

Springvale Primary School



Curriculum Medium Term Planning/Progression of skills, knowledge and key vocabulary

History

INTENT:

At Springvale Primary our History curriculum includes termly/half termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that 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. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art

Aims:

Springvale Primary history aims to ensure that all pupils:

- 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

KSI: Years 1 and 2

National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils will be introduced to historical periods that they will study more fully at KS2 and KS3. The progression will be taught through people, events and changes.

Knowledge (I know therefore...)

I know about changes within living memory and where appropriate these should be used to reveal aspects of change in national life.

therefore

I can sequence events in my life.
I can explain how I have changed since I was born.
I can verbalise a change in national life within my lifetime.
I am beginning to use the right historical words to explain the passing of time e.g. old, new and a long time ago, before, after, past, present, then and now.

I know events beyond living memory that are significant nationally or globally e.g. Great Fire of London, first aeroplane flights or events commemorated through festivals or anniversaries.

therefore

I can sequence photographs from beyond living memory.
I can verbalise some basic information about a significant event that happened in the past.
I can recognise that some objects belonged to the past.
I can ask and answer questions about old and new objects.

I know about 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 e.g. Mary Seacole/Florence Nightingale and Edith Cavell)

Therefore

I can recognise why people did things, why events happened and what happened as a result.
I can explain how some people have helped us to have better lives.
I can research the life of a famous person from the past using different sources of evidence.

I know about significant historically events. People and places in my locality.

Therefore

I can spot old and new things in a picture/photograph
I can answer questions using books and the internet.
I can give examples of things that were different when my grandparents were children.

<p>YEARLY ASSESSMENT STATEMENTS</p>	<p>VOCABULARY Changes, living ,memory, similarities, differences, event, old, new, a long time ago, before, after, past/ present, then ,now, local, artefact, evidence, sequence, time, ancient, inventions, modern, the future, date order, timeline, what/where/when/why, century, memories, chronological order,</p>	
<p>YEARLY IMPACT ARE % GD %</p>		
<p>Helpful resources and web links:</p> <p>http://www.heritage-explorer.co.uk/web/he/default.aspx - images and photos for use in history lessons from different time periods</p> <p>http://www.imagesofengland.org.uk/ - research and enquiry skills – English history</p> <p>http://www.royal.gov.uk/Home.aspx - official website of the British monarchy (for use in research)</p> <p>http://www.ngfl-cymru.org.uk/eng/vtc_-_ks2_-_history_-_accac_packs - history packs; various time periods and various resources</p> <p>https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/</p> <p>https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history</p> <p>https://www.tes.com/teaching-resources</p> <p>https://www.planbee.com/history/</p> <p>https://www.teachingideas.co.uk/subjects/history</p> <p>https://www.sheppardsoftware.com/History.htm</p>		

<https://www.brainpop.com/socialstudies/history/>

<https://www.sparklebox.co.uk/>

<https://www.topmarks.co.uk/Search.aspx?Subject=12>

<http://www.primaryresources.co.uk/history/history.htm>

<https://www.bbc.co.uk/programmes/articles/1vYCLNIGK2wdM8R9FqhVxhV/class-clips-primary>

Key Stage 2

NATIONAL CURRICULUM

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historically terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British local and world history, teachers should combine overview and depth studies to help pupils understand the long arc of development and the complexity of specific aspects of the content.

Year 3/4 (Two year joint cycle) LKS2

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age (these could include)

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel for example Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain (this could include)

- Julius Caesar's attempted invasion 55-54 BC.
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology. Culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots (this could include)

- Roman withdrawal from Britain in about AD 410 and the fall of the Western Roman Empire
- Scots invasions from Ireland to North Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion-Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (this could include)

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first King of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study (this could include)

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history, or a site, dating from a period beyond 1066 that is significant in the locality

Implementation

Knowledge (I know therefore...)	Skills (...I can)	
I know about changes in Britain from the Stone Age to the Iron Age	therefore	<p>I can describe events from the past using dates when things happened.</p> <p>I can begin to use and understand abstract historical terms such as 'civilisation', 'peasantry'</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p>
I know about the Roman Empire and its impact on Britain	therefore	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can plot events on a timeline using centuries</p> <p>I can use mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can begin to use and understand abstract historical terms such as 'empire'</p>
I know about Britain's settlement by Anglo-Saxons and Scots	therefore	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can give reasons for the main events and changes for the period I am studying.</p>
I know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	therefore	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can explain how historical items and artefacts can be used to help build up a picture of life in the past.</p>

I know about history in my local area	therefore	I can use research skills to find answers to specific historical questions. I can explain how an event from the past has shaped our life today.

YEARLY ASSESSMENT STATEMENTS	VOCABULARY Era/period, chronological order , century, decade, B.C. (Before Christ), A.D. (Anno Domino), empire, civilisation, peasantry, invasion, legacy, sources, continuity, impact, importance, first hand/second evidence, archaeologist/archaeology, millennium, infer, conquest, resistance, culture, beliefs, settlements, kingdoms, conversion, raids, dissolution, monarch, Tudor, legacy, influence,
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ANNUAL IMPACT ARE % GD %

Helpful resources and web links:	Pupils Not Meeting Target	Actions to address...
https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/ https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history https://www.tes.com/teaching-resources https://www.planbee.com/history/ https://www.teachingideas.co.uk/subjects/history https://www.sheppardsoftware.com/History.htm		

<https://www.brainpop.com/socialstudies/history/>

<https://www.sparklebox.co.uk/>

<https://www.topmarks.co.uk/Search.aspx?Subject=12>

<http://www.primaryresources.co.uk/history/history.htm>

<https://www.bbc.co.uk/programmes/articles/1vYCLNIGK2wdM8R9FqhVxhV/class-clips-primary>

<http://www.heritage-explorer.co.uk/web/he/default.aspx> - images and photos for use in history lessons from different time periods

<http://www.imagesofengland.org.uk/> - research and enquiry skills – English history

<http://www.royal.gov.uk/Home.aspx> - official website of the British monarchy (for use in research)

<http://www.3dhistory.co.uk/tudorHouse.html> and <http://www.3dhistory.co.uk/roundHouse.html> - 3D Tudor house and Celtic roundhouse; how to make your own

http://thedayafter.e2bn.org/index.php?option=com_content&task=view&id=66&Itemid=7 – was Boudicca a hero or a villain

http://www.ngfl-cymru.org.uk/eng/vtc_-_ks2_-_history_-_accac_packs - history packs; various time periods and various resources

<http://www.20thcenturylondon.org.uk/server.php?show=nav.904> – pictures of evacuees (slideshow)

Year 5 UKS2

Pupils should be taught about:

A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (this could include)

- The changing power of monarchs using case studies such as John, Anne and Victoria (studied through The Tudor topic)
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, for example, the first railways or the Battle of Britain

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

Implementation

Knowledge (I know therefore...)

I know about an aspect in British history beyond 1066 (Tudor period)

Skills (...I can)

Therefore

I can draw a timeline with different historical events during the Tudor period.
 I can summarise the main events from the Battle of Bosworth
 I can explain the main features of the Tudor Army
 I can compare rich Tudors and Poor Tudors including: food, homes, clothing, artefacts, jobs etc
 I can compare Tudor buildings and streets to modern day
 I can compare portraits and written sources to infer about famous Tudor Kings and Queens.
 I can name the wives of Henry VIII and are able to give reasons for their marriages
 I can explain how Parliament affected decision making in England.
 I can describe how crime and punishment has changed over a period of time.

		<p>I can summarise how the Tudor Times in Britain has had a major influence on the world e.g. reformation, dissolution of the monasteries</p> <p>I can understand terms such as dissolution, parliament,</p>
<p>I know about Ancient Greece and their influence on the western world</p>	<p>Therefore</p>	<p>I can compare two or more historical periods (now and Ancient Greece) explaining things which have changed and things which have stayed the same.</p> <p>I can research what it was like for children/clothes/armies/education/scientists in Ancient Greece and present my findings to an audience.</p> <p>I can research the Ancient Olympic games and can answer questions relating to this such as: how often were they held, who watched the games, what prizes did the winners receive?</p> <p>I can compare the modern day Olympics to Ancient Greek Olympics</p> <p>I can name Greek Gods and Goddesses</p> <p>I can use the Greek alphabet to write my name and the names of different Gods and Goddesses.</p>
<p>YEARLY ASSESSMENT STATEMENTS</p>		<p>VOCABULARY</p> <p>Era/period, chronological order, BC, AD on one hand, this source suggests....., reliable, consequences, archaeology, suggest, continuity, infer, democracy, diversity, variety of sources, legacy, impression, morale, biased, reliability, Parliament, research, change, cause, similarity, difference, significant, contrast, summarise, influence, dissolution, reformation. Monasteries, divorce, Catholic, Protestant, Church of England</p>
<p>ANNUAL IMPACT ARE % GD %</p>		

Helpful resources and web links

[:https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-seriously-raleigh/zhk3nrd](https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-seriously-raleigh/zhk3nrd) Walter Raleigh short videos Eldorado gold hunt trip

<https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/>

<https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/history>

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and various resources

Year 6 UKS2

Pupils should be taught about:

The achievements of the earliest civilisations-

an over view of where and when the first civilisations appeared and a depth study of one of the following :

Ancient Sumer: The Indus Valley: Ancient Egypt, The Shang Dynasty of Ancient China

A non – European society that provides contrasts with British history

One study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

A Local History study(this could include)

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history, or a site, dating from a period beyond 1066 that is significant in the locality

Implementation

Knowledge (I know therefore...)

I know some of the achievements of the earliest civilisations

Skills (...I can)

therefore

I can place features of historical events and people from Ancient Egyptian society into a chronological framework.
I can summarise the main events from Ancient Egypt, explaining the order of events and what happened.
I can describe the different Ancient Egyptian seasons and the impacts of this on the Egyptians jobs, homes, clothing,

		wages and food I can name different Ancient Egyptian Gods and Goddesses I can explain the process of mummification with reasons why this was done. I can summarise how Britain has learnt from Ancient Egypt
I know about a none European Society (Mayan Civilisation AD900) that provides contrast with British history	therefore	I can place features of historical events and people from Mayan society into a chronological framework. I can summarise the main events from the Mayan Civilisation, explaining the order of events and what happened.
I know about an aspect of local history	therefore	I can explain how our locality has changed over time.
YEARLY ASSESSMENT STATEMENTS		VOCABULARY
		Era/period, chronological order, BC, AD on one hand, this source suggests....., reliable, consequences, archaeology, suggest, continuity, infer, democracy, diversity, variety of sources, legacy, impression, morale, biased, reliability, civilisation, contrast, local, national, research, change, cause, , significance, summarise, influence, Mayan, mummification, hieroglyphics
ANNUAL IMPACT ARE % GD %		
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