

Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

History Curriculum and Rationale at Enmore for Website

History Definition

History is the study of the past. History requires the skills of looking at written records such as diaries, letters, and newspaper articles to learn about the past. Records that come from the time being studied are called primary sources. History also involves studying secondary sources, such as newspaper articles and reference books, and the ability to interpret them in a logical and clear way.

Background



The history programme of study will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The programme of study is aimed to help pupils' understand the process of change, their own and identity and the diversity that we see in society. It will also seek to help pupils understand the challenges that people faced in times gone by.

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the National Curriculum History programme of study which can be found [here](#).

Vision

The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how maths is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.

Vision

- *To have high expectations*
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What this looks like in history

- *Learning behaviours are excellent*
 - *Poor behaviour is uncommon and is challenged*
 - *Marking is high quality*
 - *Teaching spaces are kept tidy and are well- organised*
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Vision

- *A broad curriculum offer*
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What this looks like in history

- *Displays and work in books reflects a broad curriculum*
 - *Classes have topics but discrete subjects are taught*
 - *Cross- curricular links used when possible*
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Vision

- *An inclusive curriculum*
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What this looks like in history

- *All children have access to the curriculum*
 - *Pre, post and during interventions used as appropriate, aimed at removing barriers to learning*
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Vision

- *A mastery approach*
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What this looks like in history

- *Whole class teaching is predominant*
 - *Children who have mastered topics are given opportunities to support less confident*
 - *Low stakes testing and retrieval exercises used where appropriate*
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Vision

- *Expose children to diversity*
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What this looks like in history

- *Children will learn various aspects of previous and current cultures such as Incas and Britain in World War 2*
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Vision

-
- *Ask Big Questions*
-

What this looks like in history

- *Children are free to ask questions that extend and challenge known interpretations of modern and ancient history*
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Vision

- *Close vocabulary gap for disadvantaged children*
-

What this looks like in history

- *Key vocabulary is set out at the start of each unit*
 - *Displays reinforce key vocabulary*
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Vision

- *Reinforce school, Christian and British values*
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What this looks like in history

- *Values are highlighted through different units as well as showing where these were not implemented in different cultures such as democracy (Ancient Greece) and touching on the holocaust (World War 2)*
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Vision

- To develop the children as individuals and give responsibility
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What this looks like in history

- Children are encouraged to develop and run an assembly in KS2 in which some of their learning can be shared (e.g. history of communication)
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Subject Intent

Class 1 - EYFS / Reception and Year 1

Highlighted Areas = History coverage

Class	Topics	Key Skills/coverage
1	EYFS Curriculum Topic based around current events. (E.g. 50 years Moon Landing)	Talk about past and present events in their own lives and those of family members. Follow current significant historical events (100 years Remembrance), through festivals or anniversaries. Play based curriculum used to investigate different areas of history. (E.g. Dinosaurs / fossils. Cold places / explorers. Native Americans / How they lived.)

Class 2 - Year 1 and 2

2	Who am I? / The Stories People Tell The Great Fire of London / Sensational Flowers and Insects / All Dressed Up I'm Alive/ Buildings Titanic / Seeing the Light Our World / Hooray! Let's go on Holiday	Events beyond living memory that are significant nationally or globally [for example, The Great Fire of London, Titanic, King Arthur) The lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys) Significant historical events, people and places in their own locality. (Titanic, The Great Fire of London) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Holidays, Buildings, Clothes) People and places in their own locality.
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Class 3 - Year 2 and 3

3	<p>Explorers and Adventurers/ Shaping Up</p> <p>Footprints from the Past/ What's on the Menu? /Romans</p> <p>Gateways to the World/ Inventions that Changed the World</p> <p>Chocolate/ Pictures and Photographs</p> <p>Different Places, Similar lives (WWII)</p> <p>Treasure/ Do you live around here?</p>	<p>In History, we'll be finding out:</p> <p>About explorers and adventurers in the past How to gather information from maps, pictures and books How to answer simple questions about exploration How explorers told the time and navigated at sea</p> <p>Farming, art and culture, the Roman Empire and its impact on Britain</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>In History, we'll be finding out: About the different time periods when dinosaurs lived How to make a time line About fossil hunters from around the world About different ideas to explain why the dinosaurs died out</p> <p>In History, we'll be finding out: About popular foods from different periods of history What sailors and explorers used to eat when travelling</p> <p>In History, we'll be finding out: About significant inventions of the last 100 years About inventions in the way we communicate About the history of flight and associated inventions late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>In History, we'll be finding out: Who first discovered chocolate Who took the first chocolate to Europe</p>
		<p>In History, we'll be finding out: About some of the materials and techniques used by people in the past About how portraits and photos help us find out about the past</p> <p>a significant turning point in British history, the Battle of Britain</p> <p>In History, we'll be finding out: About important people in the countries we are studying About the way important people have changed lives</p> <p>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</p> <p>In History, we'll be finding out: How artefacts can help us find out about the past How we can use fact and opinion to create a profile about a historical person About different historical sources About famous archaeologists</p> <p>In History, we'll be finding out: About the different homes we have lived in Whether homes in the local area have changed</p>

Class 4 - Year 4 and Year 5

4	<p>Being Human/ AD900 (Mayans)</p> <p>Going Global/ Space Explorers</p> <p>Full Power/ What a Wonderful World/ Rainforest (IOW week)</p> <p>Fairgrounds/ Weather and Climate</p> <p>Building A Village/ Vikings/ Mountains</p>	<p>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.</p> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> Finding out about the Mayans from the buildings and artefacts they left behind Exploring the religious beliefs of the Mayans Finding out about Mayan writing, numbers and their calendar system Examining the reasons why the Mayan empire declined <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> How people used to trade in the past What goods were available to past societies How new products were discovered by explorers <p>In History, we'll be:</p> <ul style="list-style-type: none"> Finding out about what people in the past used to think about the Earth, Sun and Moon Finding out about the constellations and the stories that they tell Making a timeline to show some of the important events in the history of astronomy and space <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> Who discovered electricity <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> About the history of our local area About the history of two settlements from the host and home countries How to use evidence to research and record history <p>How Windrush had a significant impact on the UK</p> <p>A local history <u>study</u> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
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Class 5 - Year 5 and 6

5	<p>Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it)</p> <p>The Time Tunnel/ Existing Extinct Endangered</p> <p>They see the World Like This/ Isle of Wight /Growing Up (yr6)</p> <p>Making the News/ Go with the flow/ Christmas cookery</p> <p>Champions for Change/ Look Hear</p> <p>Making Things Go / Art- specialist unit/ Growing Up (yr6)</p>	<p>Changes in Britain from the Stone Age to the Iron Age 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</p> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> About societies that are well-known for their myths and legends About myths and legends from our host country About major events in the past <p>Changes in Britain from the Stone Age to the Iron Age a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> How historical time can be recorded and measured How we can sort, sequence and order the past How we can interpret events to explore the attitudes of people in the past What happened at different times in different cultures <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> How news and information was communicated in the past About the key inventions that have helped us to communicate How news reporting has changed through time About news as a source for finding out about the past <p>changes in Britain from the Stone Age to the Iron Age Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
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Subject Rationale and Progression/Key "sticky" Knowledge

Class 1: EYFS History Rationale and 'Sticky' Knowledge:

EYFS Rationale

The key is to start the children talking to others including family members and for them to understand that there is a 'past' before them.

Children will understand the way people lived that in that past, was different to how we live today.

History: Key Stage 1			
Within living memory	Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality
Class 1 (R) <ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Know what a number of older objects were used for 			<ul style="list-style-type: none"> Understand that a man called John Poole started this school
Class 2 (Yr 1&2)	<ul style="list-style-type: none"> Recall the events of the Great Fire of London and give reasons why it happened Give details as to why the Titanic crashed Know about an event or events that happened long ago, even before their grandparents were born – Gfot L Know what we use today instead of a number of older given artefacts – holidays 	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous such as Samuel Pepys Name a famous person from the past and explain why they are famous such as Samuel Pepys and explain what impact they had. E.g. King Charles II 	<ul style="list-style-type: none"> Understand who John Poole was and why he founded the school. (Links to RE values)

Sticky Knowledge: History

Class 1	Class 2
<input type="checkbox"/> Know that the toys their grandparents played with were different to their own	<input type="checkbox"/> Know about an event or events that happened long ago, even before their grandparents were born <u>GFof L</u>
<input type="checkbox"/> Organise a number of artefacts by age	<input type="checkbox"/> Know what we use today instead of a number of older given artefacts
<input type="checkbox"/> Know what a number of older objects were used for	<input type="checkbox"/> Know that children's lives today are different to those of children a long time ago
<input type="checkbox"/> Know the name of a famous person, or a famous place, close to where they live – John Poole	<input type="checkbox"/> Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) <u>GFof L</u> Fire Service and London changes.

Class 2 History Rationale:

Class 2 Rationale

Children begin to realise that people and events existed long before they did.

Begin to realise that some significant events in the UK had an enormous impact on lives. (GFof L)

Explore recent history and that still within living memory. Include grandparents (Holidays, buildings, clothes)

History: Key Stage 1			
Within living memory	Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality
Class 1 (R)	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Know what a number of older objects were used for 		<ul style="list-style-type: none"> Understand that a man called John Poole started this school
Class 2 (Yr 1 & 2)		<ul style="list-style-type: none"> Recall the events of the Great Fire of London and give reasons why it happened Give details as to why the Titanic crashed Know about an event or events that happened long ago, even before their grandparents were born – Gf of L Know what we use today instead of a number of older given artefacts – holidays 	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous such as Samuel Pepys Name a famous person from the past and explain why they are famous such as Samuel Pepys and explain what impact they had. E.g. King Charles II

Sticky Knowledge: History

Class 1	Class 2
<input type="checkbox"/> Know that the toys their grandparents played with were different to their own	<input type="checkbox"/> Know about an event or events that happened long ago, even before their grandparents were born <u>Gf of L</u>
<input type="checkbox"/> Organise a number of artefacts by age	<input type="checkbox"/> Know what we use today instead of a number of older given artefacts
<input type="checkbox"/> Know what a number of older objects were used for	<input type="checkbox"/> Know that children's lives today are different to those of children a long time ago
<input type="checkbox"/> Know the name of a famous person, or a famous place, close to where they live – John Poole	<input type="checkbox"/> Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) <u>Gf of L</u> Fire Service and London changes.

Class 3 History Rationale:

Class 3 Rationale

Develop a deeper and more complex understanding of timelines and where we fit in. Where national events fit in. (WW2, Iron Age)

Children to begin to develop their understanding of how a civilisation is formed and what is needed in order to sustain it.

Begin to introduce events that shaped the world, not just the UK. (Explorers, WW2, Roman Empire)

Introduce the idea that history is continually evolving and we are a part of history. (Houses, flight, inventions)

History: Key Stage 2		
CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> To include: Stone age to iron age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 World War 2 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Class 3 <ul style="list-style-type: none"> 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' 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 	<ul style="list-style-type: none"> Study some of the famous inventions of the last 100 years. E.g. Look at who brought chocolate to Europe. Battle of Britain during World War 2 Why children were evacuated during the war 	<ul style="list-style-type: none"> Study how homes in the local area have changed over time. Study what the area used to be used / famous for

History: Key Stage 2		
ANCIENT ANCIENTS (approx. 3000 years ago)	ANCIENT GREECE	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 	<ul style="list-style-type: none"> Greek life and influence on the Western world 	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
Class 3		<ul style="list-style-type: none"> Summarise how Britain may have learnt from other countries and civilizations (historically and more recently) Research what it was like for children in a given period of history and present findings to an audience Research to find answers to specific historical questions about their locality – (The South West) Know how their locality has been shaped by what happened in the past Know how historic items and artefacts have been used to help build up a picture of life in the past

Sticky Knowledge: History

Class 3	Class 4
<input type="checkbox"/> Know how Britain changed between the beginning of the stone age and the iron age	<input type="checkbox"/> Know about, and name, some of the advanced societies that were in the world about 3000 years ago
<input type="checkbox"/> Know the main differences between the stone, bronze and iron ages	<input type="checkbox"/> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin
<input type="checkbox"/> Know what is meant by 'hunter-gatherers'.	<input type="checkbox"/> Know where the Vikings originated from and show this on a map
<input type="checkbox"/> Know that Britain was once invaded and occupied by the Romans and that they left a legacy	<input type="checkbox"/> Know that the Vikings and Anglo-Saxons were often in conflict
<input type="checkbox"/> Know how World War 2 impacted the lives of those in Britain – in particular the lives of children	<input type="checkbox"/> Know why the Vikings frequently won battles with the Anglo-Saxons
	<input type="checkbox"/> Know that Britain has had a major influence on the world including colonisation and the slave trade

Class 4 History Rationale:

Class 4 Rationale

Learning the art and skills of **comparison** and how to carry this out. (Mayans)

Develop a greater understanding of how **artefacts are discovered** and how they are **interpreted**.

In-depth study of an ancient civilisation focusing on its strengths and weaknesses.

To see the link between **science and history and how they are inter-linked**. How people's views of the past also changes over time. (Astronomy)

Local area study developing skills previously learned and how they can be applied to finding out about the history of where we live now.

Study a significant period in English history which still has **effects on our country today**. (Vikings, Anglo-Saxons and William the Conqueror)

Introduce the terms substantial and disciplinary knowledge as a way of understanding history.

History: Key Stage 2			
CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY	
<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066 	
Class 4	<ul style="list-style-type: none"> 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 Use a time line to show when the Anglo-Saxons were in England 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England. 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 Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time

History: Key Stage 2	
CIVILIZATIONS from 1000 years ago	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> Choose one of: Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
Class 4	<ul style="list-style-type: none"> Describe events from the past using dates when things happened. Know how an event or events from the past has shaped our life today – The Space Race Research in order to find similarities and differences between two or more periods of history. Modern 20th C Space Race and Mayans. Know about the main events from a period of history, explaining the order of events and what happened – Space Race Know that many of the early civilizations gave much to the world - Mayans

Sticky Knowledge: History

Class 3	Class 4
<input type="checkbox"/> Know how Britain changed between the beginning of the stone age and the iron age	<input type="checkbox"/> Know about, and name, some of the advanced societies that were in the world about 3000 years ago
<input type="checkbox"/> Know the main differences between the stone, bronze and iron ages	<input type="checkbox"/> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin
<input type="checkbox"/> Know what is meant by 'hunter-gatherers'.	<input type="checkbox"/> Know where the Vikings originated from and show this on a map
<input type="checkbox"/> Know that Britain was once invaded and occupied by the Romans and that they left a legacy	<input type="checkbox"/> Know that the Vikings and Anglo-Saxons were often in conflict
<input type="checkbox"/> Know how World War 2 impacted the lives of those in Britain – in particular the lives of children	<input type="checkbox"/> Know why the Vikings frequently won battles with the Anglo-Saxons
	<input type="checkbox"/> Know that Britain has had a major influence on the world including colonisation and the slave trade

Class 5 History Rationale:

Class 5 Rationale

Looking **in depth, further afield**, on how early civilisations impacted the world we live in today.

Linking in history to myths and legends and their time periods and why this is significant to their cultures.

Artefacts and the recording of historical documents. Questioning **how we interpret evidence** and are we always impartial?

Build a timeline of events from around the world and **know roughly when they took place**.

Understand how **democracy works, where it comes from and how it looks today** in the UK. To also question and understand why some countries are not democratic. (Greeks, 'Champions for Change')

A greater focus and development on **disciplinary knowledge skills** in order to become better historians.

To **ask questions that go deeper** and cause the pupil to think for themselves.

Class 5: Year 5 and Year 6 'Sticky' Knowledge:

History: Key Stage 2		
CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings Normans (Greeks – Non-UK) 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Class 5 <ul style="list-style-type: none"> Know that our democracy is rooted in Ancient Greek culture Know how myths and legends influence culture today - Nike Know about the influence the gods had on Ancient Greece Know some Ancient Egyptian myths and compare them to Greek myths. 	<ul style="list-style-type: none"> History of communication from ancient ways to modern Suffragettes and their impact on life today Slavery and the British Empire. 	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. In depth study of Enmore from 1066 to present day (Year 5 /6 Residential to the Isle of Wight) Local history of the IOW. Famous events and people from the IOW who contributed to society – Charles I and Queen Victoria

History: Key Stage 2	
CIVILIZATIONS from 1000 years ago	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> Choose one of: Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
Class 5	<ul style="list-style-type: none"> Suffragettes. How and why they changed the political landscape of Britain. To be able to pinpoint several inventions that have transformed the way in which society functions and how these have been build upon by successive generations. Compare how the area around Enmore has changed over the centuries and what this means for people living there now.

Sticky Knowledge: History

Class 5	Class 5
<ul style="list-style-type: none"> <input type="checkbox"/> Know that democracy is rooted in Ancient Greek culture and is a British Value 	<ul style="list-style-type: none"> <input type="checkbox"/> Know that Britain used to have an extensive empire; explain the positives and negative sides of this (slavery)
<ul style="list-style-type: none"> <input type="checkbox"/> Name some historical figures and explain why they were divisive (E.g. Darwin, Charles I, George III) 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the impact of the Royal Family on today's society
<ul style="list-style-type: none"> <input type="checkbox"/> Know that Greek myths and legends still influence society today and give examples 	<ul style="list-style-type: none"> <input type="checkbox"/> Know what the Suffragettes stood for and explain what impact they had on British society.
<ul style="list-style-type: none"> <input type="checkbox"/> Know that inventions have influenced society for good and bad; give examples of this and explain how they started 	

Progression in history across the school

We have begun to implement and follow the Progression in History guide produced by the Historical Association. this will be implemented and monitored as the year progressive.

Click [here](#) for a link to the full document.

Below is an example for progression in KS1.

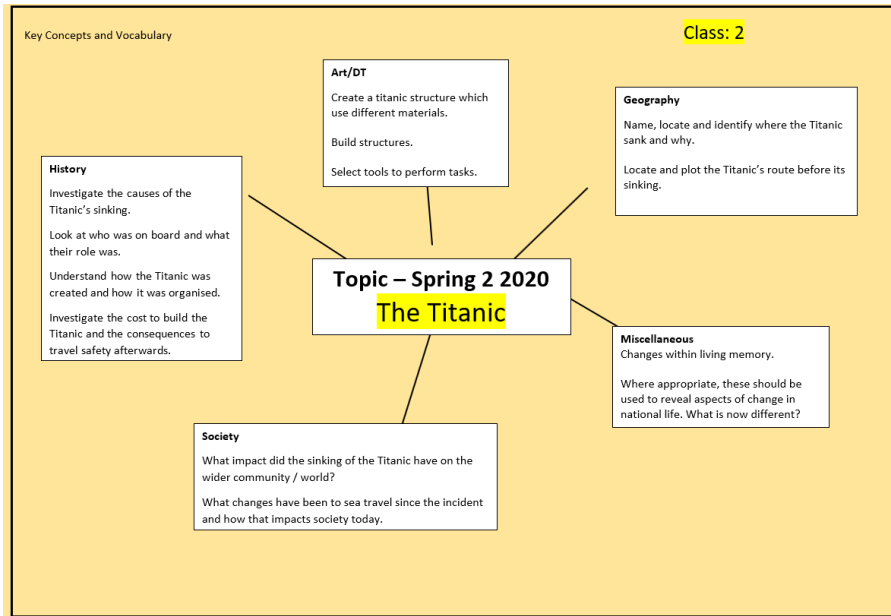
National Curriculum history – aspects to develop (September 2014)

Key Stage 1		
<i>Knowledge / understanding of British history</i>	<i>Knowledge / understanding of wider world history</i>	<i>The ability / disposition to:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Changes within living memory - used, where appropriate, to reveal changes in national life <p><i>See also wider world history</i></p> <p><i>Local history</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> <input type="checkbox"/> Events from beyond living memory that are significant nationally or globally <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Be aware of the past, using common words & phrases relating to time <input type="checkbox"/> Fit people/events into chronological framework <input type="checkbox"/> Identify similarities / differences between periods <input type="checkbox"/> Use wide vocabulary of everyday historical terms <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Choose and use from stories and other sources to show understanding <input type="checkbox"/> Understand some ways we find out about the past <input type="checkbox"/> Identify different ways in which past is represented

Subject Implementation



Planning



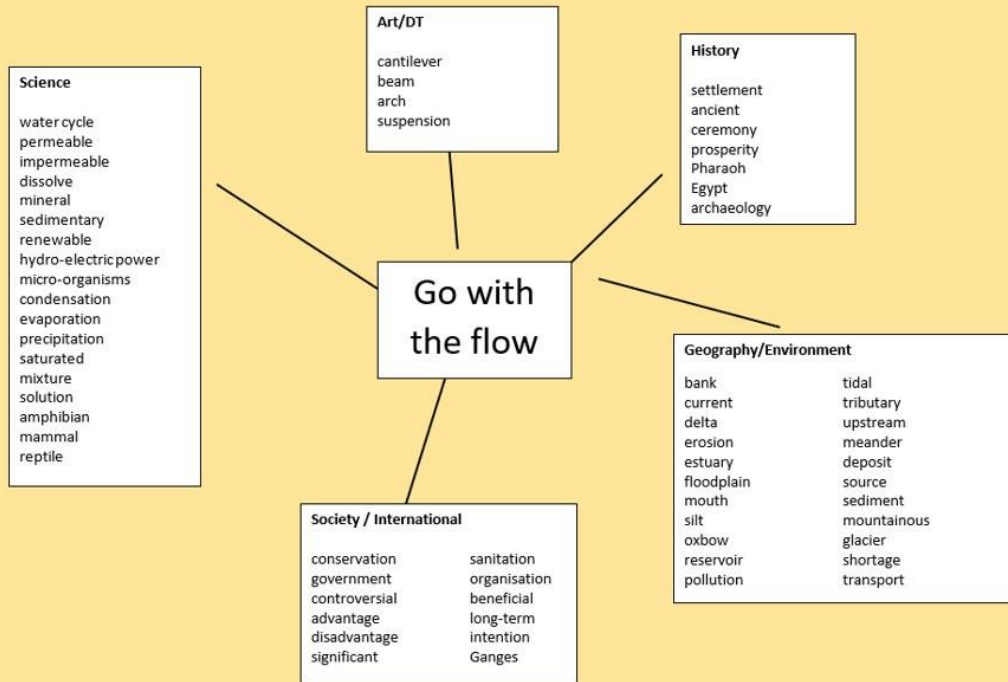
1 - KS1 Example

IPC Unit: **The Titanic**

Key Vocabulary Card

<p>Do you know what all these words mean?</p> 	<p>Can you explain them to a partner?</p> 
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boat passengers third class Captain
 iceberg travel New York
 collision lifeboat
 survivors engine room Atlantic



Impact and Examples of Work



(Please see co-coordinators file for more examples.)

Class 1

Bonfire Night

The children learnt about the Gunpowder Plot and made their own firework pictures.



Thanksgiving

The children listened to Mrs MacRae talk about her childhood experiences of Thanksgiving. They learnt about why Thanksgiving is celebrated in America.

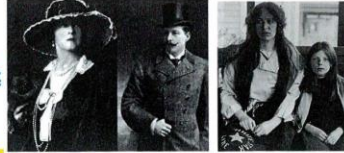
Class 2

Year 1 and 2 work showing how they have used various sources to make historical judgements on what life was like on board the Titanic and how safety at sea changed after the disaster.

15.03.22 (SHEET 1)

WALT: know that there were different class passengers on board and they had different experiences.

(Enquiry Q: What was life like on board the Titanic and how was it different for 1st class, 2nd class and 3rd class passengers?)



Look at the different pictures of what the rooms and food was like on board the Titanic. Watch the 2 min clip showing what it was like on board the Titanic.

Read the rules about which classes could go where.

Look at the dinner menus.

What were the rooms like between the different classes of passengers?

1 st class	2 nd class	3 rd class
They had gym, wall paper they had their own bathrooms and they also had a chamberlain.	They had a bunkbed they had bottle they also had a big gassy mirror some mugs to go with the kettle.	They had ^{four} beds they had a tiny mirror on there was no chairs at all!

What were the 1st class passengers allowed to do that the other classes couldn't? (Look at the descriptions)

They were allowed to go to the swimming pool, squash court, gym and dining room.

Why was this, do you think?

Because they paid ^{more} money to pay for the ticket.

Look at the menus on board the Titanic
What are the differences that you notice?

- 1.) Third class had only one type of meat and that is beef, but first class had all types of
- 2.) First class had better stuff than third class.



If you were to go on board the Titanic, would you choose to be 1st class, 2nd class or 3rd class?

I'll want to be in second class

Why?(Give one or two reasons)

Because I want to have a little bit of space in my bedroom.

How much were tickets for the different classes in today's money?

1st class	£ 3300
2nd class	£ 1500
3rd class	£ 800



Well done - you've thought well about what life was like on board the Titanic
Great observations.

22.02.22
WALL KNOW HOW THE TITANIC DISASTER HAPPENED? SHIP SAFETY AT SEA.

super interesting!

Pictogram to Show Number of Passengers On Board Lifesboat
 Capacity = 40

Select a colour to represent each category on the key. Colour the key and complete the pictogram to represent the population on the lifesboat.

• First class	• Second class	• Third class	• Crew	• Others	• Empty Places
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Boat 2
 Time launched: 1.45pm.
 Capacity: 40
 First class: 8
 Second class: 20
 Third class: 10
 Crew: 6
 Others: 4

True

- Ships travelling across the Atlantic now had to take a more southerly (different) route to avoid icebergs.
- All ships must carry enough lifeboats for every person aboard the ship.
- All radio communications should have someone next to it 24 hours a day on passenger ships.
- The International Ice Patrol was created in 1914 to monitor and report.

False

- Nothing should change. The Titanic disaster was just a case of bad luck.
- The captain of a ship must never go to sleep and keep a look out at all times.
- All lifeboats must be painted bright yellow to people can spot them.
- Everyone on board a boat / ship should take it in turns to look out for icebergs from the crow's nest.

Will show you've sorted these out well and can see how safety at sea changed after the Titanic disaster

A Year 2 pupil working at 'Age Related Expectations' (ARE) using the internet to research the Great Fire of London.

12.01.21

L/O: to using the internet to find out facts about the Great Fire of London.



1.) Which two countries were at war with England at the time of the fire?

Dutch and French

2.) What famous and unpleasant event happened a year before in 1665 in London? Some people think the fire helped to stop it from getting worse?

The Great Plague

3.) Who helped the King to redesign London after the fire? He also designed the new St Paul's Cathedral.

Christopher Wren

4.) What two items did Samuel Pepys bury to keep safe from the fire?

Cheese and Wine

5.) How tall is the monument that was built to remember the Great Fire?

202 Feet

6.) How many steps are there in the monument?

311

Super research!



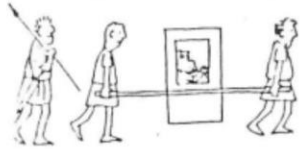
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Class 3

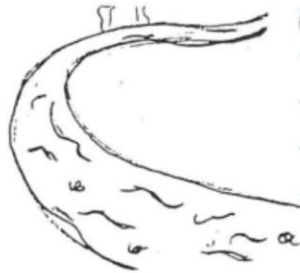
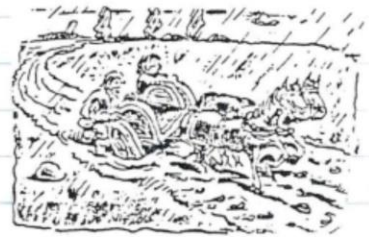
Year 3 ARE pupil work comparing Romans and Celts.

WALI - sort out statements and write some sentences.
Romans V Celts

Travel



Roads were built strong and straight to let the army and other people.



People travelled by horse and cart.

Wealthy Romans had slaves to carry them in their 'litter'. Others travelled by horse.

Roads were bumpy, muddy and very windy.

Clothes

Rich Romans wore silk and linen, these were brought from abroad.



Clothes were roughly made.



Homes and Living



Homes were round and made from wattle and daub.

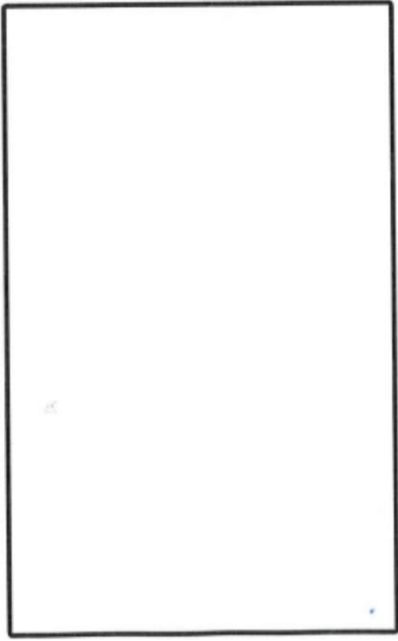
Fill the map with facts or pictures from your research and make links between any that have a cultural link. Use questioning to help you.

Iron
Iron can be used for lots of things including an iron-tipped spear and swords by heating a bar of iron over a charcoal fire.

Hill forts
Every old lives in a hill fort. They were surrounded by ditches and ditches.



Pottery
British people started using a potter's wheel at the end of the iron age. They use their feet to turn the wheel.



Enemies
The enemy had horses which they rode on.



Class 4

A Year 4 ARE pupil's work researching Mayans including the Mayan creation story.

WALT: Rease Research everyday life for the Mayans.

Name: _____

Date: _____

Homes
The walls of Mayans homes were made out of mud and the timber and were painted red. The roofs were thatched and steep. Rain fell on them easily. They had a door, ~~as~~ but they had no windows. They are not like the grand palaces of the royals and nobles. Their houses ~~was~~ only had one room in them they didn't even have a upstairs.

Clothes
They would make thread and weave it to make tunics, cloaks and blankets. They knew how to dye cloths, ~~as~~ the dyes were made from fruits, flower colourfully flowers and beetles that gives cochineal. When you smash it, or squish it.

Women
The women had to do all of the hard work. Women traded pots, clothes and crops at the markets. Women wore very long tunics that went up to their knees they were long.

Everyday Mayan Life



Children
Girls helped ~~thor~~ their mums with the jobs, so that they were ready for a different home. Boys learn't how to hunt and how to farm. They would learn how to farm and to defend themselves in the the war of any sort of battle.













Food and Farming
The woman had to do all of the meals and get fire wood, and all the drinks they had to dry the beans for the winter months. They also had to dry the chillies and corn and they had to make clothes for their families. Mayans homes were work places as well as places to ~~to sit~~ sleep and eat.

Crafts
The mayans didn't have and weaponry like metal tools or hunting equipment. They used wood, stone and a type of glass called obsidian to make weapons, such as spears, axes, bows, arrows and knives and they had to make all of their weapons. It ~~was~~ hard for them.

WALT: retell the mayan creation story.

earth earth earth earth earth

The Mayan Creation Story

	One time there was darkness and two gods. The gods had blue and red feathers. They were together and they were making the earth.		When they brought a land, the earth appeared. When they brought a land, the earth appeared. When they brought a land, the earth appeared.		The second man whose woman and child but they were made whose origin and child of woman. The gods sent a great oak to them.		The men still worshipped the gods. The gods made their women to be their wives. They are the ancestors of all mankind.
	But that was a mistake. They made depriving ropes and could worship properly.		The first man whose wife of clay but soon crumbled. They were made.		We can understand. We can understand. We can understand. We can understand. We can understand.		The men still worshipped the gods. The gods made their women to be their wives. They are the ancestors of all mankind.
	But that was a mistake. They made depriving ropes and could worship properly.		The first man whose wife of clay but soon crumbled. They were made.		We can understand. We can understand. We can understand. We can understand. We can understand.		The men still worshipped the gods. The gods made their women to be their wives. They are the ancestors of all mankind.

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the god for their wives. What can you see? said the gods.

Super retelling of the Maya creation story (11/11)

Class 5

Year 6 pupil discussing and evaluating the question 'Was Alexander the Great, really great?'

WAS ALEXANDER THE GREAT REALLY GREAT?

I think that Alexander the Great was great in some aspects of his life such as his military strategies and fighting skills. Using these things he was able to conquer a lot of the known world. His extraordinary military talents made sure he never lost a battle and his men were crushed in battle. In his rebellious and angry rebellions were stamped and he was the superior ruler of all of it.

Also he was given many things of supreme wealth and nobility such as his gold being poured down him and being numerous gifts of him. Only people who he had him as great would have done this for him. Even after he died many were still made with his face on them. Also mention in the Roman Empire depicted him even though he was Greek.

This extract was written by a Roman historian and philosopher Arrian. It shows that Alexander truly was great through conquering and the will of exploration. I believe this is reliable as Arrian was a Roman who was a high philosopher from the time and his writings give full accounts of whatever the topic.

However, being kind isn't what he was particularly good at. Alexander brutally slaughtered men, women and children in the thousands. This had made people think that people like "the great" was simply forced on his subjects at the threat of death. This extract by Quintus Curtius Rufus states that Alexander was a robber and plunderer. I think that this is reliable since he is a historian who is in the same time who gave a lot of information about Alexander.

He also stole from wherever he conquered disregarding anything that was of any worth in silver and gold. Anything he and his soldiers wanted to have they would strip from their towns and add it to their large hoards of treasure. The people even began to fight between themselves to obtain the treasure they desired.

The Barbarians and his men didn't stop there though. They tore apart statues, paintings and clothing before taking people for themselves. Houses were overtopped in fire. Nothing was left behind.

Conclusion
In the end, I think Alexander was not great, not terrible. So he was a leader who could be remembered as either of the two.

Well done!

A Year 6 pupil's work showing disciplinary knowledge investigating and comparing the Suffragette and Civil Rights Movements.

SUFFRAGETTES vs CIVIL RIGHTS

Beliefs

Before the Suffragettes, there was a group of people called the Suffragists who believed in peaceful protest. Although, after the Suffragettes failed to make progress, the Suffragettes emerged. They were willing to die for their cause and believed in 'Deeds not Words'.

Beliefs

The Civil Rights Movement believed in non-violent protest and their main aim was to give everybody equal rights regardless of skin colour, gender, nationality, religion, disability or age.



What tactics did the Suffragettes use?
The Suffragettes believed in 'Deeds not words', so they had very violent tactics. Just some of these were: burning down buildings, smashing windows, going on hunger strikes, chaining themselves to railings and some were even willing to die for their cause.

National Events that Impacted the Suffragettes
Events that impacted the Suffragettes include WW1, which meant that the women had to do men's jobs, like making bombs and working in factories all whilst taking care of the family. This helped the Suffragettes in some way because that showed they were just as good as men.

National Events that Impacted the Civil Rights Movement
First of all, Rosa Parks' refusal of giving up her seat on the bus was the a major event on people standing up to racism, but there was also the Civil War and people standing up to slavery.

What tactics did the Civil Rights Movement use?
The Civil Rights movement had many different tactics including bus boycotts, peace marches, civil disobedience, voter registration drives and sit ins. As you can see, they used a more peaceful approach rather than violent tactics like the Suffragettes.



How Long Was the Suffrage Movement?
The women's suffrage movement was a demanding fight to win the vote (52 years in total). It was a hard campaign to win, but through determined and hard-working women, we were successful in the fact that men and women have the right to vote.



Key People
There were many people involved in the Civil Rights Movement but the key leaders were Martin Luther King, Sir John Lewis, Thelma Farmer and Whitney Young. Although there are many activists that impacted change including Rosa Parks and Mahatma Gandhi.

How Long Was the Civil Rights Movement?
The Civil Rights movement began in 1954 and went on until the late 1960s, although racial inequality had been going on for a lot longer than that and I am thankful that we all live in an equal world today, for it used to be much different.



Key People
There were many people involved in the Suffrage movement but the main leader was Emmeline Pankhurst. Although, there were countless others including Millicent Fawcett (the leader of the Suffragists), Christabel Pankhurst (primary strategist and co-leader), Emily Davison and Susan B Anthony.



A Year 5 ARE pupil's work showing how art can record and portray historical events.

Friday 15th February

WALT. identify how art can be used to record history



The tapestry is 70 meters long and just under 50 centimeters wide. It has eight different ~~color~~ colours and is made from wool. The tapestry is made up of eight different pieces which were joined together after being made. The tapestry is made up of 50 scenes with 626 humans, 202 horses and 55 dogs. The tapestry is written in Latin for some of the scenes. At the bottom of the tapestry and the top there is a border. On the border there are four of Aesop's fables. These are the fox and the crow, the wolf and the lamb, the wolf and the kid and the wolf and the lamb.








The tapestry shows the battle of Hastings in 1066. The battle was between the Normans and the Saxons. The battle took place because Harold was the king and had made an oath that William could be king. The tapestry shows William sailing to England for the battle of Hastings. The battle shows that Harold was killed and it might have been because he got shot with an arrow in the eye. No one knows if this was true because they don't know if it was Harold. The only thing they know is that ~~Har~~ about Harold is that he did ~~age~~ die.

✓ Great fact file.
Excellent effort

(ATP)

Wednesday 14th October 2020

WALT: identify how myths and legends influence society today.

	<p>Used Nike - Goddess of Victory. Sign swoosh used by warriors. Greeks came from Greeks. Swoosh - great and enormous power. I think they picked it because it shows power and that's what they wanted.</p>
	<p>Logo - Twin Tailed Siren from Greek mythology. The twin tailed Sirens are beautiful but dangerous creatures. I think they chose a mermaid because if they are a drinks company then it links to the water. Came from the Greeks.</p>
 <p>VERSACE</p>	<p>Known Italian company. Their logo based on Greek mythical god Medusa. In the story whoever fell in love with Medusa could not run away from her. This is the message of the company. I think they chose this because they wanted to create an iconic brand.</p>
	<p>Dove is a company in the United Kingdom. These products are sold in more than 150 countries, for men, women and babies. I think they chose a dove because Aphrodite is the Goddess of beauty, beauty and love and a company is Greek.</p>
	<p>Amazon is a tribe of women who were very strong tough women. So I think they chose it because they wanted to show they would be there whatever the weather.</p>
	<p>Pandora was the first woman in Greek mythology and her name meant "all gifted". I think they chose Pandora because when she had her box, evil went out into the world but hope did not. So they wanted to show hope and they also wanted to show how pretty their jewelry could be.</p>
	<p>Maserati is a luxury sports car. They used a trident for their logo because that means strength and vigor. Also, the statue of Neptune is located in the company's home city of Piazza Maggiore.</p>

You have researched the influence of myths today. Great links made between story

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Platinum Jubilee History Whole School Activity - May 2022

We celebrated and commemorated the Queen's platinum jubilee on May 26th 2022. One of the activities was a history timeline investigation. We were in house teams and there were three activities.



Subject Impact



The vast majority of children meet age related expectations. We know this from online tracking, work sampling and discussions with pupils.

Subject Monitoring Interview

Interview with pupils from Class 4.

What is History?

It is a study of the past.

A study of major events around the globe.

Why is this subject important?

Need to know it for some jobs, for example someone who works in a museum.

To know where our culture comes from.

Important to know why some things happen, like wars.

What have you been learning about this year?

Vikings and Anglo-Saxons. Why the Vikings invaded.

World War 1 and Remembrance Day.

What can you remember about what you learned about in the past?

World War 2 in Class 3 and why Hitler invaded Poland.

The Great Fire of London in Class 2. It started in a bakery on Pudding Lane.

Subject Monitoring Interview

Interview with pupils from Class 5.

What is History?

What has happened in the past. The big events that have happened.

Why is this subject important?

So that we are aware of what may happen again. Sometimes to stop things from happening again.

It's important that we know about our own past and country.

What have you been learning about this year?

Suffragettes and parliament. The history of democracy and where it came from. The history of the Clifton Suspension Bridge.

What can you remember about what you learned about in the past?

We learned about the Romans in Class 3. Why they were important. We learned about the Great Fire of London in 1666 and the Titanic in Class 2.
