

Humanities



# Deanwood History

Curriculum 2023-24



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## What Is The Purpose of Teaching The Humanities?

At Deanwood, our Humanities curriculum aims to foster awe and wonder as well as a curiosity about the world; its people and the past, bringing it to life through the use of primary and secondary sources in addition to visits outside the classroom and visitors in school. It aims to inspire our children to actively explore places and the different periods of local, British and world history as well as cultures and individuals, to make connections between them and understand the impact they have had on the world in which we live now.

Humanities curriculum comprises of:

- History
- Geography
- Religious Education

### Deanwood School Values

Our Humanities Curriculum underpins our school values in the follow way:

- Happy** To allow children to be curious and independently challenge their thoughts and knowledge so that they are self-confident in their own ability.
- Successful** Develop a clear understanding of their area of the world and understand how wide their world is and what they can do to be part of this. To use their own enquiry skills to explore the world to enhance their knowledge and skills and be opened up to different experiences of different locations, cultures and beliefs.
- Safe** When learning about difference, children will learn to respect each other ideas and opinions and have the confidence to share ideas and debate points. Children will develop an understanding of how to show respect for our local and global environments. Through links with other schools across the world, children will develop the skills in recognising and celebrating similarities and differences.

# How Do We Teach **History**?

The Teaching of History follows a specific routemap which builds up the knowledge of their unit in small steps.

## 1. Reactiving

The first stage is locating the learning in the timescale of previously taught knowledge and understanding where this period fits with previous learning. It is important that the pupils recall what they learnt in previous years and topics so they can use this historical context and knowledge.

## 2. Chronology

Next the pupils will learn how this learning fits into the timescale of previously taught knowledge and understand where this period fits with previous learning. The children must have a secure mental timeline of the past.

## 3. Artefacts, Accounts, Texts & Sources

The pupils will explore and enquire through a range of artefacts and Sources. They will learn to use these to answer questions and to build up evidence to support their answers. From this, they will build up their knowledge of the time. Within this stage, the pupils will:

- **Cause and Consequences** How historians make judgements about why an event occurred or the consequences of an event by looking at events in depth and not in isolation.
- **Change and continuity** How historians make judgements about the extent, nature or pace of change across the time through explicit links to previous learning and other times.
- **Similarity and difference** How historians make judgements about the similarities and differences within or between groups place, societies in the same time period.
- **Historical significance** How historians add significance to historical people or events.

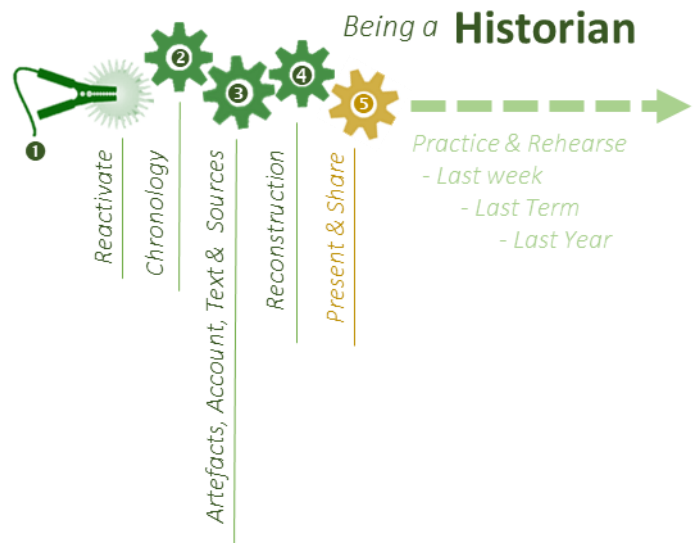
## 4. Reconstruction

This stage enables the pupils to piece together all their learning and evidence to create a picture of the time period or the event. They will be able to use their learning and sources to back up their conclusions. During this, they will reflect on:

- **Sources and evidence** How historians use sources to make claims about the past through question aimed at the evidence of an event.
- **Historical Interpretations** How and why historical interpretations are different

## 5. Present & Share

The pupil will then share their learning through a end task to demonstrate the application of their learning. This will be a variety of forms – a presentation, discussion or a piece of writing such as a double-page spread. History is useful at enable the children to use written and spoken forms of communication.



## Enquiry Based Learning

The Humanities subjects are enquiry based. They are best when they use an active, question led approach. All work with the Humanities should include an element of enquiry. Enquiry and skills of Humanities learning are developed and used across a wide range of topics and areas.

## Chronology

Chronology is a key focus of History and the children being able to identify when time periods and events were in relation to their own lives. While learning the facts and substantive knowledge of the time periods, it is important that the children are able to see the impact on the world from historical events and how we can learn these events. Classes need to have a visual representation of the timeline to support the pupils learning, each classroom must have a timeline which shows the periods studied and the children can access.

	1	2	3	4	5	6
<b>Prehistoric 6000 BC Ancient History</b>		Dinosaurs	6000BC Stone Age			
			3300BC Bronze Age	3000 BC Egypt		
			1600BC Shang		1500BC Ancient Mayan	
			1200BC Iron Age	1000 BC Greece		
			30BC Ancient Rome			
				450 Anglo-Saxons 793 Viking		
<b>500 Post Classical/ Middle Ages</b>	500 Early Middle Ages					
	1000 High Middle Ages					
	1300 Late Middle Ages					
<b>1500 Early Modern History</b>		1500 Tudors	1513 Spanish contact in US		1500 Tudors	
		1666 Fire of London	1607 First US settlement			
<b>1750 Late Modern Era</b>	1714 Georgian					
	1820 Victorian	1820 Victorian			1820 Victorian	
<b>1946 Contemporary era</b>						1939 World War 2
	<i>Modern day</i>	<i>Modern day</i>				<i>Modern day</i>

## Artefacts & Fieldwork

First-hand experience of place, objects and primary sources of information are critical to children's learning. Where ever possible, artefacts and fieldwork should be used. Classrooms should reflect the topic and expose children to artefacts and objects which make them reflect and question. History supports reading well as many secondary sources can be text based.

The area of focus does not have to limit this. For example, we know we cannot conduct fieldwork in China, however, fieldwork can be used in our local or region area to compare and contrast. When fieldwork is planned, it is crucial that the skills are used by the children or else it become simply a trip.

# How Do We Adapt Learning To Support Pupils In **History**?

## Non Negotiables that need to be in place in all lessons/classrooms when teaching history

1. Use of dual coded resources.
2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling

### Cognition and Learning

#### Subject Challenges

Conceptual understanding of chronology.

Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers)

Low attainment in literacy can present barriers to activities.

#### Provision for SEND

Use of simplified visual activities to support children's understanding.

Use of simplified, dual coded resources.  
Potentially additional support during lessons.

Adapt to provide shorter, simplified texts.

Teacher / TA support for children during lessons to access learning.

Use of writing frames to support children access activities.

### Communication and Interaction

#### Subject Challenges

Language difficulties may make it difficult for children to participate in activities and access learning.

Difficulties with processing language.

#### Provision for SEND

Teacher / TA support for children during lessons to access learning.

Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.

Simplified step by step instructions.

## Physical and sensory

### Subject Challenges

Children with sensory impairments may find it difficult to observe historical artefacts.

Children with visual or auditory impairment may have related challenges to accessing lessons.

Day trips to museums or places of historical significance may be difficult.

### Provision for SEND

Teacher / TA support for children during lessons to access artefact observation.

Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.

When planning school trips ensure facilities are appropriate and accessible for all children.

## Social Emotional and Mental Health

### Subject Challenges

If children believe they cannot be successful in class they may become frustrated and withdraw.


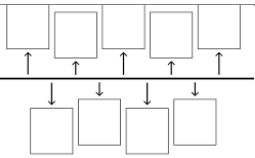
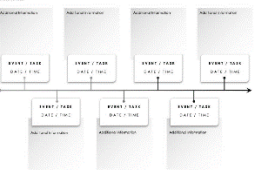
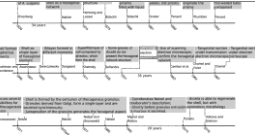
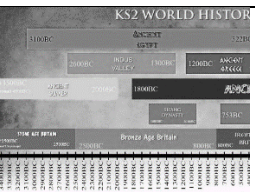
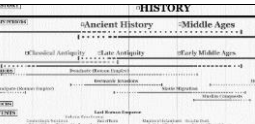
Children may find certain lessons upsetting or triggering (for example lessons about war)

### Provision for SEND

Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.

Ensure content being used in lesson is not overly distressing for any children in class.

# Ensuring Progression in Chronology and Sources.

	Chronology	Sources
Y1	 <p><b>Chronology</b> Simple line which is annotated.</p>	<p><b>Year 1 Expected standard</b></p> <ul style="list-style-type: none"> <li>Can place their own life story into chronological order.</li> <li>Can place some UK historical events into order.</li> </ul> <p><b>Sources</b></p> <ul style="list-style-type: none"> <li><b>Primary sources</b> (from the actual time) such as people, documents or artefacts.</li> </ul> <p><b>Using Sources</b></p> <ul style="list-style-type: none"> <li>They have to use the source to answer the question.</li> </ul> <p><b>Year 1 Expected standard</b></p> <ul style="list-style-type: none"> <li>Can think of their own questions about the lives of people and events from the past</li> <li>Can use images and secondary sources to find answers to their questions.</li> <li>Can give their own answers to questions.</li> </ul>
Y2	 <p><b>Chronology</b> Line which is spaced to show chronological distance of time.</p>	<p><b>Year 2 Expected standard</b></p> <ul style="list-style-type: none"> <li>Can place some European historical events in order.</li> <li>Can measure passage of time in years, decades, and centuries.</li> </ul> <p><b>Sources</b></p> <ul style="list-style-type: none"> <li><b>Primary sources</b> (from the actual time) such as people, documents or artefacts.</li> <li><b>Secondary sources</b> (Created after the actual time) used such as books written about the period.</li> </ul> <p><b>Using Sources</b></p> <ul style="list-style-type: none"> <li>Children choose which source is the best to answer a given question.</li> </ul> <p><b>Year 2 Expected standard</b></p> <ul style="list-style-type: none"> <li>Ask questions for themselves about people or events.</li> <li>Choose which source to use to find out answers to questions.</li> <li>Answer questions using this evidence.</li> </ul>
Y3	 <p><b>Chronology</b> Appropriately spaced line used with additional information such as periods.</p>	<p><b>Year 3 Expected standard</b></p> <ul style="list-style-type: none"> <li>Can place major civilisations into chronological order.</li> <li>Can divide the past into different periods of time.</li> </ul> <p><b>Sources</b></p> <ul style="list-style-type: none"> <li><b>Primary sources</b> (from the actual time) such as people, documents or artefacts.</li> <li><b>Secondary sources</b> (Created after the actual time) used such as books written about the period.</li> </ul> <p><b>Using Sources</b></p> <ul style="list-style-type: none"> <li>Children are to infer from their sources and create ideas.</li> <li>Children are beginning to question the validity of the source.</li> </ul> <p><b>Year 3 Expected standard</b></p> <ul style="list-style-type: none"> <li>Suggest useful research questions.</li> <li>Use labelled diagrams, recounts, stories diaries and pictures to show understanding about historical events and famous people.</li> <li>Use a range of source materials to answer questions about the past which go beyond simple observations.</li> <li>Discuss the validity and reliability of different types of sources.</li> <li>Begin to infer from sources beyond simple observations</li> <li>Choose how to present a response to their own questions.</li> </ul>
Y4	 <p><b>Chronology</b> Scaled timeline Line used with additional information such as periods.</p>	<p><b>Year 4 Expected standard</b></p> <ul style="list-style-type: none"> <li>Can place different periods of time on a timelines</li> <li>Can remember key facts and some dates from a period studied.</li> </ul> <p><b>Sources</b></p> <ul style="list-style-type: none"> <li><b>Primary sources</b> (from the actual time) such as people, documents or artefacts.</li> <li><b>Secondary sources</b> (Created after the actual time) used such as books written about the periods</li> <li><b>Tertiary sources</b> (sources which reflects or evaluates other secondary sources)</li> </ul> <p><b>Using Sources</b></p> <ul style="list-style-type: none"> <li>Children choose the most important sources of evidence from the range given, continuing to think of validity.</li> </ul> <p><b>Year 4 Expected standard</b></p> <ul style="list-style-type: none"> <li>Ask and answer complex questions through independent research.</li> <li>Use a range of sources in answering questions.</li> <li>Choose the best way to record a range of historical information, giving reasons for their choice.</li> <li>Choose the most important source material for a task, showing an awareness of a range of sources.</li> <li>Present a response with explaining their evidence.</li> <li>Talk about whose point of view the source is from.</li> </ul>
Y5	 <p><b>Chronology</b> GANNT chart used with multiple periods with simple scale.</p>	<p><b>Year 5 Expected standard</b></p> <p>Independently place historical event, time periods or change on a timeline, remembering key facts from a period of history studied.</p> <p><b>Using Sources</b></p> <ul style="list-style-type: none"> <li>Children are able to identify similarities and difference between evidence given by sources and reflect on the reasoning why.</li> <li>The pupils will start to look at historical bias and how history is often recorded by those who were present at the time for their own purposes.</li> </ul> <p><b>Year 5 Expected standard</b></p> <ul style="list-style-type: none"> <li>Ask historically valid questions about change and cause.</li> <li>Use a range of sources to answer questions in an efficient way.</li> <li>Explain why people acted as they did, using evidence to support their ideas.</li> <li>Select, organise, summarise and present relevant information.</li> <li>Describe how different types of evidence tell us different things about the past.</li> <li>Understand why contrasting arguments and interpretations occur.</li> </ul>
Y6	 <p><b>Chronology</b> GANNT chart used with own scales or design.</p>	<p><b>Year 6 Expected standard</b></p> <ul style="list-style-type: none"> <li>Show a secure knowledge and understanding of chronology or world significant event.</li> <li>Know how to check for accuracy</li> </ul> <p><b>Using Sources</b></p> <ul style="list-style-type: none"> <li>Children continue to question validity, select appropriate and discuss and acknowledge different points of view from evidence and reason why.</li> <li>Pupils start to examine and question sources for historical bias and understand how the past can be represented in different ways according to their own agendas.</li> </ul> <p><b>Year 6 Expected standard</b></p> <ul style="list-style-type: none"> <li>Ask historically valid questions about periods of history, including change over time.</li> <li>Use a wide range of sources in the most effective way to answer questions.</li> <li>Select, organise, summarise and present relevant information.</li> <li>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</li> <li>Describe the negative or positive impact of a period of history on contemporary society.</li> </ul>



# How Is **History** Sequenced Throughout The School?

The History knowledge for the pupils is sequenced to build up not only in year but also in three key themes over each year.



## Family life **F**

- i. Daily life.
- ii. Homes.
- iii. Food.



## Society **S**

- i. Religion & Ethics.
- ii. Education & Employment
- iii. Rule of law, Governance & Democracy.



## Global **G**

- i. Trade & exploration.
- ii. mutual respect.
- iii. Conflict & resolution.

	Key Theme 1 <b>Family Life</b>	Key Theme 2 <b>Society</b>	Key Theme 3 <b>Global</b>
<b>N</b>			
<b>R</b>			
<b>1</b>	History of Toys	King & Queens	Famous Artists
<b>2</b>	Great Fire of London	Dinosaurs Travel & Transport	Significant Explorers
<b>3</b>	Stone Age to Iron Age	Pocahontas	Romans
<b>4</b>	Ancient Greeks	Ancient Egyptians	Anglo Saxons & Vikings
<b>5</b>	Victorians	Mayans	The Tudors
<b>6</b>	Battle of Britain	Chatham Dockyard	World War 2

# How Is **History** Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N						
R						
1		Famous Artists			Toys	Kings, Queens and Castles
2	Dinosaurs	Great Fire of London		Travel & Transport	Significant Explorers	
3	Stone Age to Iron Age	Ancient Rome		Pocahontas		
4		Ancient Egyptians		Anglo Saxons & Vikings		Ancient Greeks
5	Victorians			Ancient Mayans	Tudors	
6			World War 2	Battle of Britain	Chatham Dockyard	

# Substantive (*Know...*) & Disciplinary (*Know how...*) **History** Knowledge

*Assessment Question 1. What do the pupils need to learn? Assessment Question 2. What do the pupils understand?*

## Year N

### EYFS Development Matters - Chronology

a. Where the people and events they study fit within a chronological framework

#### H.1.1. Chronology

- I. Begin to make sense of their own life story and history.
- II. Know what the past and present are.

**Vocabulary**  
?

### EYFS Development Matters - Historical Enquiry

b. Ask and answer questions about the past.

#### H.1.2. Historical Enquiry

- I. Ask and talk about their own life-story and family's history.

**Vocabulary**  
?

### EYFS Development Matters - Historical Representation

c. Talk about people in their families, including older members.

#### H.1.3. Historical Representation

- I. Talk about people in their families, including older members.

**Vocabulary**  
?

### EYFS Development Matters - Historical Comparison

d. Identify similarities and differences

#### H.1.4. Historical Comparison

- I. To explore and talk about old and new, such as toys, people.

**Vocabulary**  
?

### EYFS Development Matters - Historical vocabulary & communication

e. Past, present and future and words associated with these.

#### H.1.5. Historical Vocabulary & Communication

- I. Use past, present words such as Now, then, next, long ago, yesterday, today, tomorrow.

**Vocabulary**  
Now, then, next, long ago, yesterday, today, tomorrow.

#### H.1.6. Historical Periods

- I. Know about to their self and families

## Year R

#### H.2.1. Chronology

- I. To know about people around them and including those in the past.
- II. To understand the past through stories and events.

**Timeline**  
YEAR R will use photos, objects and pictures in a timeline.

**Vocabulary**  
?

#### H.2.2. Historical Enquiry

- I. Ask questions and comment on images of familiar situations in the past

**Vocabulary**  
?

#### H.2.3. Historical Representation

- I. Compare and contrast characters from stories, including figures from the past

**Vocabulary**  
?

#### H.2.4. Historical Comparison

- I. I. To know similarities and differences between things in the past and now, including from stories.

**Vocabulary**  
?

#### H.2.5. Historical Vocabulary & Communication

- I. To be able to talk about Past, present, future, day and week

**Vocabulary**  
Past, present, future, day and week

#### H.2.6. Historical Periods

- I. Know about their ancestors such as parent, grandparents.
- II. Listen to stories from the past, such as traditional tales.

## Year 1

### National Curriculum - Chronology

a. Where the people and events they study fit within a chronological framework

#### H.1.1. Chronology

- I. To know the chronological order using before and after.
- II. Historical periods studied:
  - **500 Post Classical/ Middle Ages** - 500/1000/1300 Early/ High/ Late Middle Ages (Y1),
  - **1750 Late Modern Era** – 1714 Georgian (Y1),
  - **1946 Contemporary era** –Modern day (Y1)

#### Timeline

YEAR 1 will use a blank line for a timeline.

#### Vocabulary

?

### National Curriculum - Historical Enquiry

b. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

#### H.1.2. Historical Enquiry

- I. Use images and secondary sources to find answers to questions.

#### Vocabulary

?

### National Curriculum - Historical Representation

c. understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### H.1.3. Historical Representation

- I. Primary Sources of evidence such as documents, artefacts or first-hand experiences.

#### Vocabulary

?

### National Curriculum - Historical Comparison

d. identify similarities and differences between ways of life in different periods.

#### H.1.4. Historical Comparison

- I. To compare now and another period of time and find same and different.

#### Vocabulary

?

### National Curriculum - Historical vocabulary & communication

e. an awareness of the past using technical vocabulary:

#### H.1.5. Historical Vocabulary & Communication

- I. using common words and phrases relating to the passing of time.

#### Vocabulary

Month, year, before, after,

#### H.1.6. Historical Periods

- I. **Famous Artists (term 2)** **G i. ii. iii.**  
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.
  - *Explore artists through the modern era and across the globe and how these spread.*
- II. **History of Toys (Term 5)** **F i. ii. iii.**  
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
  - *How toys and game have changed since Victoria to modern day.*
- III. **Kings & Queens (term 6)** **S i. ii. iii.**  
Events beyond living memory. the people and places in this locality.
  - *Understand the purpose of castles and how countries defended themselves.*

#### Linked Texts

## Year 2

### H.2.1. Chronology

- I. To measure passage of time in years, decades and centuries.
- II. Historical periods studied:
  - **Prehistoric** – Dinosaurs (Y2),
  - **500 Post Classical/ Middle Ages** - 500/1000/1300 Early/ High/ Late Middle Ages (Y1),
  - **1500 Early Modern History** – 1666 Fire of London (Y2)
  - 1750 Late Modern Era – 1714 Georgian (Y1),
  - **1946 Contemporary era** –Modern day (Y1, Y2)

#### Timeline

YEAR 2 will use a blank line and scale the distance of time.

#### Vocabulary

?

### H.2.2. Historical Enquiry

- I. Choose which source to use to find answers to questions

#### Vocabulary

?

### H.2.3. Historical Representation

- I. Secondary sources of evidence such as books or writing about that period

#### Vocabulary

?

### H.2.4. Historical Comparison

- I. Compare own life and another period of time and reason why there are difference.

#### Vocabulary

?

### H.2.5. Historical Vocabulary & Communication

- I. They should use a wide vocabulary of everyday historical terms.

#### Vocabulary

Years, decade, century, ancient, chronology,

### H.2.6. Historical Periods

- I. **Dinosaurs (term 1)** **S i. ii. iii.**  
Significant historical events [people] and places in their own locality.
  - *Mary Anning and her achievements.*
- II. **Great Fire of London (term 2)** **F i. ii. iii.**  
Events beyond living memory. The Great Fire of London, the people and places in this locality.
  - *Understand what family life was like, how the fire started and accounts form the time.*
- III. **Travel and Transport (Term 4)** **S i. ii. iii.**  
Significant historical events [people] and places in their own locality.
  - *How transport has changed and the impact on our lives and homes.*
- IV. **Significant Explorer (Term 5)** **G i. ii. iii.**  
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.
  - *Examine explorers through different times and how these impacted the world.*

#### Linked Texts



# Substantive (*Know...*) & Disciplinary (*Know how...*) History Knowledge

Assessment Question 1. What do the pupils need to learn? Assessment Question 2. What do the pupils understand?

## Year 3

### National Curriculum - Chronology

a. 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.

#### H.3.1. Chronology

- I. Understand chronology by dividing the past into different periods of time.
- II. Historical periods studied:
  - Prehistoric – Dinosaurs (Y2),
  - **6000 BC Ancient History** - 6000BC Stone Age (Y3), 3300BC Bronze Age (Y3), 1600 BD Shang (Y3), 1200 Iron Age (Y3) 30BC Ancient Rome (Y3)
  - **500 Post Classical/ Middle Ages** - 500/1000/1300 Early/ High/ Late Middle Ages (Y1),
  - **1500 Early Modern History** –1513 Spanish contact in US (Y3), 1607 First US settlement (Y3),1666 Fire of London (Y2)
  - 1750 Late Modern Era – 1714 Georgian (Y1),
  - 1946 Contemporary era –*Modern day* (Y1, Y2)

#### Timeline

YEAR 3 will use a blank line and add the periods of the time.

#### Vocabulary

?

### National Curriculum - Historical Enquiry

b. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

#### H.3.2. Historical Enquiry

- I. Suggest useful research questions and discuss the validity of the sources.

#### Vocabulary

?

### National Curriculum - Historical Representation

c. They should understand how our knowledge of the past is constructed from a range of sources.

#### H.3.3. Historical Representation

- I. Use a range of source materials to answer questions about the past which go beyond simple observations.

#### Vocabulary

?

### National Curriculum - Historical Comparison

d. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

#### H.3.4. Historical Comparison

- I. Describe how their own lives are similar or different to living in past times.

#### Vocabulary

?

### National Curriculum - Historical vocabulary & communication

e. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information

#### H.3.5. Historical Vocabulary & Communication

- I. Use labelled diagrams, recounts, stories, diaries and pictures to show understanding about historical events and famous people.

#### Vocabulary

?

#### H.3.6. Historical Periods

- i. **Stone Age to the Iron Age (term 1)** **F i. ii. iii.**  
Changes from the Stone Age to the Iron Age.
  - *late Neolithic hunter-gatherers and early farmers*
  - *Iron Age hill forts: tribal kingdoms, farming, art and culture*
- II. **Romans (term 2)** **G i. ii. iii.**  
The Roman Empire and its impact on Britain.
  - *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: the impact of technology, culture and beliefs, including early Christianity*
- III. **Pocahontas (term 4)** **S i. ii. iii.**  
A local history study
  - *How native Americans were treated and how society views other cultures.*

#### Linked Texts

???

## Year 4

#### H.4.1. Chronology

- I. Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
- II. Historical periods studied:
  - Prehistoric – Dinosaurs (Y2),
  - **6000 BC Ancient History** - 6000BC Stone Age (Y3), 3300BC Bronze Age (Y3),3000 BC Egypt (Y4), 1600 BD Shang (Y3), 1200 Iron Age (Y3) 1000 BC Greece (Y4), 30BC Ancient Rome (Y3), **450 Anglo-Saxons (Y4)**
  - **500 Post Classical/ Middle Ages** - 500/1000/1300 Early/ High/ Late Middle Ages (Y1), **793 Viking (Y4)**,
  - **1500 Early Modern History** –1513 Spanish contact in US (Y3), 1607 First US settlement (Y3),1666 Fire of London (Y2)
  - 1750 Late Modern Era – 1714 Georgian (Y1),
  - 1946 Contemporary era –*Modern day* (Y1, Y2)

#### Timeline

YEAR 4 will use a scaled line with the periods.

#### Vocabulary

?

b. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

#### H.4.2. Historical Enquiry

- I. Ask and answer more complex questions through independent research.

#### Vocabulary

?

### National Curriculum - Historical Representation

c. They should understand how our knowledge of the past is constructed from a range of sources.

#### H.4.3. Historical Representation

- I. Choose the most important source material for a task, showing awareness of a range of sources.

#### Vocabulary

?

### National Curriculum - Historical Comparison

d. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

#### H.4.4. Historical Comparison

- I. Compare two different periods of history, identifying similarities and differences between them and reasons why.

#### Vocabulary

?

### National Curriculum - Historical vocabulary & communication

e. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information

#### H.4.5. Historical Vocabulary & Communication

- I. Choose the best way to record a range of historical information, giving reasons for their choice.

#### Vocabulary

?

#### H.4.6. Historical Periods

- I. **Ancient Egyptians (Term 2)** **S i. ii. iii.**  
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.
  - *Pharaohs and society, Beliefs, religion and customs.*
- II. **Anglo Saxons (Term 4)** **G i. ii. iii.**  
Britain's settlement by Anglo-Saxons and Scots
- III. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- IV. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
  - a. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- V. *Viking raids and invasion*
- VI. *resistance by Alfred the Great and Athelstan, first king of England*
- VII. **Ancient Greeks (Term 6)** **F i. ii. iii.**  
Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- VIII. *Daily life and facilities of the towns.*

#### Linked Texts

???

## Year 5

### National Curriculum - Chronology

a. 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.

#### H.5.1. Chronology

- I. Independently place historical events or change on a timeline, remembering key facts from a period of history studied.
- II. Historical periods studied:
  - IV. Prehistoric – Dinosaurs (Y2),
  - V. **6000 BC Ancient History** - 6000BC Stone Age (Y3), 3300BC Bronze Age (Y3), 3000 BC Egypt (Y4), 1600 BC Shang (Y3), **1500BC Ancient Mayan (Y5)**, 1200 Iron Age (Y3) 1000 BC Greece (Y4), 30BC Ancient Rome (Y3), 450 Anglo-Saxons (Y4)
  - VI. **500 Post Classical/ Middle Ages** - 500/1000/1300 Early/ High/ Late Middle Ages (Y1), 793 Viking (Y4),
  - VII. **1500 Early Modern History – 1500 Tudors (Y5)**, 1513 Spanish contact in US (Y3), 1607 First US settlement (Y3), 1666 Fire of London (Y2)
  - VIII. **1750 Late Modern Era – 1714 Georgian (Y1), 1820 Victorian (Y5)**
  - IX. 1946 Contemporary era – *Modern day (Y1, Y2)*

#### Timeline

**YEAR 5** will use a GANNT chart with multiple periods

#### Vocabulary

?

### National Curriculum - Historical Enquiry

b. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

#### H.5.2. Historical Enquiry

- I. Explain why people acted as they did

#### Vocabulary

?

### National Curriculum - Historical Representation

c. They should understand how our knowledge of the past is constructed from a range of sources.

#### H.5.3. Historical Representation

- I. Describe how different types of evidence tell us different things about the past
- II. understand why contrasting arguments and interpretations occur
- III. Know the term 'historical bias'

#### Vocabulary

?

### National Curriculum

d. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

#### H.5.4. Historical Comparison

- I. Make connections between two periods of history, to begin to develop historical perspective – changes and patterns over the period.

#### Vocabulary

?

### National Curriculum - Historical vocabulary & communication

e. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information

#### H.5.5 Historical Vocabulary & Communication

- I. Select, organise, summarise and present relevant information

#### Vocabulary

?

#### H.5.6. Historical Periods

- I. **Victorians (Term 1) F i. ii. iii.**  
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  
XVI. *Changes as a family, homes and traditions.*
- II. **Mayan (term 4) S i. ii. iii.**  
a non-European society that provides contrasts with British history  
XVIII. *Their caste system, numbers and religion and practises.*
- III. **Tudors (Term 5) G i. ii. iii.**  
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  
XIX. *Henry VIII and the split from Rome.*

#### Linked Texts

???

## Year 6

#### H.6.1. Chronology

- I. Create, from memory, a timeline from dates/details/eras/ scales showing knowledge of how to check for accuracy and legitimacy.
- II. Historical periods studied:
  - X. Prehistoric – Dinosaurs (Y2),
  - XI. **6000 BC Ancient History** - 6000BC Stone Age (Y3), 3300BC Bronze Age (Y3), 3000 BC Egypt (Y4), 1600 BC Shang (Y3), 1500BC Ancient Mayan (Y5), 1200 Iron Age (Y3) 1000 BC Greece (Y4), 30BC Ancient Rome (Y3), 450 Anglo-Saxons (Y4)
  - XII. **500 Post Classical/ Middle Ages** - 500/1000/1300 Early/ High/ Late Middle Ages (Y1), 793 Viking (Y4),
  - XIII. **1500 Early Modern History – 1500 Tudors (Y5)**, 1513 Spanish contact in US (Y3), 1607 First US settlement (Y3), 1666 Fire of London (Y2)
  - XIV. **1750 Late Modern Era – 1714 Georgian (Y1), 1820 Victorian (Y5)**
  - XV. **1946 Contemporary era – 1939 World War 2 (Y6), Modern day (Y1, Y2)**

#### Timeline

**YEAR 6** will use a GANNT chart to an accurate scale to show time with multiple periods

#### Vocabulary

?

#### H.6.2. Historical Enquiry

- I. Describe the negative or positive impact of a period of history on contemporary society.

#### Vocabulary

?

#### H.6.3. Historical Representation

- I. Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.
- II. Know that points of views and popular opinions change over time.
- III. Recognise historical bias in sources of evidence

#### Vocabulary

?

#### H.6.4. Historical Comparison

- I. Draw contrasts and identify trends in periods of history, to improve historical perspective
- II. To explain the consequences, lesson learnt or missed from the past.

#### Vocabulary

?

#### H.6.5. Historical Vocabulary & Communication

- I. Use a wide range of sources, in the most effective way for a given purpose for example explanations, presentations, debates.

#### Vocabulary

?

#### H.6.6. Historical Periods

- I. **Battle of Britain (Term 4) F i. ii. iii.**  
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  
XVII. *Examine how families were impacted by the war.*
- II. **World War 2 (Term 3) G i. ii. iii.**  
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  
- *Reasons why the war started, key leaders and impact on the world.*
- III. **Chatham Dockyard S i. ii. iii.**  
A local history study  
XX. *Changes in the use of the dockyard and the impact on the local area.*

#### Linked Texts

???





# How Do We Assess In **History**?

## Assessment Question 1. What do I need to teach?

### Curriculum Overview

The previous years knowledge is outlined in this Curriculum Booklet. Staff look back at the units in the History themes and so they are able to see the previous learning.

### Previous Learning

Staff are able to look at the pupils' books and the Assessment information in Arbor to see which children had met the expected standard and which would need additional support.

## Assessment Question 2. What do the pupils understand?

### Use of Questioning

Use of questioning to check whole class understanding - Avoiding closed questions

- Probing questions – finding out what the child and unpicking their thoughts
- Prompting questions – help direct pupils and draw attention to specific aspects
- Promoting questions – open ended sparking discussion and allow to explore and deepen thinking

### Live Feedback

All staff give in the moment marking/feedback is in the lesson when working with the child.

Whole Class Feedback sheets are used to track the pupils who require more support in the later sessions.

- At the end of a unit of work, there is an End task/layered questions to demonstrate learning i.e. product, test, written summary, labelled diagram, labelled model, poster, leaflet, drama activity (plus annotated photo).

### Marking and moving on comments

Marking and moving on comments in books – time given for children to respond (*Adults use a coloured pen, children respond in purple*).

### Mini- Quizzes

Adults will use mini-quizzes at the end of a lesson or in a mini-plenary. These will be verbal or physically moving such as 'true or false' or 'point to the answer'

### Key Performance Indicators

The staff will use the KPIs to ensure that the key Sticky

## Assessment Question 3. What can the pupils apply?

### End Unit Assessment

At the end of the unit, the pupils will be set a task to apply their knowledge from the unit, such as a double page spread or completion of explanation of their learning. The task will allow them to show the key knowledge which the children can apply. Staff will use the Key Performance Indicators (*KPI*) to assess the task and to The KPIs will be used to inform planning and future learning.

End of Year End Points in **History** show pupils can  
*Assessment Question 3. What can the pupils apply?*

	???	???	???	???
N				
R			R.1.	R.2.
1	1.1.	1.2.		1.3.
2	2.1.	2.2.	2.3.	2.4.
3	3.1.	3.2.	3.3.	3.4.
4	4.1.	4.2.		
5				
6				