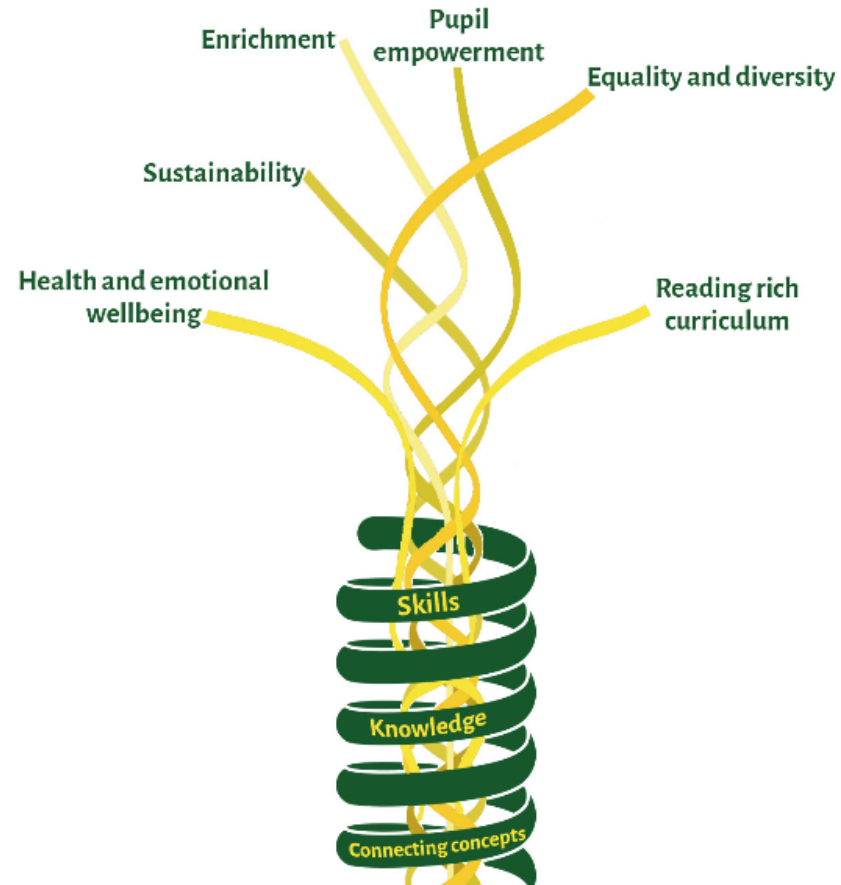




History at Kenton Primary School



Our Golden Threads



History Intent

Those who don't know history are doomed to repeat it.' — Edmund Burke

At Kenton Primary School, we will ensure that every student from every background leaves our school with a deep understanding of history, including within their local context. We want our students to have a love of learning history and develop a passion for exploring the past. It is essential that children develop the skills and understanding to be able to explain key events in history, identify their significance to the world; in particular Britain and explain how these events have shaped the present. Of course, this must be done with a rigorous understanding of the chronology of these events and how events from the past continue to shape the world around them. Our history curriculum will help our students to understand who we are as a nation and what has led to this sense of identity. Students by the end of their time at Kenton Primary School should have strong disciplinary knowledge that allows them to be critical in their analysis of sources and information to discern the reliability, validity, and usefulness of information.

History Implementation

Curriculum Design and Sequencing

Our History curriculum is carefully designed to ensure a progressive and coherent learning journey for our pupils on a 2 year rolling curriculum. It is based on the National Curriculum for History and takes into account the age and abilities of our students. Our curriculum focuses on key historical knowledge, concepts, skills, and historical interpretations.

We have created a long-term curriculum map that outlines the key topics and historical periods that will be covered in each year group, from EYFS to Key Stage 1 and Key Stage 2. This map ensures that pupils build on their prior knowledge and understanding as they progress through the school. We use retrieval tasks to ensure that key knowledge is retained by children and explicitly teach key vocabulary.

Engaging and Inspiring Teaching

We believe in delivering high quality History lessons that ignite pupils' curiosity and passion for the subject. Our teachers use a range of pedagogical approaches, including storytelling, drama, role-play, and visual aids, to bring history to life in the classroom. We also make use of primary and secondary sources including artefacts, photographs and documents to deepen pupils' understanding.

We incorporate regular visits to historical sites, museums, and local landmarks to enhance pupils' learning experiences and provide real-life contexts for historical learning. We encourage pupils to ask exploration questions, stimulating their critical thinking and enabling them to engage in historical enquiry.

Cultural Diversity and Inclusion

Our History curriculum reflects the cultural diversity of the United Kingdom and the wider world. We celebrate and value the contributions of individuals from different backgrounds, ethnicities and genders. Our teaching materials include diverse perspectives and highlight the achievements and struggles of historically marginalised groups.

Through a range of cross-curricular links, we ensure that pupils develop a holistic understanding of historical events and their social, political and economic contexts. We encourage pupils to think critically about different historical interpretations and challenge stereotypes and biases.

History Impact

Attainment and Progress

Through our History curriculum, we expect our pupils to acquire a deep and secure knowledge of key historical events, periods, and concepts. We provide regular opportunities for formative and summative assessment to monitor their progress and inform future planning.

Across the school year, lesson observations and learning walks take place and evidence that teachers provide a broad and balanced history curriculum. Teachers are using the rolling programme and progression of skills documents to ensure children's prior knowledge is taken into account and developed upon. We use a combination of written assessments, oral presentations, and project work to assess and evidence pupils' historical understanding and skills. This enables us to identify strengths and areas for improvement, allowing us to provide targeted support and challenge appropriately.

At the end of the year, teachers will use their judgements to grade the children on the history work they have completed. This data will be analysed by the humanities lead and further CPD may be put in place if necessary. Analysis by the subject leader enables a consistent approach to history teaching across the school and this is supported through monitoring of children's books, pupil conferencing and through termly conversations with pupils.

Pupil Engagement and Enjoyment

Our History curriculum aims to foster a love for the subject and engage pupils fully in their learning. We regularly evaluate pupil feedback to ensure that our curriculum is engaging and meets their interests and needs. We encourage pupils to share their own historical interests and experiences, giving them a sense of ownership and agency in their historical learning. Book scrutiny's show that children can demonstrate that they are acquiring the key knowledge and skills within our rolling programme. Pupil voice reflects the growing historical understanding, use of vocabulary and enthusiasm of history, alongside showing that pupils are developing a chronological awareness.

Cultural Capital and Preparation for Secondary School

Our History curriculum equips pupils with the cultural capital they need to succeed in secondary school and beyond. By developing their historical knowledge, skills, and understanding, we ensure that our pupils are well-prepared for further study in History or related subjects, as well as providing a foundation for responsible citizenship and civic participation.

Through our focus on critical thinking, empathy, and respect, we promote the development of essential life skills that enable pupils to engage meaningfully with historical and contemporary events.

In conclusion, our History curriculum at Kenton Primary School is designed to provide a rich, engaging, and inclusive learning experience. Through our intent, implementation, and impact, we aim to inspire a lifelong love for History, foster a deep understanding of the past, and prepare our pupils for future educational and personal success.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

At Kenton Primary School, we aim to ignite a passion for history learning in children. Within history, we aim to reduce the barriers to learning that are often found in core subjects and empower children to learn in more creative ways. Children are encouraged to work independently, in pairs and in group work. Adaptations are made to the lessons being taught based on the needs of the children. Teachers deliver content and provide scaffolding for individuals through a range of resources and IT equipment. Throughout our academic year, trips, visits, visitors and quest days take place in history which gives our disadvantaged children and SEND students the opportunity to develop their depth of understanding, apply their knowledge and broaden their vocabulary.

What History is taught at Kenton?

This is an overview of what the year groups will cover in our 2-year rolling programme.

Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|---|----------------------------------|--|--|---|----------------------------------|
| Willow (Year R) | Understanding the past- Myself Remembrance | Understanding the past- families | Understanding the past- famous explorer | Understanding the past- animals in history | Understanding the past- transport | Understanding the past- Our area |
| Willow (Year 1/2) | How does my family tree compare to the Royal Family? Power Society | | How did Ernest Shackleton survive his exploration of the poles? Tech and transport | | Why did the Great Fire of London cause so much damage? Society Tech and transport | |
| Oak (Year 3/4) | How did life change from Stone Age to Iron Age Tech and transport Migration/ Settlement | | How did life change from Stone Age to Iron Age Tech and transport Migration/ Settlement | | Was life the same for all Victorian children? Society Tech and transport | |
| Chestnut (Year 5/6) | How is the Mayan Culture different from our own? Society Migration/ Settlement | | How do we know so much about the Greeks? Power Society | | What was life like in Britain during WW2? Power Society | |

Cycle B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|---|---|--|--|----------|
| Willow (Year N/R) | Understanding the past- Myself | Understanding the past- families | Understanding the past- animals in history | Understanding the past – the world around us | Understanding the past- objects | |
| Willow (Year 1) | | Guy Fawkes How did Guy Fawkes feel before, during and after the events of 5 th November? Power Society | Florence Nightingale How did Florence Nightingale help others? Society Tech and transport | | History of Powderham Why is Powderham Castle special? Society Power | |
| Oak (Year /3/4) | Vikings Were the Vikings ruthless raiders or peaceful settlers? Migration/ Settlement Tech and transport | | Romans What was the impact of the Roman invasion? Migration/ Settlement Tech and transport | | Egyptians What can pyramids tell us about life in Egypt? Power Tech and transport | |
| Chestnut (Year 5/6) | Black and British How far has life improved for Black people living in Britain in the last 60 years? Society Migration/ Settlements | | Brunel's Inventions How has Brunel's work improved the lives of those living in Britain? Society Tech and transport | | The Power of Monarchs How can monarchs show their power through portraits? Power Society | |

Formative Assessment.

At Kenton Primary School, each unit of work is assessed with a final assessment piece which allows the children to answer their enquiry question using the evidence and sources they have learnt throughout the topic. Formative assessment will take place by the class teacher who will assess the piece against history objectives in the national curriculum. Formative assessment will be fed back to the subject leader using a subject tracking document to capture in the moment gaps and plan targeted teaching to support children. The subject leader will monitor the teaching, learning and assessment of History. The Historical Association and Keystage History is used by all teachers to support with assessment and subject knowledge.

End Points and expectations.

These may need to be broken down into skills as set out in your examples.

Our history curriculum follows a progression of skills which is organised into the following

By the end of EYFS:

Understanding the world

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

By the end of Key Stage One Aged 7: (Taken from the historical association)

Pupils develop their understanding of significant people, places and events in the past ***using basic subject vocabulary*** through ***identifying, selecting, describing*** and ***sequencing*** information from a variety of historical sources to ***compare and contrast*** and ***offer reasons*** for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did.

Figure 4: Suggested history benchmarks as an aid to long-term planning

By the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.

By the end of Lower Key Stage Two Aged 9: (Taken from the historical association)

Pupils demonstrate a more nuanced understanding ***using more sophisticated subject vocabulary*** of significant people, places, situations, changes and events of British history through ***synthesising*** relevant information from a broad range of historical sources to ***explain through more informed responses*** how and why people lived and behaved at particular times in the past making meaningful links between them.

By the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.

By the end of Upper Key Stage Two Aged 11: (Taken from the historical association)

Pupils make *informed conclusions* and *reasoned judgements* about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through *selecting* and *evaluating, critiquing and justifying* their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.

By the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted.
- be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources.
- be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.

Early Years Foundation Stage

The statements that are applicable to the development of children's historical understanding and knowledge are drawn from Understanding the World, where children are guided to make sense of their physical world and their community.

Knowledge Skills and Understanding Break Down for History (UW)

Foundation Stage

- In the EYFS children will be exposed to a variety of different artefacts, images, and stories about times from the past. This will be the children's first real experience of historical sources within school, and they will be encouraged to make connections between their own lives and the lives of those from the past.
- Children will be making connections between the past and their own lives through thinking about how they have developed within their lifetimes. This will include comparing information such as "when I was a baby I could not write, but now that I am four, I can write in sentences." They will be encouraged to make connections between themselves and their peers when looking at their past and noticing similarities and differences.
- Children will move on from considering history within the context of themselves, to the history of the community around them. They will achieve this through use of scaling. They will look at old photographs of the area of Preston and draw comparisons with what they see today.
- Children will be exposed via a range of sources to the ways in which people carried out everyday tasks in the past, e.g. 19th century fire engines contrasted to modern day engines. The learning will be linked to their Learning Experiences.

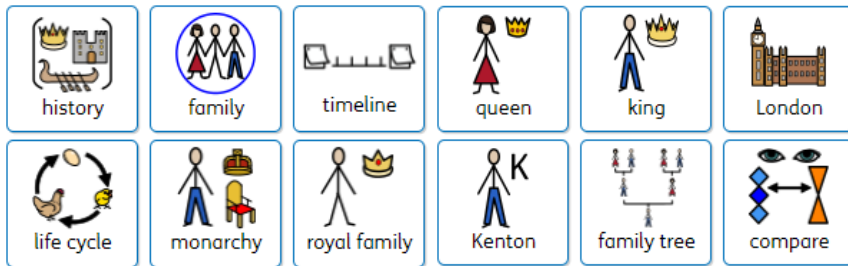
Knowledge, Skills and Understanding Broken Down for History

Year One and Two

Cycle A (Year 2 23/24)

Autumn: How does my family tree compare to the Royal Family? **Society, Power**

Understand and sequence our own timeline of life so far. Identify people in their own family and create a family tree, including their immediate relatives. Look at and identify people in the royal family. Compare similarities and differences between their families and the royal family. Children will understand the concept of monarchy and how it differs from other forms of government. Understand that the current British royal family is known as the House of Windsor, following a name change in World War I. Children will know that Queen Elizabeth II is the longest reigning monarch in British history. Understand that the royal family has a succession order which determines the line of heirs to the throne.



Spring: How did Ernest Shackleton survive his exploration to the poles? **Tech and transport**

Students should be able to identify Ernest Shackleton as a famous explorer. Students should understand the concept of exploration, expeditions and the challenges faced by adventurers. Understand and sequence the key events in Ernest Shackleton's life, including the Endurance expedition. Identify the key missions he took and their outcomes. Identify how Shackleton and his crew survived their exploration of the poles and the harsh Antarctic conditions.

Use a range of sources such as: letters, newspaper articles, maps, books, photographs and images to gather information.



Summer: Why did the Great Fire of London cause so much damage? **Society, Tech and transport**

Understand and sequence the key events of The Great Fire of London in 1666. Identify how the Great Fire of London started and what happened to people during the fire. Identify how and why the fire spread and how it was stopped. Compare fire management strategies used then compared to now. Identify what changes were made as a result of The Great Fire of London. Compare St Paul's Cathedral before and after the Great Fire and discuss why certain changes were made, such as stone rather than wood.

Use a range of sources such as Samuel Pepys' diary, letters, newsletters, BBC Magic Grandad videos, books, photographs and images, maps, paintings.



Cycle B (Year 2022/23)

Autumn 2: How did Guy Fawkes feel before, during and after the events on 5th November? **Power, Society**

Understand who Guy Fawkes is, what he did, and the impact of Guy Fawkes. Sequence the key events of the Gunpowder plot. Identify what went wrong with the Gunpowder plot and how we know this. Identify how the Gunpowder plot is remembered now.

Born 1570 - 1606 London. Gunpowder Plot- He aimed to blow up important buildings in London, whilst James 1 and chief ministers met within it because he didn't agree with the faith of the King. He was caught before anyone was hurt. He went to jail on 5th November- we remember this every year on Bonfire Night.

Use a range of sources such as: photographs and images, maps, newsletters, books, letters (first and second-hand sources) to gather information.

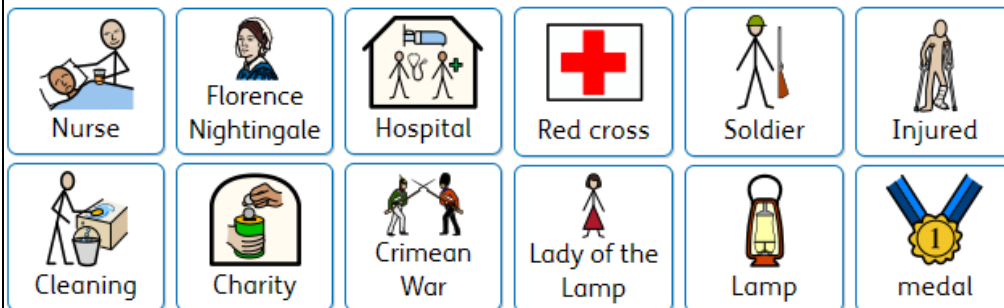
Begin to pose 'how' and 'when' questions such as: How is Guy Fawkes remembered? How did Guy Fawkes die? When did the Gunpowder plot happen? How is bonfire night celebrated?



Spring 1: How did Florence Nightingale help others? **Tech and transport, Society**

Understand and sequence, using a timeline, the key events in the life of Florence Nightingale. (Born 12th May 1820, 1837 campaigned for better care in hospitals, 1851 became a nurse, 1853- 1856 Crimean war, 1854 helped soldiers in Turkey, 1854 ensured hospitals were clean, 1854 named 'Lady of the Lamp', 1855 Nightingale Fund, 1856 returned to England, 1860 Nightingale Training School opened, 1883 awarded the Royal Red Cross, 1910 died.) Identify why Florence Nightingale is remembered today and key achievements accomplished within her life. Discuss opinions people had of Florence Nightingale and who influenced her to go to Crimea. Compare to a Nurse's job now.

Use a range of sources such as: photographs and images, maps, letters, paintings, artefacts, book extracts, films, newspaper articles to gather information. Identify the key aspects of Mary Seacole's life. Compare Florence Nightingale to Mary Seacole.

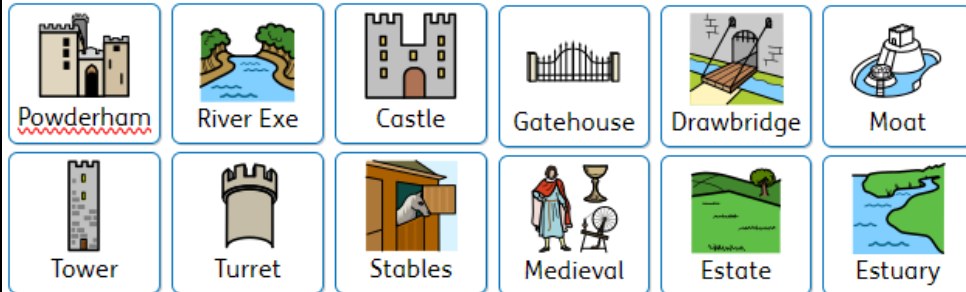


Summer 1: Why is Powderham Castle a special place to visit? **Society, Power**

Identify where Powderham castle is. Understand and sequence, using a timeline, the key events of Powderham Castle. Compare house types/ structures (Children to compare photographs of their own houses and those in another area) and look at features of a castle. Discuss what is different about castles and why Powderham is so special and still visited today.

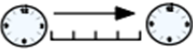

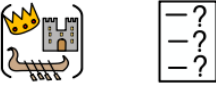

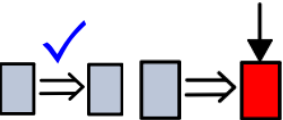

Visit Powderham Castle on a school trip.

Use a range of sources such as: maps, photographs, first hand visit, artefacts, book extracts.



Chronology

- To understand how timelines show chronology (Cycle A and B)

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|--|---|
|  | <ul style="list-style-type: none"> • To understand where our current lives are on a chronological timeline (Cycle A and B) • To sequence the events of their own life's timeline (Cycle A, Autumn) • To sequence the life of Ernest Shackleton (Cycle A, Spring) • To sequence the key events of The Great Fire of London (Cycle A, Summer) • To sequence the key events of the Gunpowder plot (Cycle B, Autumn 2) • To sequence the key events in the life of Florence Nightingale (Cycle B, Spring 1) • To sequence the timeline of Powderham Castle (Cycle B, Summer 1) |
| <p>Interpreting History</p>  | <ul style="list-style-type: none"> • Using a range of sources to discover historical information, including diary entries, secondary sources including opinions of historians and artwork (Cycle A and B) • Use a range of sources to make simple observations about the key figures/ events studied (Cycle A and B) |
| <p>Historical Enquiry Using Evidence</p>  | <ul style="list-style-type: none"> • Begin asking questions linked to factual knowledge, e.g 'when' and 'how' questions (Cycle A and B) • Offer simple explanations to simple questions beginning with 'how' 'when' and 'why.' (Cycle A and B) • Use sources of information to gather knowledge (Cycle A and B) • Distinguish between fact and fiction (Cycle A and B) |
| <p>Change and Continuity</p>  | <ul style="list-style-type: none"> • Identify the changes within my family and how they affect my life. (Cycle A, Autumn) • Recognise the impact that Florence Nightingale had on health care. (Cycle B, Spring 1) |
| <p>Cause and Consequence</p>  | <ul style="list-style-type: none"> • Understand the reasons why the Gunpowder plot is celebrated each year as Bonfire Night (Cycle A, Autumn 2) • How did the Great Fire of London start? (Cycle A Summer 1) |
| <p>Similarities and Differences</p>  | <ul style="list-style-type: none"> • Discuss similarities and differences between fire management services in 1666 compared to now (Cycle A, Summer) • Discuss similarities and differences in St Paul's Cathedral before and after The Great Fire of London (Cycle A, Summer) • Make direct comparisons between nursing at the time of Florence Nightingale compared to now (Cycle B, Spring 1) • Discuss similarities and differences between different types of buildings and Powderham Castle (Cycle B, Summer 1) |

Knowledge, Skills and Understanding Broken Down for History

Year Three and four

Cycle A- 23/24

Autumn/ Spring: How did life change from Stone age to Iron Age? **Migration/Settlement, Tech and transport**

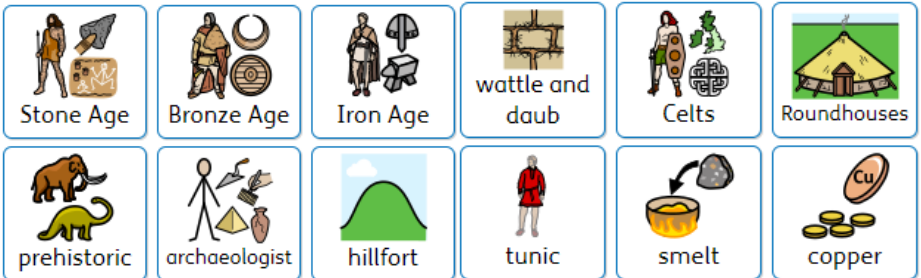
Identify and place the Stone Age, Bronze Age and Iron Age in a wider history timeline. Identify what life was like in the old Stone Age (Palaeolithic) and use sources to gather information on changes that happened in the new Stone Age (Neolithic). Compare similarities and differences between the old Stone Age and the new Stone Age and analyse the impact that this had on people. Interpret how life changed for people in the Bronze Age based on these changes. Identify positive and negative consequences that this had. Interpret how life changed in the Iron Age and the differences between Stone Age, Bronze Age and Iron Age.

Use a range of sources such as: photographs, maps, artefacts, books, videos, drawings, paintings, engravings.

Stone Age to Bronze Age vocab:



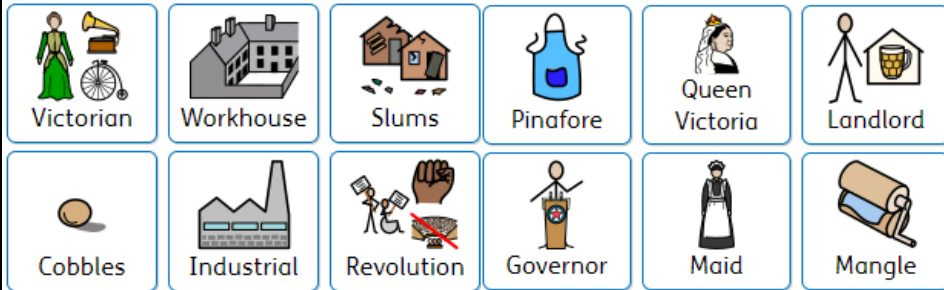
Bronze Age to Iron Age vocab:



Summer: Was life the same for all Victorian children? **Society, Tech and transport**

Understand and sequence the Victorian Era into a wider history timeline. Identify what 'Victorian Era' means and the main changes during this period. Identify what life was like for Victorian children and adults and what daily life looked like. Compare similarities and differences in children's lives compared to the present. Explore what life was like in a Victorian school. Visit a Victorian kitchen and compare it to one today.

Use a range of sources such as: photographs, newspaper articles, letters, books, artefacts, drawings, paintings
 Visit Powderham to spend the day as a household staff member Victorian style.



Cycle B (Year 22/23)

Autumn 1: Were the Vikings ruthless raiders or peaceful settlers? Migration/ Settlement, Tech and transport

Understand when the Vikings period took place within a timeline. Identify how and where the Vikings came from. Identify what Viking life was like and find out more about raiding and settling. Identify what perception we have of the Vikings and how/ why they have gained such a bad reputation. Identify how recent excavations have changed our view of the Vikings.

Discuss how we should remember the Vikings- Were they raiders or settlers?

Trip to Wildwood Escot- Viking village

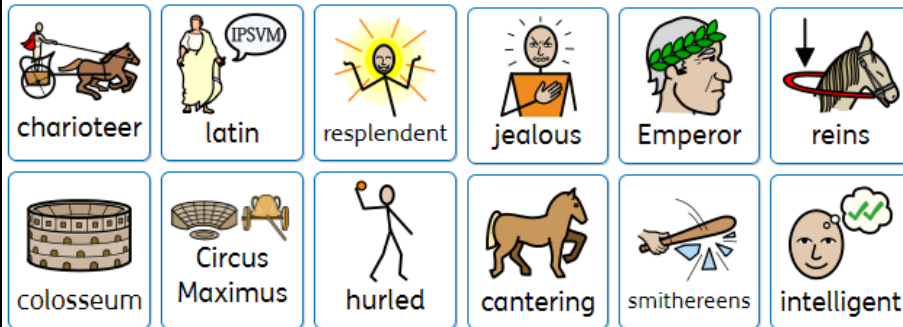
Use a range of sources such as: photographs and images, maps, artefacts, engravings, book extracts, drawings, paintings.



Spring 1: What was the impact of the Roman invasion? Migration/ Settlement, Tech and transport

Understand the timeline in which the Romans invaded and where they came from. Sequence the key events in the Roman Empire. Identify why the Romans invaded Britain and what they found here. Find about our Boudica and why she stood up to the Romans and what image we have of her today. Explore if the Romans were able to keep control over such a vast empire. Compare the Roman way of life to life now. Discover how our lives today have been impacted due to the Romans. Explore the Roman withdrawal and Anglo-Saxon settlement.

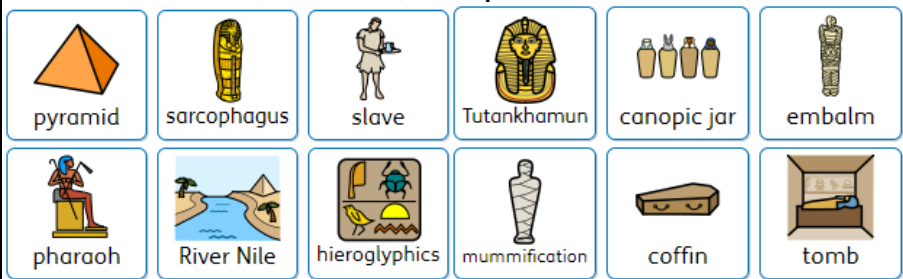
Use a range of sources such as: mosaics, artefacts, maps, photographs, engravings, paintings, book extracts, portraits, drawings, statues, building ruins, artist reconstructions.

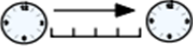



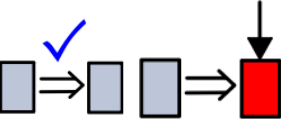



Summer 1: What can pyramids tell us about life in Egypt? Power, Tech and transport

Identify on a timeline the Ancient Egyptian period. Identify how we can find out about life in Ancient Egypt when it was over 5000 years ago. Identify what sources survived and how they were discussed. Explore the evidence and investigate what it tells us about everyday life for men, women and children. Identify the cause and consequence the Egyptians had when the Nile flooded. Interpret what the Ancient Egyptians believed about life after death and explain how we know this.

Use a range of sources such as: artefacts, photographs, maps, engravings, films, book extracts, paintings, drawings, artist reconstructions, statues, sculptures and monuments.



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| <p>Chronology</p>  | <ul style="list-style-type: none"> • Understand and identify when the Victorian era took place and place it on a timeline. (Cycle A) • Identify and place the Stone Age, Bronze Age and Iron Age on a timeline and understand that it started at different times in different countries (Cycle A) • Place the Vikings on a timeline of Wider history (Cycle B) • Understand and sequence the key events of the Roman Empire and understand it lasted for around 1000 years (Cycle B) |
| <p>Interpreting History</p>  | <ul style="list-style-type: none"> • Using a range of sources to discover historical information, including diary entries, secondary sources including opinions of historians and artwork (Cycle A and B) • Use a range of sources to make simple observations about the key figures/ events studied (Cycle A and B) • Understand that goods were traded with other people and Vikings often settled in settlements across the countries they travelled to. (Cycle B) • Identify why Vikings were not an empire. (Cycle B) • Understand what an empire is – “An empire is a group of countries ruled by one country and its monarch or government.” (Cycle B) • Identify which lands Romans conquered. (Cycle B) |
| <p>Historical Enquiry Using Evidence</p>  | <ul style="list-style-type: none"> • Offer detailed explanations to an enquiry question using evidence (Cycle A and B) • Use sources of information to gather knowledge (Cycle A and B) • Distinguish between fact and fiction (Cycle A and B) |
| <p>Change and Continuity</p>  | <ul style="list-style-type: none"> • Identify what has changed/ been affected in our life now based on the Romans Empire (Cycle B, Spring) • Identify how Vikings settling is now shown in movement of people (Cycle B) |
| <p>Cause and Consequence</p>  | <ul style="list-style-type: none"> • Identify some of the consequences of the developments in technology during the Bronze Age. (Cycle A, Summer) • Identify the impact of people settling in another country (Cycle B, Autumn) • Identify the cause and effect on Egyptians of the Nile Flooding (Cycle B) |
| <p>Similarities and Differences</p>  | <ul style="list-style-type: none"> • Compare similarities and differences in Victorian children’s life compared to our lives now. (Cycle A) • Compare life in the Bronze age to another historic period. (Cycle A) • Compare similarities and differences of peoples opinions on the Vikings. (Cycle B) • Identify similarities and differences in the Roman way of life compared to our lives now. (Cycle B) • Identify similarities and differences in the importance of religion in Ancient Egypt compared to the Romans. (Cycle B) |

Knowledge, Skills and Understanding Broken Down for History

Year Five and six

Cycle A

Autumn: How is the Mayan Culture different from our own? Migration/ Settlements, Society

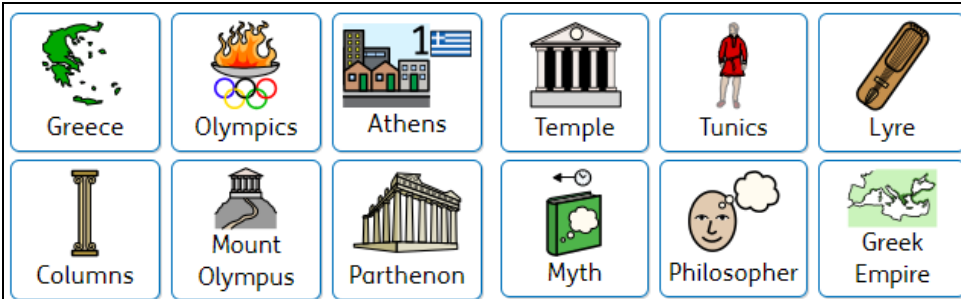
Identify and place the Mayan period on a timeline. Identify where the Ancient Mayan people lived and identify some of the major features and cities in them. Explore the different ritual elements of the ancient Mayan religion and describe some of their gods. Read and write some of the numbers and letters. Research and identify the significance of corn and sweetcorn. Identify and describe the different features of Mayan cities and analyse what it would have been like to live there. Compare how the Mayan culture is different from our own.

Use a range of sources such as: artefacts, photographs, books, films, artist reconstructions, engravings



Spring: How do we know so much about the Greeks? Power, Society

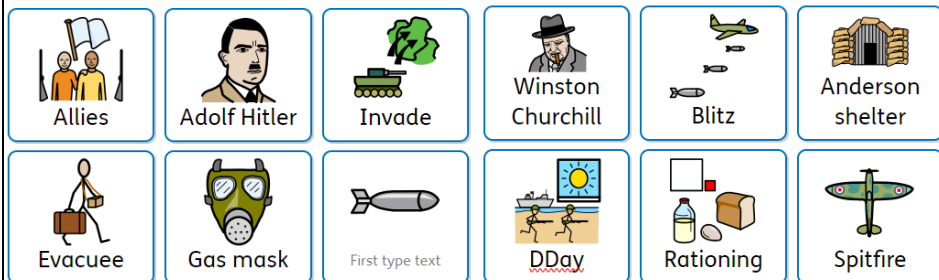
Understand and sequence the Greeks period into a wider history timeline. Identify how we know so much about the Greeks. Look at a range of sources and artefacts and analyse what this tells us about the Greeks and what we can interpret about their life based on this evidence. Identify who the ancient Greeks were and what daily life was like. Look at the Greek alphabet and recap that this was adapted from the Mayan civilisation. Compare Greek lifestyle to Mayan culture. Use a range of sources such as: photographs, paintings, artefacts, films, drawings, artist reconstructions, books, engravings.



Summer: What was life like in Britain during WW2? **Power, Society**

Place 1939 on a wider historic timeline and sequence the events. Identify the cause and consequence of WW2. Sequence the events of World War 2 and how Britain was affected. Analyse and interpret what World War 2 would have been like and what happened in this time, to include a study of the home guard, rationing, propaganda, evacuation and the Blitz. Identify what happened to the families at home in England during World War 2.

Use a range of sources such as: audio footage from the British Prime Minister, newspapers, letters, photographs, paintings, films, drawings, artistic reconstructions.

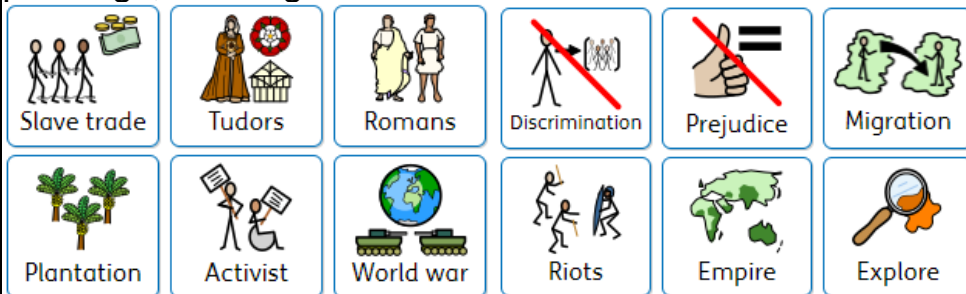


Cycle B

Autumn: How far has life improved for Black people living in Britain in the last 60 years? **Society, Migration/ Settlement**

Identify that the first Black people on the landscape of Britain were Roman soldiers. Discuss and investigate the evidence of the role of Black people in Tudor society. Identify what slave trade is. Pupils to explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations. They grasp that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'. They understand how some black activists helped bring about the end of the slave trade in 1807. Pupils will investigate why Black peoples' role in World War One and Two has rarely been celebrated. Pupils grasp that discriminatory attitudes restricted the roles Black people could play. They can fully explain why the role of Black people has been relatively neglected, until recently. Pupils discover that there was widespread prejudice and a colour bar in Britain after the war. Pupils can make judgments about the relative significance of relevant events e.g. Brixton riots. Pupils are able to see the influence of the 'Black Lives Matter' campaign. Pupils can identify ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.

Use a range of sources such as: artefacts, photographs, newspapers, letters, films, book extracts, artist reconstructions, paintings, drawings.

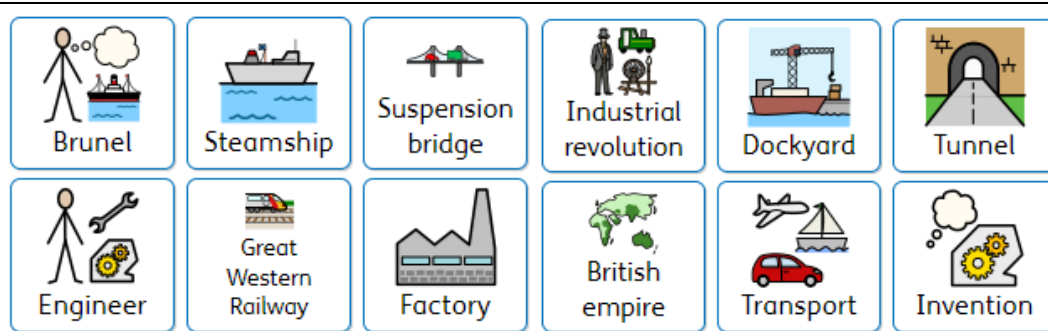


Spring: How has Brunel's work improved the lives of those living in Britain? **Society, Tech and transport**

Identify who Brunel was and place his life on a wider historical timeline to include his major milestones. Explore a range of sources about Brunel and his career to identify historical information about his life. Identify his achievements and look at his successes and failures and what these tell us. Analyse how Brunel's work improved the lives of those living in Britain.

Explore how these are still used in life today and discuss what 'legacy' means and what it looks like for him. Compare how life was different for Brunel as an engineer in C19 to that of an engineer today.

Use a range of sources such as: pictures, maps, newspaper, films, book extracts, artistic impressions, drawings.



Summer: How can monarchs use portraits to show their power? Power, Society

A study of portraits and propaganda

Identify who the current monarch is and what is happening soon – coronation, new king. Recap on which monarchs have gone before – Elizabeth II, George VI (King during WWII), Queen Victoria (when Brunel was alive).

How do we know about past monarchs – portraits, diaries, written evidence, artefacts.

Are portraits really as they seem? How were they used to show the power of the monarch and were they accurate?

How can we learn about Henry VIII from his portraits? A study of what Henry wanted to portray and why. Why did the monarch employ artists? How was Edward VI depicted and why? Pupils develop a greater awareness of how images can portray a message which may not be accurate. Pupils begin to look at why Henry VIII is depicted in particular ways in text books, and question whether he was a really great king.

Why does Elizabeth I start looking younger throughout her reign? Analyse how and why Elizabeth I took more control over her portraits as she got older.

What are the hidden messages within Elizabeth's portraits? Portraits were used as propaganda and what messages are hidden within them? Pupils to use the portraits to gain an understanding of what these told us about her and the Tudor reign.

What was really important to Queen Victoria? A study of portraits depicting key aspects of reign and her family. How accurate were they?



Portrait



Reign



Power



Period



Coronation



Propaganda



Monarch



Heir



Tudor



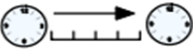

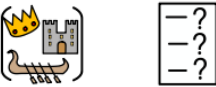
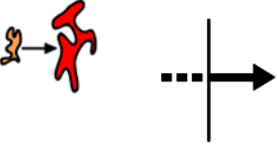
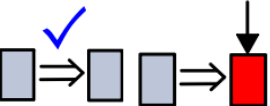

Henry VIII



Elizabeth I



Victoria

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|  | <ul style="list-style-type: none"> ● Identify 1939 on a timeline and sequence the events in the second world war. (Cycle A, Summer) ● Identify Greeks on a wider historical timetable (Cycle A, Spring) ● To place different periods of crime of punishment on a wider history timeline. (Cycle B, Autumn) ● Identify when Brunel was alive and place this in a timeline alongside other periods. Identify the major milestones he achieved and when. (Cycle B, Spring) ● Identify and place different monarchs on a timeline related to wider history. (Cycle B, Summer) |
| <p>Interpreting History</p>  | <ul style="list-style-type: none"> ● Using a range of sources to discover historical information, including diary entries, secondary sources including opinions of historians and artwork (Cycle A and B) ● Use a range of sources to make simple observations about the key figures/ events studied (Cycle A and B) ● Explore the relevance and usefulness of source material. What do we need to know to find the answer to our enquiry question? (Cycle A and B) ● Understand the way in which crime and punishment has changed and why. (Cycle B, Autumn) ● Understand how Brunel's inventions have changed our world as we see it now. (Cycle B, Spring) |
| <p>Historical Enquiry Using Evidence</p>  | <ul style="list-style-type: none"> ● Offer detailed explanations to an enquiry question using evidence from a range of sources (Cycle A and B) ● Use sources of information to gather knowledge (Cycle A and B) ● Critically examine evidence to inform judgement for enquiry question (Cycle A and B) ● Compare sources and construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Cycle A and B) |
| <p>Change and Continuity</p>  | <ul style="list-style-type: none"> ● Identify how crime and punishment changed over time. (Cycle B, Autumn) ● How did the life of people in Britain change during WW2 ● Isambard Kingdom Brunel (1806-1859) was one of the most famous civil engineers and mechanics in history. In a 2002 poll by the BBC, Brunel was voted the second greatest Briton of all time (after Winston Churchill). His lasting legacy has revolutionised how we approach engineering, transport and construction. Was his success a turning point in history or part of an age where change was occurring at pace? (Cycle B, Spring) ● Identify the changes within our monarchy over the years and identify how the power changes. (Cycle B, Summer) |
| <p>Cause and Consequence</p>  | <ul style="list-style-type: none"> ● Identify the effect of Mayan's developing writing strategies. (Cycle A, Autumn) ● Identify the cause and consequences of World War 2. (Cycle A, Summer) ● Brunel's engineering successes led to huge improvements and change with positive consequences. (Cycle B, Spring) |
| <p>Similarities and Differences</p>  | <ul style="list-style-type: none"> ● Identify similarities and differences in the Mayan culture compared to now. (Cycle A, Autumn) ● Identify similarities and differences between the Maya and Greek periods. (Cycle A, Spring) ● Identify similarities and differences in crime and punishments over a period of time. (Cycle B, autumn) ● Explore how Brunel was successful in an age of invention and discovery. ● How was life different for Brunel as an engineer in the C19 to that of an engineer today? Does this make his achievements even more astonishing? (Cycle B, Spring) ● Identify similarities and differences in power of the monarchs at different time periods within England. (Cycle B, Summer) |

Key Skills for History Explained

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| Chronology | Chronology is the study of time. It refers to the passing of time and to putting events in the correct order in which they happened. Children will develop an understanding of the chronology of key events studied throughout their time at Preston Primary School and will be able to place these in the correct order. |
| Interpreting History | This refers to creating an explanation of past events. The children interpret historical events through use of sources, data and the opinions of others (for example, through use of textbooks). |
| Historical Enquiry using Evidence | Evidence is provided to historians through objects, artefacts, documents, and images amongst other things. Historians use evidence to arrive at their judgement of an event. Sources can be defined as primary (firsthand, created at the time), or secondary (second hand, usually the opinion or judgement of historians and taken from textbooks). |
| Change and continuity | Change refers to the changes that occur throughout history. It is interlinked with continuity as children need to realise that change is rarely large and decisive all at once. Instead, changes often occur slowly and over long periods of time. Continuity refers to things that stay the same over a long period of time, e.g. the reign of the British monarchy. Change that is sudden, decisive and has a large impact on society is called a 'turning point'. |
| Cause and consequence | This is the understanding that events sometimes happen because they are triggered by a separate event. It is about looking into the effect of seemingly small events and the effect they have on the topic studied. |
| Similarities and differences | Looking for similarities and differences between groups of people, periods of time and places can help children to understand the realities of life in the past. When considering similarities and differences, it is important to avoid generalisations and ensure that children are aware that people perceived events in the past in many different ways based on their own contexts. |

| <u>Historical vocabulary</u> | <u>Definition</u> |
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| empire | A group of countries ruled over by one country and its monarch or system of government. There is central rule in place. |
| colony | A country that is under the control of another, whether in an Empire or not. E.g. India was a colony of the British Empire. |
| settlers | People who have moved to and settled in new land. |
| invasion | When one country invades another using military force or, when a group of people invade another country using force. E.g. the military of the Roman Empire invaded Britain, but the Vikings did not have a formalised military when they invaded Britain. Both groups invaded Britain. |
| suffrage | The right to vote in parliamentary and general elections. |
| suffragette | The suffragettes were a part of the wider suffrage movement in the late 1800s and early 1900s. |
| sovereignty | Supreme power over a territory. |
| unification | The joining together of two separate parts. |
| city state | A small area of land (a city) that rules itself independently. |
| dynasty | A family or line of rulers. The current British monarchy is the Windsor dynasty. |