and properly storing of the information. Some models provide the learners with information and concept, some emphasis concept formation and hypothesis testing and still other generate creative thinking. Joyce & Weil (2014) listed eight models in Information Processing Model.

Inquiring and investigating: (problem solving and enquiry focused)

Models	Developers (Redevelopers)
1. Inductive Thinking Model (Classification Oriented)	Hilda Taba (Bruce Joyce)
2. Concept Attainment Model	Jerome Bruner (Fred Lighthall), (Tennyson and Cocchiarella), (Bruce Joyce)
3. The Picture–word inductive Model	Emily Calhoun
4. Scientific Inquiry Model	Joseph Schwab
5. Inquiry Training Model	Richard Suchman (Howard Jones)
6. Mnemonics Model (Memory assists)	Michael Pressley (Joel Levin,, Richard Anderson)
7. Syntectics Model	William Gorden
8. Advance Organizer Model	David Ausubel (Lawton and Wanska)

THE SOCIAL FAMILY (Discursive activities) The focus of the social model family is to build synergy (collective energy) in the classroom for addressing ongoing problems of personal, social, national as well as international importance. Social models help the students to develop Self-directed problem solving ability, sense of belongingness towards the society and make them responsible citizens of the country.

Models	Developers (Redevelopers)
1. Partners in Learning	David Johnson, Roger Johnson
2. Structured Inquiry	Robert Salvin (Aronson)
3. Group Investigation	John Dewy, Herbert Thelen
4. Role Playing	Fannie Shaftel
5. Jurisprudential Inquiry	Donald Oliver, James Shaver

THE PERSONAL FAMILY: (Reflection PSHE/RE/RSE/International understanding)

The personal models begin from the perspective of the selfhood of the individual. Individual consciousness and development of unique personality is the chief focus of this family. The models in personal family attempt to make them understand their self and thereby students can shape their future. The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive interdependence, increasing people's self-awareness and sense of responsibility for their own destinies.

Models	Developers
1. Nondirective teaching	Carl Rogers
2. Enhancing Self Esteem	Abraham Maslow

THE BEHAVIOURAL SYSTEM FAMILY: *structured lessons with predetermined activities, objectives and outcomes that can be readily predicted.*

Maths, Literacy and default position

Modification of behavior is the main focus of this family. The stance taken is that human beings are self-correcting communication systems that modify behavior in response to the information about how successfully tasks are navigated. The role of predetermined objectives, observable behavior, clearly defined task and methods, feedback and reinforcement are the foundations of models in behavior family.

Models	Developers
1. Mastery Learning	Benjamin Bloom, James Block
2. Direct Instruction	Tom Good, Jere Brophy, Carl Bereiter, Ziggy Engleman, Wes Becker
3. Simulation	Carl smith, Mary Smith
4. Social Learning	Albert Bandura, Carl Thoresen, Wes Becker
5. Programmed Schedule (Task Performance Reinforcement)	B.F. Skinner

Models of Teaching: LEARNING ARCH

Example models of teaching sequences

At The Valley School we know our pupils respond to direct instruction (typical 4-5 part lesson) it is default point that teachers can return to and it is tried and tested, but this is only one model of teaching and may not always be suitable. If we adapt our teaching sequences, incorporate different models into our structural model or make the model more best suit the subject “Instructional Teaching and Enquiry Focused learning are enhanced

History/Geography

Recall and harvest – this can include home study and personal research	Big Picture and ideas Generate questions	Presentation and discovery of new information		Gathering what we know now -can do apply understand	Present Learning Formally link learning
“Informational processing”	“Enquiry focused system” or “Behavioural system- direct instructional teaching Repertoire		“Behavioural system-” direct instructional teaching Repertoire →		“Social family”
	Initial enquiry stage alongside factual learning, including vocabulary learning (fieldwork)		Research, application and study skills (including fieldwork)		
Webb’s Depth of knowledge 1-2 →			Webb’s Depth of knowledge 3-4		

Use of **Joyce & Weil (2014) definitions alongside (Hopkins modules), underpinned by Webb’s “Depth of knowledge”

Progression in History The Valley School

EYFS Progression in History

Understanding the World

Chronological Understanding: Use everyday language related to time. I am beginning to comprehend the passing of time Talk about themselves when they were little I can observe seasonal changes. I can talk about the changes I see Use words and phrases like, yesterday, a long time ago, old, new Talk about past and present events in their own lives and in lives of family members Develop an understanding of 'past' and some people, places and events in history Order and sequence familiar events (up to 3 in chronological order) Identify similarities and differences between what they did as a baby/toddler and what they do now. Retell a familiar story set in the past Begin to explain why they think a story is set in the past Use counting back to work out how long ago they were babies I can compare one season to the other seasons Begin to understand that one historical event is often caused by another Identify that historical events often occur in an order or sequence Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding Range and depth of historical knowledge: Talk about their own life story Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding Describe main story settings, events and principal characters. Talk about key figures from the past (Samuel Pepys)	<i>Common Misconceptions to address:</i> • Nothing happened before they were born • Everything is the same as it is now before they were born • Events happen in isolation <i>Common Misconceptions to address:</i> Some young children automatically see shiny things as new no matter what their age mix up technology from one age with another
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Explain housing and what they were made from in the past. Historical Enquiry Talk about photographs and their special memories ask simple questions about the world around them use basic observations to help answer questions with help from the teacher make observations about things they see around them ask and answer questions about the past Compare and contrast different materials to explain how they know something is old/new (D&T and science) Begin to recognize and identify objects from the past Compare and contrast characters from stories, including those from the past make choices when performing simple identifying and classifying make some comparison between objects make some predictions based on prior knowledge make suggestions about how things work based on their own observations identify some similarities and differences, drawing on their experiences and what has been read in class Interpretations of history: Compare pictures and photographs Compare second hand sources Talk about how a grown up's view of toys/games may differ from a child's Comment on 'clues' in pictures/photos/stories and make suggestions about them	dismiss people in the past because they did not have the possessions we have today think there is one single reason for an event the reasons for an event are just a list of unconnected factors may have a judgmental and simple way of looking at why people did things <i>Common Misconceptions to address:</i> Some young children automatically see shiny things as new no matter what their age mix up technology from one age with another dismiss people in the past because they did not have the possessions we have today think there is one single reason for an event the reasons for an event are just a list of unconnected factors may have a judgmental and simple way of looking at why people did things accept sources at face value <i>Common Misconceptions to address:</i> Some young children equate the age of a pictorial image with the age of the people within it. dismiss people in the past because they did not have the possessions we have today may struggle to distinguish between fiction and non-fiction and the concept that a fictional story may be historically accurate (eg in representing the era)
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In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **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 their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS UW Past and Present (History) Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
- During dedicated talk time, listen to what children say about their family. - Share information about your own family, giving children time to ask questions or make comments. - Encourage children to share pictures of their family and listen to what they say about the pictures. - Using examples from real life and from books, show children how there are many different families. - Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.	- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. - Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. - Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.	- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. - Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. - Show images of familiar situations in the past, such as homes, schools, and transport. - Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. - Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. - Feature fictional and non-fictional characters from a range of cultures and times in storytelling.	- Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. - Listen to what children say about their own experiences with people who are familiar to them.

Key Stage 1

Progression in History

	Year 1 NC *Changes within living memory. *The lives of significant individuals in the past who have contributed to national and international achievements. Some to be used to compare aspects of life in different periods.	Year 2 NC *Events beyond living memory that are significant nationally or globally. *Significant historical events, people and places in their own locality *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, comparing aspects of life in different time periods * Significant historical events, people and places in their own locality. *Understand and identify different ways in which we find out about the past. *Change within living memory, at the seaside	End of Key Stage Expectations
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Chronological Understanding	Chronological Understanding (D) • They can use words and phrases like: <i>old, new</i> and <i>a long time ago</i>. (D) • They can sequence up to three objects in chronological order. (D) • They can talk about things that happened when they were little. (D) • They can and identify similarities and differences between what they did then and now. (D) • They can explain how they have changed since they were born. (D) • They can retell a familiar story set in the past.(D) • In their English lessons they can explain why they think a story is set in the past. • In their maths lessons they can use subtraction and counting back to work out how long ago they were babies.	Chronological Understanding (D) • They can use the words past and present accurately.(D) • They can sequence a set of events chronologically and give reasons for their order. (4-5 event)(D) • They can use their maths knowledge to work out how long ago an event happened.(D)	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 man on the moon 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- Neil Armstrong, Tim Berners-Lee (Switched on Computing link) Mary Seacole and/or Florence Nightingale] Significant historical events, people and places in their own locality – Samuel Crompton
	The Magic Toymaker Pupils are able to use this general vocabulary(S) <i>Old, new, a long time ago, past, history</i> Specific Vocabulary: <i>Adult, artefact, baby, child, chronology, modern, inventor, significant, sources, timeline, year</i> People of the Past Pupils are able to use this general vocabulary: <i>Old, new, significant, time</i> Specific Vocabulary: <i>Famous, order, inventor, differences, significant individuals</i>	Time Travellers General Vocabulary: <i>Compare, explain, describe, chronological order</i> Specific Vocabulary: <i>past, present, events, sources, evidence, cause, effect</i>	

Range and depth of historical knowledge	Range and depth of historical knowledge • They understand that we have a queen who rules us and that Britain has had a queen for many years.(S) • They learn about key figures from the past (S) • They understand key phrases and relate these to personal understanding (SEE BELOW) (S) • They can explain what an old toy was used for in the past.(S) Can the pupil name a famous person and explain how their life may have been different in the past? References to artists, nurses, royalty H3 Can pupils explain how a simple toy has changed – materials and complexity? H1 **KEY SUBSTANTIVE CONCEPTS • HISTORY OF SELF • PERIOD BEFORE OWN HISTORY	Range and depth of historical knowledge • They can recall the life of a significant individual from Britain who lived in the past and contributed to national and international achievements, giving attention to what they did earlier and what they did later e.g. from our local area, Samuel Crompton.(S) • They can recall interesting facts from a significant historical event e.g. where the Great fire of London started.(S) • They can compare and contrast aspects of life in different periods by studying the lives of significant individuals e.g. Samuel Pepys and Neil Armstrong.(S) • Explain changes within living memory. Can the pupil name a major change within the last 40 years that may have been discussed in class? Development of technology and smart phones? Way that technology links people together? Compare then and now. H1 Explain about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. Can the pupils name significant individuals now and at least one from the past explaining how their contribution affected change or significant achievements? H3 Explain about significant historical events, people and places in their own locality. Can the pupil describe Samuel Crompton and how his invention changed spinning and the local economy?H4 **KEY SUBSTANTIVE CONCEPT • INDIVIDUALS CAN INFLUENCE CHANGE	
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Historical Enquiry	Historical Enquiry (D) • They can ask and answer questions about the past. (D) • In their science lessons they can compare and contrast different materials to explain how they know some toys were old.(D) • They can begin to recognise and identify objects from the past. (D)	Historical Enquiry (D) • They can ask and answer questions about the past. (D) • In their science lessons they can compare and contrast different materials to explain how they know some toys were old.(D) • They can begin to recognise and identify objects from the past. (D)	
Interpretation s of history	Interpretations of history (D) • Compare pictures and photographs (D) • Compare second hand sources (A Christmas Carol) /Pinocchio (D) • Discuss how a parent's view of Christmas/Toys/gifts may differ from a child's (D)	Interpretations of history (S/D) • They can recall interesting facts from a significant historical event e.g. where the Great fire of London started, using diary extracts (S/D)	

History Progression

Key Stage 2

	Year 3 NC *Changes in Britain from the Stone Age to the Iron Age-The Stone Age	Year 4 NC *The achievements of the earliest civilisations *Ancient Greece- a study of Greek life and achievements and their influence on the Western world	Year 5 NC *A study of The Roman Empire and its impact on Britain, settlement by the Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England *A study of local history—tracing the changes the Industrial Revolution had on Bolton. *Extending pupils' chronological knowledge beyond 1066.	Year 6 NC —*A study of a non-European society that provides contrasts with British history (Mayan civilisation to AD900) To be compared and contrasted with what was going on in Britain * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Vikings first invaded in 1793) * 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. *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.'	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
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					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.
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Chronological Understanding	Chronological Understanding - They can describe events from the past using the terms prehistoric (Ice Age, Stone Age, Bronze Age) BCE (before common era) and Iron Age.(S/D) - They use their mathematical knowledge to work out how long ago key events happened.(D) They can set out on a timeline, within this period, important things that happened.(D) Can the pupil alongside their books and work completed accurately describe Timeline? Homes? Development of bronze age ? Similarities and differences? H5 Key Unit: (s) Scavengers and Settlers Pupils are able to use this general vocabulary: Sources, evidence, chronological order Specific Vocabulary: Stone Age, Bronze Age, Iron Age, prehistory, remains, archaeology	Chronological Understanding - Pupils can draw a timeline with different time periods outlined showing the Romans and Greeks (S/D) - Compare and contrast 3 ancient civilisations and place into a time line showing overlaps (S/D) - They can use dates and historical language in their work.(D) - They can use their mathematical skills to work out exact time scales and differences.(D) Is the pupil able to place Ancient Egyptians on a timeline, chronology? World history H5/H11 Make connections, use historical times. Is the pupil able to describe location of Egypt in the world in relation to the river Nile? G15 Can the pupil use a range of sources to explain achievements of the Ancient Egyptians Pharaohs Gods Achievements of the earliest civilisations Heiroglyphs Papyrus H11 Key Unit: (s): Temples, Tombs and Treasures Pupils are able to use this general	Chronological Understanding - Pupils can draw a timeline with different time periods outlined showing the Romans and Greeks (S/D) - Compare and contrast 3 ancient civilisations and place into a time line showing overlaps (S/D) - They can use dates and historical language in their work.(D) - They can use their mathematical skills to work out exact time scales and differences.(D) - Study a key aspect of local history and Victorians –(S/D) Are pupils able to see that Greeks influenced Romans who in turn invaded Britain, can pupils look at the map the UK and explain some simple principles of trade routes and how the influences of nations could spread through trade, invasion and the movement of people? H12/6 Can pupils explain the settlement and invasion of Britain and the eventual withdrawal of the Romans – leading to a vacuum filled by Anglo-Saxons? H7	Chronological Understanding - They can say where Ancient Mayan fits on a timeline of periods they have studied (D/S) - They can place features of historical events and people from past societies and periods in a chronological framework.(D) - Draw parallels with Anglo-Saxon and Viking struggle for dominance (S) Can the pupil explain the meaning of: chronology/artefacts /invasion/primary source/secondary source? Key Unit: AD900 / the Mayans/ Anglo Saxons General Vocabulary: architecture, artefact, primary source, culture, civilisation, conflict Linked to Unit: Anglo Saxon, Meso American, maize, city state, Tikal, trade,society,glyphs	
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		vocabulary: Civilisation, chronological, archaeology Specific Vocabulary: Hieroglyphs, classical age, papyrus, pharaoh	Key Unit: (s) The Great, The Bold and The Brave Pupils are able to use this general vocabulary: Ancient, legacy, civilisation, Specific Vocabulary: Greeks, Roman, empire, invasion, settlement, Boudica, trade What Price Progress? Pupils are able to use this general vocabulary: Impact, historical enquiry, artefacts, sources Specific Vocabulary: Industrial Revolution, inventor, Victorians, child labour, factory/ mill, workhouse, social change		
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Range and depth of historical knowledge	Range and depth of historical knowledge • They can compare and contrast the way people from these periods in history lived, including how they farmed and ate.(S) • They can demonstrate understanding of how and why weapons changed during these periods in history.(S) Describe and understand key aspects of: human geography, including: types of settlement and land use G16 **KEY SUBSTANTIVE CONCEPTS • PRE-HISTORY and AGES • ICE AGE TECHNOLOGY ADVANCEMENT (BRONZE AGE)	Range and depth of historical knowledge • They can explain how items found from Ancient Egypt are helping us to build up an accurate picture of how people lived then.(D/S) • They can compare and contrast the lives of wealthy people from Ancient Egypt and the lives of poor people from Ancient Egypt(S) • They understand the key concept of civilisation versus settlement Can the pupil make Geographical and cultural comparisons with Egypt and UK. G16 Can the pupil use a range of sources to explain achievements of the Ancient Egyptians Pharaohs Gods Achievements of the earliest civilisations Heiroglyphs Papyrus H11 **KEY SUBSTANTIVE CONCEPTS • CIVILISATION AND EMPIRES (S) • WEALTH • SLAVERY • LEGACY • TAXATION • RELIGION	Range and depth of historical knowledge • They can summarise how Britain has had a major influence on world history.(S) • They can summarise how Roman invasion - Britain may have learnt from other countries and civilizations through time gone by and more recently. (S) • They hypothesise why there may be different interpretations of events.(D) • They appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. (D/S) Can the pupil explain the impact and importance of a local inventor? H9 Can pupils explain what life was like before and after the industrial revolution? H10 Can pupils explain how the lives of children changed	Range and depth of historical knowledge • They can summarise the main events from AD900, explaining the order in which key events happened. (S) • They can explain and demonstrate understanding of changes and continuity between different periods of history. (D) • They can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.(S) Can the pupil explain the meaning of: chronology/artefacts /invasion/primary source/secondary source? Can pupils explain basic ideas of how Mayan civilisation worked? How Mayans used their calendar? Can pupils explain how Mayan culture shaped their everyday lives and legacy?H13 Can the pupil describe in their own words Mayan culture/Compare to Anglo Saxons and or Vikings as a parallel study? H13/H8 (Anglo Saxons)	
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			during the industrial revolution? H10 Are pupils able to explain a few simple legacies? H12 Do pupils understand the role of myth and legend in ancient times, linked closely to the ideas of a religion and way of understanding the world? Can pupils explain a myth? H12 KEY SUBSTANTIVE CONCEPTS: • INVASION AND MILITARY SUPERIORITY • USE OF SLAVERY • TAXATION AND TRADE • LEGACY • INDUSTRIALISATION	Can the pupil describe in their own words Mayan culture/Compare to Anglo Saxons and or Vikings as a parallel study? H13/H8 (Anglo Saxons) Do pupils understand the Mayan religious system? Can the pupil explain and draw parallels to one modern day religion with Mayans, differences and similarities? Can pupils explain the role of Mayan Gods and temples? H13 KEY SUBSTANTIVE CONCEPTS • PARALLEL EVENTS ACROSS WORLD AS CIVILISATIONS EVOLVE • DIFFERENCES AND SIMILARITIES	
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Historical Enquiry	Historical Enquiry	Historical Enquiry	Historical Enquiry	Historical Enquiry	Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?
	- They can use several sources of information to begin to reach an informed conclusion about these periods in history.(D) - They can use the internet to help them find information quickly.(D)	- They can recognise the part that archaeologists have had in helping us understand more about what happened in the past.(D) - They can research what it was like for rich and poor children in Ancient Egypt and summarise their findings using photos and illustrations.(S) - They can demonstrate their understanding of one aspect they have researched using multi-media skills.(D)	- They can describe a key event from Rome's past using a range of evidence from different sources.(D) - They can demonstrate understanding of how historical artefacts have helped us to learn more about Rome's past. (D/S) - They can test out a hypothesis in order to answer a question. - They can research and present an aspect of history they have studied using multi-media skills, independently.(S) - They can make comparisons between different historical periods; explaining things which have changed and things which have stayed the same.(D) - Complete field trips and look at legacy of industrialisation including mills and cottages	- They can critique two different versions and say how the author may be attempting to persuade or give a specific viewpoint. (D) - They can explain their understanding of propaganda. (D) - Pupils can pose and answer their own historical questions.(D) - Pupils can apply their English work to their historical knowledge of propaganda and reliable/unreliable sources of evidence.(D) They can justify why certain events, people and changes might be seen as more significant than others.(D)	Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe in detail any historical events from the different period/s I am studying/have studied?

Interpretations of history	Interpretations of history	Interpretations of history	Interpretations of history	Interpretations of history	
	They can understand the limitations of studying ancient events (D) They can use stories as a source of evidence and explain its unreliability (D)	They begin to reason / speculate upon the impact of wealth on people's health and education in Ancient Egypt.(D/S) Consider how history is revised as new things are discovered e.g. Briefly mention Indus Valley at same time as Egypt (S/D)	- Examine how viewpoints of invasion would differ depending on who you were (D) - Examine and consider how trade influence actions (D) Consider how Julius Caesar might be viewed differently (D/S)	- Examine how texts can be used as evidence in certain cultures but not all(D) - Pupils can explain why Mayan culture shaped everyday lives (S)	