



Hunton & Arrathorne Community Primary School

## Curriculum Document: History



## INTENT - The History Curriculum

It is our aim for children to leave our school as enthusiastic and competent historians who have a breadth and depth of understanding to equip them in their secondary education and beyond.

Our History curriculum is designed so pupils build knowledge and skills sequentially over time. Careful thought has been given to curriculum design. For example, in Key Stage 1 children are taught about people and events which are from within living memory. This allows them to reflect on the knowledge of themselves, parents and grandparents. This is then furthered later in the year into the study of Richmond Castle – a location which is known to them and therefore within their zone of relevance. In Key Stage 2 pupils delve deeper into history beyond living memory, building on solid foundations from Reception and Key Stage 1.

<b>5a.</b> <b>Continuity and change</b> in and between periods	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change</li> <li>Develop understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain change and continuity within and across periods</li> </ul>
<b>5b.</b> <b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Question why things happen and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> </ul>	<ul style="list-style-type: none"> <li>Analyse / explain reasons for, and results of, historical events, situations, changes</li> </ul>
<b>5c.</b> <b>Similarity / Difference</b> within a period/situation (diversity)	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</li> </ul>
<b>5d.</b> <b>Significance</b> of events / people	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important eg in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present.</li> </ul>

In mixed age classes, children work on a rolling programme to ensure coverage of the National Curriculum and ensure the full breadth of the historical periods studied. However, pupils are always taught to reflect on their prior learning to help them link events in history. Events throughout one single teaching year are taught chronologically and frequently link across periods (i.e. Ancient Maya and the Viking rule), alongside thematic studies which cover different periods of history. To ensure children understand how time periods linked together, each lesson in our codified approach begins with chronology. In the second year of the rolling programme, each class learning will focus on investigating an aspect of local history. This includes Richmond Castle, Roman Cateractonium, the history of York and studying local census data.

Key concepts within History are strategically planned throughout each unit to ensure equal and thorough coverage throughout. For example, in Key Stage 1 children are introduced to the concept of change over time by investigating how toys have changed, whilst in Key Stage 2 they build on this key concept as they investigate how and why the Ancient Maya changed the way they lived.

In History, we follow best research practice and recognise the disciplinary concepts as **continuity and change**, **cause and consequence**, **similarity and difference** and **significance**. The ways in which children develop these disciplinary skills over time is demonstrated on the table above.

End of Key Stage outcomes are taken from ELG's with a specific historical focus\* as well as National Curriculum outcomes for the end of Key Stage. In order to make children's progress develop on an upward trajectory, the objectives are split into targeted year groups. Furthermore, the history curriculum at our schools is bespoke to the children's experiences and local history linked to the local area. The National Curriculum for History states that teaching should equip pupils to have an understanding of the history of Britain which will equip them for the wider world.

Substantive Concepts	Disciplinary Concepts	Key Concepts
<p>The skills which children learn during their time in school and which are essential to the subject knowledge (Sticky Knowledge)</p>	<p><b>The key concepts which allow the pupil to 'think like a historian'. In History, we recognise these as:</b></p> <p>Continuity and change Cause and consequence Similarity / difference Significance</p>	<p><b>Concepts which recur during study and allow children to gain depth in their understanding:</b></p> <p>Democracy Culture Empire Entertainment Change over time Conflict Resistance Monarchy</p>

## Intent - HISTORY IN EYFS

### **Why do we teach History? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary our History Curriculum is centred around our children's knowledge and understanding of the wider world

and community around them. Our children enjoy their History learning as they explore with peers, collaborating and thinking creatively. They develop knowledge and skills for life, expressing their viewpoints and gaining a wider and more in depth understanding of the similarities and differences between life today and in the past.

### **What do we teach? What does this look like?**

At our school, we use artefacts, photographs and video clips to bring History to life and to compare old to new. During Reception, the children will have lots of opportunities to develop their sense of the past and present, through discussions. All children are encouraged to remember and share past events and experiences with others. Throughout half termly topics such as Seasons, Homes, Ourselves and People who help us, the children have opportunities to observe, explore and discuss how life was different in the past. The children also learn about significant people in the past such as Guy Fawkes and Captain Cook.

### **What will this look like? By the time children leave our EYFS they will be able to:**

#### Knowledge and Understanding of the World

- 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.



## LONG TERM PLAN

	YEAR A			YEAR B		
	Autumn	Spring	Summer	Autumn	Spring	Summer (Local History Focus)
<b>Year 1/2</b>	How am I changing history?  <i>Key concept: Culture &amp; Entertainment Change over time</i>	How were schools different in the past?  <i>Key concept: Change over time Culture &amp; Entertainment</i>	What is a monarch?  <i>Key concept: Monarchy Empire</i>	What does it take to be a great explorer?  <i>Key concept: Empire</i>	How have toys changed?  <i>Key concept: Change over time Culture &amp; Entertainment</i>	Who used to live in Richmond Castle?  <i>Key concept: Resistance &amp; Conflict</i>
<b>Year 3</b>	Who is the greatest history maker?  <i>Key concept: Democracy</i>	Why did the Romans invade and settle in Britain?  <i>Key concept: Empire Resistance &amp; Conflict</i>	Why did Charles go to prison?  <i>Key concept: Resistance &amp; Conflict</i>	What was important to the Ancient Egyptians?  <i>Key concept: Culture &amp; Entertainment</i>	How did life change from the Stone Age to the Iron Age?  <i>Key concept: Change over time</i>	Why did the Romans invade and settle in Britain?  <i>Key concept: Empire Resistance &amp; Conflict</i>
<b>Year 4/5</b>	Why did the Ancient Maya change the way they lived?  <i>Key concept: Change over time Culture &amp; Entertainment</i>	How hard was it to settle in Anglo Saxon Britain?  <i>Key concept: Resistance &amp; Conflict Monarchy</i>	Were the Vikings raiders, traders or something else?  <i>Key concept: Resistance &amp; Conflict Monarchy</i>	What was life like in Tudor England?  <i>Key concept: Monarchy Democracy</i>	What was the impact of WWII on the people of Britain?  <i>Key concept: Resistance &amp; Conflict Democracy</i>	What did King George VI mean when he said 'The history of York is the history of England?'  <i>Key concept: Monarchy</i>
<b>Year 6</b>	What is the legacy of the Ancient Greek civilisation?  <i>Key concept: Democracy</i>	Why did Britain once rule the largest empire the world has ever seen?  <i>Key concept Empire:</i>	What can the census tell us about the local areas?  <i>Key concept Change over time:</i>	What is the legacy of the Ancient Greek civilisation?  <i>Key concept: Democracy</i>	Why did Britain once rule the largest empire the world has ever seen?  <i>Key concept: Empire</i>	What can the census tell us about the local areas?  <i>Key concept Change over time:</i>

## IMPLEMENTATION - Progression in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical Interpretations</b>	Look at books, videos, pictures, and artefacts to find out about the past. Begin to understand that different sources can tell us about history in different ways.	Explore eye-witness accounts to gain a deeper understanding of past events. Visit or learn about historical sites to investigate and interpret the past more directly. Begin to recognise that different people may have different interpretations of the same event.	Explore the idea that there are different accounts of history. Look at different versions of the same event and begin to compare them.	Understand that people represent and interpret events from the past in different ways. Recognise that some historical evidence may be propaganda, opinion, or misinformation.	Give reasons why accounts may differ, supported by evidence. Begin to identify reliable sources of information about the past	Analyse and explain how and why historical interpretations change over time. Critically evaluate the reliability of sources, distinguishing fact from opinion or bias.
<b>Chronological Understanding</b>	Understand the difference between things that happened in the past and present. Describe things that happened to themselves and others in the past (e.g., yesterday, last week). Use simple historical words and phrases such as last week, yesterday, before, after. Begin to recount changes in their own life and family history.	Use timelines to order events and objects, placing them in sequence. Understand and confidently use the terms 'past' and 'present' to describe events. Recount and describe more detailed changes over time in their own life and community.	Use a timeline to place historical events in chronological order within studied periods. Begin to describe dates and order significant events within those periods.	Understand that a timeline can be divided into BC and AD. Place events accurately on a timeline using BC/AD dates.	Identify and compare changes across different time periods, noting similarities and differences. Understand that some historical events occurred concurrently (e.g., Ancient Egypt and Prehistoric Britain).	Develop a more detailed understanding of timelines by linking events across wider periods, exploring overlaps and cause-effect relationships.
<b>Organisation &amp; Communication</b>	Describe objects, people or events from history using simple language. Use a basic vocabulary of everyday	Record and present what they have learned through storytelling, drawing, writing, and drama. Begin	Communicate ideas about the past using a variety of genres, including writing,	Extend communication by using additional methods such as data handling,	Choose the most appropriate way to communicate ideas about the past depending on the	Plan and present a self-directed project or research about a historical period studied.

	historical terms (e.g., old, new, long ago). Begin to speak about how they have found out about the past, sharing simple ideas.	to organise information clearly when talking or writing about the past.	drawing, diagrams, drama, and storytelling.	role-play, and ICT to present historical ideas.	purpose and audience. Begin to plan and organise information clearly for presentations.	Communicate ideas effectively using a range of media and genres tailored to the audience and context.
<b>Historical Enquiry</b>	Identify different ways the past is represented, such as pictures, stories, and objects. Explore simple events from the past. Look at pictures and objects and begin to ask questions about them.	Use a range of sources such as photos, drawings, diaries, and eye-witness accounts to answer questions about the past. Develop more detailed questions about events and people studied. Begin to compare different sources to gain a fuller understanding.	Use documents, printed sources, internet, pictures, photographs, music, artefacts, buildings, and museums to gather evidence about the past. Ask simple questions and begin to find answers about historical events and people.	Continue to use a range of sources to find the most accurate and relevant information about the past. Start to choose reliable sources based on what they have learned.	Develop own lines of enquiry by posing and answering questions about the past. Use a variety of sources confidently to support or challenge their findings.	Plan and conduct independent historical investigations by choosing and evaluating sources carefully. Critically assess the reliability and usefulness of different types of evidence.

# IMPLEMENTATION – STICKY

## KNOWLEDGE

### YEAR 1/2

Autumn A: How am I making History?	Spring A: How were schools different in the past?	Summer A: What is a monarch?	Autumn B: Who is the greatest explorer?	Spring B: How have toys changed?	Summer B: Who used to live in Richmond Castle?
<p>Use artefacts and photographs to answer simple questions about the past.</p> <p>Understand the difference between things that happened in the past and present.</p> <p>Use timelines to order events/objects.</p> <p>Use common words and phrases for the passing of time.</p> <p>Recount changes in their own life.</p>	<p>Identify and describe similarities and differences between then and now.</p> <p>Speak about how they found out about the past.</p> <p>Use different sources to find out about the past. Look at eyewitness accounts and visit historical sights to investigate the past.</p> <p>Understand and use the words past and present.</p> <p>Record and present what has been learned by telling stories, drawing, writing and drama.</p>	<p>Recall some facts about people or events beyond living memory.</p> <p>Use different sources to describe the past.</p> <p>Describe objects, people or events from history.</p> <p>Recognise different ways the past is represented including eyewitness accounts.</p> <p>Select information from a source to answer a question.</p>	<p>Look at eyewitness accounts.</p> <p>Describe things that happened to themselves and others in the past</p> <p>Recall some facts about people &amp; events before living memory.</p> <p>Describe objects, people or events from history.</p> <p>Recall some facts about people and during living memory</p>	<p>Look at books, videos, pictures and artefacts to find out about the past.</p> <p>Understand and use the words 'past and present'</p> <p>Use timelines to order objects.</p> <p>Describe objects from history.</p> <p>Look at objects from the past and ask questions.</p>	<p>Use different sources of information to describe the past. (photos, drawings, diaries, eye witness accounts).</p> <p>Identify and describe similarities and differences between ways of life then and now.</p> <p>Visit local places of interest to find out about the past.</p> <p>Speak about how they have found out about the past.</p> <p>Record and present what has been learned by telling stories, drawing, writing and drama.</p>
<p><b>Sticky Knowledge</b></p> <p>To know that photographs can tell us about the past.</p> <p>To know that 'the past' is events which have already happened.</p> <p>To know 1 similarity and difference between now and the past.</p> <p>To know that 'within living memory' is within the last 100 years.</p> <p>To know that the past can be represented in photographs.</p> <p>To know 2 similarities and differences between now and the past.</p>	<p><b>Sticky Knowledge</b></p> <p>To use the word 'past' and 'present' confidently.</p> <p>To know a source tells us about the past.</p> <p>To order three events on a timeline.</p> <p><b>To know a decade is ten years ago.</b></p> <p>To know that historians use sources to find out information about the past.</p> <p>To order five events on a timeline</p>	<p><b>Sticky Knowledge</b></p> <p>To know who our King is.</p> <p>To name 2 significant monarchs from the past.</p> <p>To know that events may last for different periods of time.</p> <p><b>To know the monarch is the King or Queen.</b></p> <p>To know that monarchs in the past had absolute power.</p> <p>To name 3 significant monarchs from the past.</p>	<p><b>Sticky Knowledge</b></p> <p>To explain what explorers do.</p> <p>To name 3 pieces of equipment an explorer may need.</p> <p>To name 2 famous explorers.</p> <p><b>To name 3 famous explorers and identify where they travelled.</b></p> <p>To recount key events from explorers stories.</p>	<p><b>Sticky Knowledge</b></p> <p>Name and describe one toy from the past, and one from the present.</p> <p>Explain how a teddy bear has changed over time.</p> <p>To find out information about the past from artefacts.</p> <p><b>Make comparisons between the past and present.</b></p> <p>Describe how toys have changed over time.</p> <p>To find out information about the past from artefacts and eyewitness accounts.</p>	<p><b>Sticky Knowledge</b></p> <p>Know that Richmond Castle was built in the 1070s.</p> <p>Name some common features of a castle (drawbridge, turrets, arrow holes, battlements, tower).</p> <p><b>Know that Richmond Castle was built in the 1070s and this makes it a Norman castle.</b></p> <p>Explain the use of some common features of a castle (drawbridge, turrets, arrow holes, battlements, tower).</p>
<p><b>Local Links / Cultural Capital:</b></p> <p>What do local photographs from the past look like?</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>What did Hunton look like in the past?</p> <p>What was our school like in the past?</p> <p>Old school log books</p> <p>Old school class photos</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>Has the monarch ever visited the village / region?</p> <p>How has the village celebrated royal events in the past? (e.g. jubilee, coronation).</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>Achievements of local explorers</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>Memories of grandparents / great grandparents</p> <p>How has entertainment changed over time?</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>History of Richmond / Middleham / Castle Bolton</p> <p>Are any houses in Hunton as old as Richmond Castle?</p>



<b>Visits/visitors</b> Parents / Grandparents	<b>Visits/visitors</b> Village walk Elderly residents	<b>Visits/visitors</b> Elderly residents	<b>Visits/visitors</b> Virtual visit	<b>Visits/visitors</b> Parents/grandparents Richmond Museum Beamish Museum	<b>Visits/visitors</b> Richmond Castle
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## YEAR 3

<b>Autumn Year A: Who is the greatest history maker?</b>	<b>Spring Year A: Why did the Romans invade and settle in Britain?</b>	<b>Summer Year A: Why did Charles go to prison?</b>	<b>Autumn Year B: What was important to the Ancient Egyptians?</b>	<b>Spring Year B: How did life change from the Stone Age to the Iron Age?</b>	<b>Summer Year B: Why did the Romans invade and settle in Britain.</b>
<p>Communicate ideas about the past in different ways.</p> <p>Describe dates and significant events within periods studied.</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Describe how the past impacts our life today.</p>	<p>Understand that a timeline can be divided into BC and AD.</p> <p>Know that people represent and interpret the same event in different ways.</p> <p>Reach conclusions substantiated by evidence.</p> <p>Use evidence to describe the clothes &amp; buildings, ways of life and customs of people in the past.</p> <p>Use a timeline to place historical events in order.</p>	<p>Communicate ideas about the past in the most appropriate way.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation.</p> <p>Explore the idea that there are different accounts of history.</p> <p>Describe similarities and differences between periods.</p> <p>Describe dates and significant events.</p>	<p>Give reasons why accounts may differ.</p> <p>Identify reliable sources.</p> <p>Identify similarities and differences between periods studied.</p> <p>Communicate ideas about the past in the most appropriate way.</p> <p>Use evidence to describe everyday life in the period studied.</p>	<p>Describe similarities and differences between people, places and artefacts.</p> <p>Understand how some historical events occur concurrently.</p> <p>Make more detailed comparisons between periods studied.</p> <p>Identify and compare changes between different time periods.</p> <p>Use evidence to describe everyday life in the period studied.</p>	<p>Understand that a timeline can be divided into BC and AD.</p> <p>Know that people represent and interpret the same event in different ways.</p> <p>Reach conclusions substantiated by evidence.</p> <p>Use evidence to describe the clothes &amp; buildings, ways of life and customs of people in the past.</p> <p>Use a timeline to place historical events in order.</p>
<p><b>Sticky Knowledge</b></p> <p>To know some facts about why the following history makers were significant:</p> <ul style="list-style-type: none"> <li>-Guy Fawkes</li> <li>-Margaret Thatcher</li> <li>-Marie Curie</li> <li>-Grace Darling</li> </ul>	<p><b>Sticky Knowledge</b></p> <p>Give three ways our lives are impacted by changes made by the Romans.</p> <p>Know the Roman term for Catterick was 'Cataractonium'.</p> <p>To know the meanings of AD and BC.</p>	<p><b>Sticky Knowledge</b></p> <p>Know that WWI started in 1914 and ended in 1918.</p> <p>Know why horses and pigeons were important in WWI.</p> <p>Know how WWI is remembered today.</p>	<p><b>Sticky Knowledge</b></p> <p>Locate Africa and Egypt on a map.</p> <p>Identify at least three reasons why the River Nile was so important.</p> <p>Know why the pyramids were built.</p> <p>Explain the process of mummification.</p>	<p><b>Sticky Knowledge</b></p> <p>Know how life changed throughout the Stone Age (from hunter gatherer to farming).</p> <p>Know some theories as to why Stonehenge was built.</p> <p>Know some changes between the Iron Age and Bronze Age.</p>	<p><b>Sticky Knowledge</b></p> <p>Give three ways our lives are impacted by changes made by the Romans.</p> <p>Know the Roman term for Catterick was 'Cataractonium'.</p> <p>To know the meanings of AD and BC.</p>
<p><b>Local Links / Cultural Capital:</b></p> <p>Guy Fawkes (York)</p> <p>Grace Darling (Northumberland)</p> <p>Margaret Thatcher (impact)</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>Hadrian's Wall</p> <p>Piercebridge Roman Fort</p> <p>Maps of Catterick</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>War memorial</p>	<p><b>Local Links / Cultural Capital:</b></p>	<p><b>Local Links / Cultural Capital:</b></p> <p>Druids Temple (Masham)</p>	<p><b>Local Links / Cultural Capital:</b></p> <p>Hadrian's Wall</p> <p>Piercebridge Roman Fort</p> <p>Maps of Catterick</p>

Visits/Visitors: RNLI	Visits/Visitors: Piercebridge Roman Fort	Visits/Visitors: War memorial	Visits/Visitors:	Visits/Visitors: Workshop	Visits/Visitors: Hadrian's Wall Visit (Residential)
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# IMPLEMENTATION

## KS2 Y4/5

Autumn Year A: Why did the Ancient Maya change the way they lived?	Spring Year A: How hard was it to settle in Anglo-Saxon Britain?	Summer Year A: Were the Vikings raiders, traders or something else?	Autumn Year B: What was life like in Tudor England?	Spring Year B: What was the impact of WW2 on the people of Britain?	Summer Year B: What did King George VI mean when he said, "The history of York is the history of Britain?"
Describe similarities and differences between people, places and artefacts	Use evidence to describe cultural and leisure activities from the past.	Know that people represent and interpret events from the past in different ways.	Make links with different time periods studied.	Choose reliable sources of information to find out about the past.	Choose reliable sources of information to find out about the past.
Make more detailed comparisons between periods studied.	Use evidence to describe the clothes, way of life and customs of people in the past.	Explore the idea that there are different accounts of history.	Compare and make connections between different time periods.	Give own reasons why changes may have occurred, backed up by evidence	Give own reasons why changes may have occurred, backed up by evidence
Identify and compare changes across different time periods	Describe how the Vikings & Anglo Saxons impact our life today.	Describe similarities and differences between periods studied.	Consider a range of factors when discussing the reliability of sources.	Understand that some evidence from the past is propaganda, opinion or misinformation.	Understand that some evidence from the past is propaganda, opinion or misinformation.
Understand how some historical events occurred concurrently – for example Ancient Egypt and Prehistoric Britain.	Describe dates and order significant events within periods studied.	Describe how the Vikings & Anglo Saxons impact our life today.	Ask historical questions of increasing difficulty.	Give reasons why accounts may differ.	Give reasons why accounts may differ
Plan and present a self-directed project or research about the period studied.	Use a timeline to place historical events in chronological order.	Compare and make connections between different time periods.	Recognise primary and secondary sources.	Identify reliable sources.	Identify reliable sources.
<b>Sticky Knowledge</b> Locate Central America on a map.	<b>Sticky Knowledge</b> To locate Sutton Hoo on a map of Britain.	<b>Sticky Knowledge</b> Know where the Vikings came from.	<b>Sticky Knowledge</b> Extract information about Henry VIII from portraits.	<b>Sticky Knowledge</b> Know that WWII took place between 1939-1945.	<b>Sticky Knowledge</b> Know what headpots were and that many were found in York.
Know two theories as to why the Mayans left their jungle cities.	To know three features of a Saxon settlement.	Know Viking trade routes.	Know how to identify primary and secondary sources.	Know three events which led to the beginning of WWII.	Know how York Minster was funded.
Know how to interpret sources.	To know that the Saxons introduced Christianity to Britain.	Know that the Vikings invaded Lindisfarne in 793AD.	Know how inventories are useful to historians.	Know how life changed in Britain during the war.	Know that historical figures such as Guy Fawkes and Dick Turpin are linked to York.
<b>Name three countries in Central America.</b>	<b>To know what we can learn from Sutton Hoo.</b>	<b>Know why the Vikings came to Britain.</b>	<b>Use evidence from sources to justify their interpretation of Henry VIII.</b>	<b>Know that WWII took place between 1939-1945.</b>	<b>Know why so many headpots were found in York.</b>
<b>Know three theories as to why the Mayans left their jungle cities.</b>	<b>To know five features of a Saxon settlement.</b>	<b>Know why Alfred the Great is the only monarch to be called 'great'.</b>	<b>Know how to identify primary and secondary sources and explore their reliability.</b>	<b>Know three events which led to the beginning of WWII.</b>	<b>Know reasons for and against the building of York Minster.</b>
<b>Know how to interpret both primary and secondary sources (and know the difference between).</b>	<b>To know how Christianity spread in Britain.</b>	<b>Know why trade routes were important to Vikings.</b>	<b>Know how to create a realistic Tudor inventory.</b>	<b>Be able to explain why children were evacuated during the war.</b>	<b>Know why historical figures such as Guy Fawkes and Dick Turpin are linked to York.</b>
<b>Describe the Viking attack on Lindisfarne.</b>					
<b>Local Links / Cultural Capital:</b> York Chocolate Story	<b>Local Links / Cultural Capital:</b> Local Saxon churches (St Anne's Catterick)	<b>Local Links / Cultural Capital:</b> Lindisfarne (Northumberland) Local Viking settlements	<b>Local Links / Cultural Capital:</b> York Minster (significant during era) Richmond Castle (activity during era)	<b>Local Links / Cultural Capital:</b> War Memorial Catterick Garrison	<b>Local Links / Cultural Capital:</b> York Minster Dick Turpin Guy Fawkes
<b>Visits / Visitors</b>	<b>Visits / Visitors</b>	<b>Visits / Visitors</b> Yorvik Viking Museum	<b>Visits / Visitors</b>	<b>Visits / Visitors</b> Visitors who remember the war Eden Camp	<b>Visits / Visitors</b> York Minster York walking tour

## IMPLEMENTATION – YEAR 6

Autumn Year A: What was the legacy of the Ancient Greek civilisation?	Spring Year A: Why did Britain once rule the largest empire the world has ever seen? (Post 1066)	Summer Year A: What can the census tell us about the local areas?
<p>Describe similarities and differences between people, places and artefacts</p> <p>Make more detailed comparisons between periods studied.</p> <p>Identify and compare changes across different time periods</p> <p>Understand how some historical events occurred concurrently</p> <p>Communicate ideas about the past in the most appropriate way.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation</p> <p>Give reasons why accounts may differ</p> <p>Identify reliable sources.</p> <p>Communicate ideas about the past in the most appropriate way.</p> <p>Plan and present a self-directed project or research about the period studied.</p> <p>Investigate own lines of enquiry by posing and answering questions.</p>	<p>Plan and present a self-directed project or research about a period studied.</p>
<p><b>Sticky Knowledge</b></p> <p>Re-tell the story of the Trojan Horse.</p> <p>Locate key cities on a map of Greece.</p> <p>Compare the cities of Athens and Sparta.</p> <p>Understand the different types of democracy and explain how Athenian democracy worked.</p>	<p><b>Sticky Knowledge</b></p> <p>Explain why Britain built an Empire</p> <p>Know what happened to the British Empire</p> <p>Name 5 key countries within the British Empire</p> <p>Know how the British Empire looks today.</p>	<p><b>Sticky Knowledge</b></p> <p>Know how to use a census to make inferences about the past.</p> <p>Know how to use other primary and secondary sources to verify the data in a census.</p> <p>Describe the changes in the 1921 census.</p>
Local Links / Cultural Capital:	Local Links / Cultural Capital:	Local Links / Cultural Capital: Local census
<p><b>Visits / Visitors</b></p> <p>Virtual visit</p>	<p><b>Visits / Visitors</b></p>	<p><b>Visits / Visitors</b></p>

## IMPLEMENTATION - Rationale

Our History curriculum is progressive. In Key Stage 1, children work on key historical enquiry skills – investigating people, places and events from the past. Careful planning ensures that these events, people and objects link closely to the children's lives – for example investigating toys through time and linking to events still celebrated today because of their impact on British history such as Remembrance and Guy Fawkes Night.

Our curriculum is carefully structured, so, even with mixed age classes, children are taught at an appropriate level and knowledge and prior learning are recapped. Because of the way our curriculum is structured, children gain an understanding into the local area and local history as well as core curriculum aspects

Chronology should be at the heart of all history lessons. In some classes, due to the mixed-age nature, it is not possible to teach time periods chronologically. To counteract this, teachers place an importance of developing an understanding of chronology within all history lessons – ensuring children see links and are able to compare between periods studied.

To support our teaching of history we have chosen to use a combination of Connected History and KAPOW learning units, supplemented by some bespoke units to ensure the curriculum matches the needs of our children. We have chosen these schemes as they provide teachers with a wide range of CPD to enable them to supplement their History of teaching. Every lesson follows a codified system to ensure consistency across school.

Children should be encouraged to engage 'hands-on' with history – through the use of artefacts, photographs, eyewitness accounts, visitors and visits to historical places of interest.



## IMPLEMENTATION – What a History lesson looks like...

An activity to enhance children's chronological understanding.



A retrieval activity based on prior learning and previous sticky knowledge.



Introduction to the learning objective.



Focus on key vocabulary.

How will children record this?



Lesson from the Kapow or Connected History scheme of work.



Reflection activity – linked to historical threads bookmark.

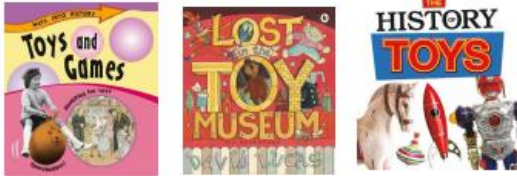




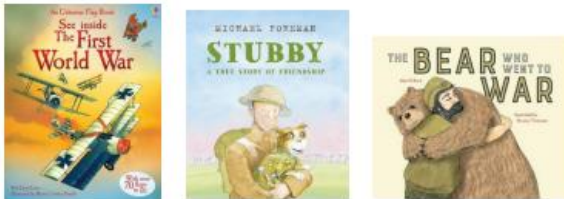
# IMPLEMENTATION – Lifelong Readers in History

## History – Reading Spine (Spring Term)

### Year 1



### Year 2



### Year 3/4



### Year 5/6



## History – Reading Spine (Summer Term)

### Year 1



### Year 2



### Year 3/4



### Year 5/6



## IMPACT

We aim for all of our children to leave us as historians- mirroring the National Curriculum aims that children leave us with a coherent knowledge and understanding of Britain and the wider world. Pupils should gain history knowledge and skills over time, as well as the ability to develop an understanding of chronology and explore the idea that, events in the world may be taking place concurrently. As well as this they will be able to link substantive concepts in history across time periods, including comparing and contrasting them.



They should have a solid knowledge base which will stand them in good stead for future education. We aim to teach them about British history, world history and history of their local area through carefully progressive units. Crucially, we have created a

bespoke curriculum which allows them to investigate history which is relevant to them now and, importantly, as adults of the future. Links drawn between subjects such as English, Geography and Computing allow children to demonstrate historical skills in other subject areas.