


# HISTORY

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## Purpose of Study

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 teach pupils to develop their chronological knowledge, the range and depth of their historical knowledge, historical interpretation and historical enquiry. This will enable Asby's children to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups.

We aim to equip pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Through the study of this multi-faceted subject, they will be transported to a different times and cultures, thus helping them to become active participants in modern British society.

## National Curriculum

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

EYFS - Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• talk about the lives of people around them and their roles in society.</li><li>• know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li><li>• use a wide vocabulary of everyday historical terms.</li><li>• ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• 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.</li><li>• note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>• regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li><li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>• understand how our knowledge of the past is constructed</li></ul>

	<ul style="list-style-type: none"> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>• significant historical events, people and places in their own locality</li> </ul>	<p>from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age.</li> <li>• the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots.</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• a local history study'</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
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## Content

The development of learners' historical understanding is essential in order for them to have a deeper understanding of present-day issues. We are proud to say that the diversity of our curriculum equips children to be active participants in modern Britain. Children should be encouraged to ask questions, seek evidence and compare and contrast the lived experience of people from different periods of history. Whilst the teacher should be the 'expert' in the classroom, children should be given the opportunity to enquire, independently, in groups and as a whole class. Pupils will be given the opportunity to study the history of other civilisations, such as the Egyptians and Mayans, which gives them a greater perspective of European history.

## The contribution of history to teaching in other curriculum areas

**English** – By teaching children vocabulary, their outcomes in reading comprehension will be positively affected. Furthermore, all teachers will maintain the same high expectations of written and spoken English across the curriculum. Children will be given the opportunity to access primary and secondary evidence, which gives them exposure to high-quality writing across a range of genres.

**Mathematics** – Children will use their knowledge of number lines to help them with thinking about chronology and plotting dates on a timeline. In turn, an understanding of place value allows them to have an accurate understanding of years and time.

**Computing** – Children will use technology to access secondary sources and gain an understanding of different perspectives of historical events. We will continue to use a range of platforms, notably Showbie, to enhance lessons and record understanding.

**Personal, social and health education (PSHE) and citizenship** – At its heart, history is about ways that people have felt, thought and behaved, within the constraints of the era that they lived in. Children will be able to compare modern-day Britain to other historical periods and see how British Values have developed.

## Quality of Education

### Intent

It is our aim at Asby endowed school to instil a love of History in all children. Delivery of this subject should provide an immersive, enriching History curriculum that intrigues children about other times, as well as other cultures. Learners should develop their procedural knowledge with regards to chronology, interpretation and enquiry; this should be aided by equipping pupils with key, historical vocabulary.

### Implementation

At school, we maintain strong links to the National Curriculum guidelines, to ensure that all aspects of Primary history are taught across all years. Our curriculum is taught on a 3-year rolling cycle in Class 1 and 4-year rolling cycle in Class 2, where work is effectively adapted across year groups based on the four areas of procedural knowledge.

In lessons, we use assessment for learning strategies to ensure that no child is left behind. In turn, end-of-unit assessments allow for teachers to assess what content has been genuinely embedded in each child's long-term memory. Our subject leader is given time for quality assurance and to ensure resources and content is up-to-date.

At the end of each year, class teachers will assess whether each child is working towards, at or exceeding expectations in history. This is used to make sure that all children are continuing to make progress, and that this communicated in a timely manner with parents.

### Impact

Through our 'quality-first' teaching of History, we will see the impact of this subject across the curriculum. Through interviews, we will gain pupil voice and understand the skills and knowledge that learners have acquired.

In book scrutinies, work will show that a range of topics are being covered and children are developing skills in line with age-related expectations. The profile of this subject will be raised through the use of displays and the celebration of children's work.

As historians, children will learn lessons from history that will influence their lives in the future.

## **Progression of Knowledge**

**Substantive knowledge** refers to the knowledge and understanding of the key concepts taught within historical contexts (including the key vocabulary). Given that we have mixed-age classes at our school, substantive knowledge is delivered to multiple year groups at the same time.

### **EYFS and KEY STAGE 1**

#### **WITHIN LIVING MEMORY**

Know their own life story and their family history.

Know that toys their grandparents played with were different to their own. Be able to organise a number of artefacts by age.

Know what a number of older objects were used for.

Know the main differences between their school days and that of their grandparents.

Know what certain objects from the past were used for.

#### **BEYOND LIVING MEMORY**

Know about an event or events that happened long ago, even before their grandparents were born.

Know what we use today instead of a number of older given artefacts.

Know that children's lives today are different to those of children a long time ago.

#### **KEY FIGURES IN HISTORY**

Name a famous person from the past and explain why they are famous.

Know about a famous person from outside the UK and explain why they are famous.

Be able to compare and contrast characters from stories including figures from the past.

#### **LOCAL HISTORY**

Know the name of a famous person, or a famous place, close to where they live.

Know how the local area is different to the way it used to be a long time ago.

Know the differences between things that were here 100 years ago and things that were not (including buildings, tools, toys etc).

### **KEY STAGE 2**

#### **THE STONE AGE TO THE IRON AGE**

Know how Britain changed between the beginning of the Stone Age and the Iron Age.

Know the main differences between the Stone, Bronze and Iron Ages.

Know what is meant by hunter-gatherers.

#### **ANCIENT EGYPT**

Depth study of Ancient Egypt: know about Egyptologists, pharaohs and pyramids, tombs, mythology, daily life, the importance of the Nile.

## **ANCIENT GREECE**

Know about Greek life and achievements and their influence on the western world to include: four main periods of the Greek Empire, leaders such as Alexander the Great, buildings and democracy.

Learn about the Ancient Greeks by studying the Olympics.

## **THE ROMANS**

Know how Britain changed from the Iron Age to the end of the Roman occupation.

Know how the Roman occupation of Britain helped to advance British society.

Know how there was resistance to the Roman occupation and know about Boudica.

Know about at least one famous Roman emperor.

## **ANGLO-SAXONS AND THE VIKINGS**

Know how Britain changed between the end of the Roman occupation and 1066.

Know about how the Anglo-Saxons attempted to bring about law and order into the country.

Know that during the Anglo-Saxon period, Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.

Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles with the Anglo-Saxons.

## **MAYAN CIVILISATION c. AD 900**

Know about the impact that the Mayans had on the world.

Know why they were considered an advanced society in relation to that period of time in Europe: how they lived, their culture and legacy. Compare their lives to our own.

## **BRITISH MONARCHS**

Know that the UK has a monarch (the queen). Have an awareness of at least some kings and queens after 1066, including William the Conqueror, Henry VIII, Queen Ann, Queen Victoria and Queen Elizabeth II. Children should understand the cultural significance of the monarchy, for example the national anthem. They must have an understanding of vocabulary relating to the monarchy, notably: reign and rebellion.

## **WORLD WAR 2 1939-1945 + POST WWII**

Know how this was a significant turning point for Britain and how Britain has had a major influence on the world and understand the impact of colonialism. Know about how WW2 began. The Battle of Britain. Evacuees. Rationing. D-Day Landings.

Understand that reality of post-war Britain, including the end of rationing, Queen Elizabeth's coronation, leisure and music as well as the development of the welfare state.

People: Churchill, Hitler, Mussolini, Frank, Roosevelt and Stalin.

Events: Evacuation, holocaust, Dunkirk, Britain, Pearl Harbour, D-Day, atomic bomb

Vocabulary: air-raid, Anderson shelter, allies, atomic bomb, axis, allies, blackout, blitz, evacuation, fascism, fuhrer, gas masks, genocide, holocaust, invasion, liberation, occupation, nazi, persecution, propaganda, rationing, spitfire

## **CRIME AND PUNISHMENT**

Describe the Roman judicial system and name some of the common punishments such as flogging, amputation, execution or crucifixion.

Describe the Anglo-Saxon systems of wergild and trial by ordeal.

Know that AD stands for anno domini and BC stands for before Christ.

Identify the Tudor objects relating to punishment, such as the ducking stool, stocks, scold's bridle, drunkard's cloak, pillory and rack.

Describe Dick Turpin and why different people have a different view of who he was.

Describe Victorian reforms to law and order, particularly the peelers and the work of Elizabeth Fry to improve the condition of prisoners

Long-term plan for history and geography can be found in the penultimate section of this progression document.

**Disciplinary knowledge** is the interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Historical Period	<b>Within Living Memory:</b> Toys past and present, Transport past and present.  <b>Beyond Living Memory:</b> The Great Fire of London, Sporting events.  <b>Key Figures in History:</b> including a famous person from the local area, nationally and from outside the UK.  <b>Local History:</b> Great Asby			<b>World History- Ancients beyond 3,000 years ago:</b> Ancient Egypt  <b>British History- Stone Age to 1066:</b> The Stone Age, The Romans, The Anglo-Saxons and Vikings  <b>World History- Non- European Society:</b> The Mayans  <b>World History 700-480 BC:</b> Ancient Greece  <b>British History- Beyond 1066:</b> British Monarchs, Crime & Punishment, WWII & post-WWII  <b>Local History:</b> Great Asby			

Chronological knowledge	Know that familiar events occur in a particular order.	Know that a simple timeline is used to show where events occurred and when particular people were alive.	Know that one working timeline is used to show where all events and people studied have occurred and lived.	Know how to place events on a timeline using BC.	Can use BC and AD to place events on a timeline.	Understands the chronology in different times and can place events in order correctly on a timeline using BC/AD and CE/BCE.	Confidently place events in chronological order and know the time in which an event or era took place.
	Know and understand past and present events in their own and family members' lives.	Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.	Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.	Know that there is a definitive, chronological order for the periods studied.  Know the similarities and differences between the specific periods of history studied that go beyond their own lives.	Know that the characteristics of the particular periods studied will determine their chronological place in history.  Know that change is shown by the similarities and differences between specific periods in time.	Know that the chronological position of periods studied sometimes overlap or occur concurrently. Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.	Know that the chronology of significant events in periods of history subsequently shaped different societies.  Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.



<b>Range and Depth of Historical Knowledge</b>	<p>Know that people are important in their lives.</p> <p>Know the difference between past and present.</p>	Know that people and objects existed, and events occurred before living memory.	Know that some events and people in the past are seen as significant because they result in change.	Know that there are reasons for and results of people's actions in the past.	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Know that great events had an impact on people's lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
<b>Historical Interpretation</b>	Know that there are ways to find out about their past.	Know some reasons why people acted differently in the past.	Know that there are sources of information to find out about the past.	<p>Know that there are different accounts of history.</p> <p>Know that evidence is facts and/or information which can be proved</p>	Know that there are different interpretations of historical accounts. Know that sources of evidence can be linked.	<p>Know that a piece of evidence may be biased.</p> <p>Know that evidence can be justified based on usefulness and reliability.</p>	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Know that there are reasons why there are different accounts of history.</p> <p>Know that evidence is evaluated to determine which is the most reliable source.</p>
<b>Historical Enquiry</b>	Know about the past and present primarily through their own experiences and storytelling.	Know some specific sources that support learning about the past.	Know that key sources are used to effectively learn about the past.	Know that a wide range of sources (Primary and Secondary) are used to effectively learn about the past.	Know that primary and secondary sources vary in reliability.	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.

## Progression of Vocabulary

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Key Vocabulary	Ago, family tree, new, old, past, same different	Today, now, hours, tomorrow, yesterday, then after, before, weeks, the present, year, decade, century, the past, long ago, the future, day, week, month, long ago, ancient, modern, date order, investigate, timeline, explain	Timeline, Chronological order, sequence, recent History, earlier, later, decades, centuries, source, question, newspapers, websites, Internet, research, artefact, similar, different	BC and AD, Timeline, Period Thousands of years, Primary and secondary source, opinion, theme, similarities and differences, evidence, archaeologist, excavation	Consolidation of BC and AD, Time difference, era, change, compare, reliable, continuity, primary and secondary source, first hand and second-hand evidence	Consolidation of timeline to include Common Era CE Before the Common Era BCE, reliability, Cause, consequence, similarity, democracy, impact, bias	Consolidation of timeline to include Common Era CE Before the Common Era BCE, Difference and significance, bias and propaganda, interpretation, evaluate

## Long Term Planning

### EYFS/KS1 3-year cycle

	Autumn		Spring		Summer 1	
	<b><i>History</i></b>	<b><i>Geography</i></b>	<b><i>History</i></b>	<b><i>Geography</i></b>	<b><i>History</i></b>	<b><i>Geography</i></b>
2022-2023	Toys from the past – timeline of toys	Toys around the world	Famous explorers through history	Jungles & Polar Regions	The Great Fire of London The Gunpowder Plot	London
2023-2024	Houses and Homes through time How the village has changed over time	Comparison between Great Asby and an African Village	Nurturing Nurses	Countries and Oceans	War and Remembrance (WWI)	Beside the sea
2024-2025	Travel and Transport including space travel and the first aeroplane flight	Transport throughout the world, how to transport to places over the world	Kings and Queens	British Isles	Dinosaurs	Mapping our school and local wall

## KS2 4-year cycle

	Autumn		Spring		Summer	
	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>
2022 - 2023	<b><i>Incredible Egyptians</i></b>		<b><i>Exploring Central America &amp; the Mayans</i></b>		<b><i>Crime and Punishment</i></b>	<b><i>Extreme Earth</i></b>
	Ancient Egyptians Israelites in Ancient Egypt	Desserts The River Nile - physical & human features Map & atlas work	Mayan Civilisation Famous explorers: Christopher Columbus, Hernán Cortés, Sir Walter Raleigh and the discovery of The Americas	Central America Map & atlas work	Roman, Anglo-Saxon and Tudor judicial systems. Dick Turpin and the different perceptions of his lifestyle. Victorian prison reform	Rivers, mountains, seaside, volcanoes, earthquakes and water cycle
2023 - 2024	<b><i>Brilliant Britain</i></b>		<b><i>Prehistoric Britain: Stone Age to Iron Age</i></b>		<b><i>Groove Greeks!</i></b>	
	How Britain and the British people were affected by the events of WWII	Exploring the United Kingdom	Changes in Britain from the Stone Age to the Iron Age	Physical and human features – changes over time	Ancient Greece – a study of Greek life, achievements and their influence on the western world	Investigating modern Greece
2024 - 2025	<b><i>A Look Around Modern Europe</i></b>		<b><i>The Roman Invaders</i></b>		<b><i>Vikings v Anglo-Saxons</i></b>	
	History of Europe	Countries of Europe – Physical and human features of modern Europe	The Roman Empire and its impact on Britain	Mapping the Roman Empire	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Exploring Scandinavia
2025 - 2026	<b><i>British Memorable Monarchs</i></b>		<b><i>Rainforests</i></b>		<b><i>Asby &amp; Ghana</i></b>	
	A study of an aspect or theme in British history beyond 1066	British Empire through the ages	Use of the rainforests over time	Rainforests: Physical and human features Atlas and map work	A local history study: Asby parish Benin Culture: a non-European society that provides contrasts with British history	Exploring Africa Ghana – Ankoma project