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| **landscove Landscove C of E Primary School**  **History Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive  approach and mixed age classes. |
| The study of History should inspire children’s curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching history because we know it makes the learning focused for the children. Big Questions are chosen for each historical topic, to pique children’s interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.  Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.  Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | artefact calendar cause century change childhood chronological chronology clue compare consequence day decade different evidence  grandparent great-grand parent historian history lifestyle lifetime living-memory long ago materials month museum new old opinion order parent recent sequence significance similar source the future the past the present time timeline tomorrow version week what? when? where? who? why? work year yesterday | | | | | | | | | | |  | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | | | **Rolling Programme A** | **How did Florence Nightingale have an**  **impact on the history of medicine?** | | | **Why is Rosa Parks one of the**  **greatest history makers?** | | | **What does it take to become**  **a great explorer?** | | | | Lady of the lamp  Soldier  Hospital  Lamp  Nurse  Medicine | Red Cross  Medal  Turkey  Scutari  Crimean War  Care  Injured | War  Cleaning  Charity  God  War  Sick  Wounded | action  activist  annual  arrested  beliefs  boycott  celebration  championing  chronology | dangerous  discovered  elected  equal rights  event  evidence  free  ideas | independent  leader  peace  protest  rights  significant  timeline  willpower | commercial  courage  damaged  determination  discover  domestic  emotions  energy  engineering  equality  expedition  explorer  extended | government  inhabitants  landscape  mankind  manufactured  merchant  mission  native  navigated  occupation  patience  persistence pioneer | queen  recruit  remain  resilience  ship  speech  symbol  textiles  timeline  trade  transport  trust  voyage | | **Rolling Programme B** | **How do our favourite toys and games compare to those of the children of the 1960’s?** | | | **What caused the Great Fire of London in 1066?** | | | **Why is the history of my locality significant?** | | | | calendar  electric  electronic  century  childhood  chronological  clue  digital  evidence  historian history | Internet Interactive  lifetime  living memory  long ago  materials  metal  month  order  parent  plastic | recent  sequence  source  the future  the past  the present  time  timeline  tomorrow  safety  wood | Wooden  Bucket  Destroyed  Boat  Heat  Farriner  River Thames  Buildings  Firemen  City  Buns  Rebuild  Soldiers  Water pump  Maid | Ruin  Escaping  Axe  Spread  Charles II  Early morning  Samuel Pepys  Monument  Smoke  Water  Burned  London  John Evelyn  St Pauls | Kitchen  Diary  Explosion  Climbed  Pudding Lane  Fire hook  Bakers  Houses  Cart  Bread  Wind  Profiteers  Panic  Fire | Ship  Devon  Tavistock  Barnstaple  Achievement  Monarch  Reign  Elizabethan era  Armada  Navy  Expedition | Sir Francis Drake  Sir Francis Chichester  Sailors  British Empire  Knight Commander  Queen  Honour  Vice Admiral | Privateer  Attack  Capture  Spain  Merchant ships  Rich  Plymouth  Treasure  Circumnavigation |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | | | | | | | | | | |  | | | | | | | | | | |  | **Autumn Term** | | | **Spring Term** | | | **Summer term** | | | | **Rolling Programme A** | **How did the arrival of the**  **Romans change Britain?** | | | **Why did the ancient Maya change**  **their way of life?** | | | **How do artefacts help us to understand the**  **lives of the people in Iron Age Britain?** | | | | amphitheatre  armour  battle  battlefield  civilisation  commander  consequences  emperor  empire  evidence  fort | gladiator historian  invasion  mosaic  mural  nobleman  quotation  retreat  roman  romans  Rome | ruled  slavery  slaves  sources  spectators  taxes  toga  transport  tunic  warrior  weapons | capture  civilisation  cloth  column  column  defeated  depiction  disease  drought  estimated  famine  generation handmade | harvest  headdress  hieroglyphics  labourer  market  maya  nobility  ornaments  perished  population  pottery  priest  pyramid | religious  representation  ritual  sacrifice  sculpture  slaves  symbol  symbols  temple  traditionally  victorious  war  warriors | evidence  artefacts  barter  beliefs  ceremony  chariot  conclusion  culture  customs  ditches  earthworks constructed | explanation  fertile  gods/goddesses recount  hill fort  hoard  iron age  mound  offering  plough  population | precious  rampart  reconstruction dangerous  religious  remains  shield  siege  surrender  tools  tribe | | **Rolling Programme B** | **Who were the Anglo-Saxons and how do we know what was important to them?** | | | **What do the pyramids teach us**  **about life in Ancient Egypt?** | | | **What was life like for children during the Victorian era?** | | | | abbey  alleged  Anglo-Saxon  armour  battle  bronze  buckle  ceremonial  Christian  craftsmanship  defences  empathise  feast | helmet  jewellery  leather  manufacture  nobleman  overseas  pagan  place name  plundered  ruins  ruler  Saxons | settlement  shield  spear  stained-glass  superstitions  thatched  trade  travel  tribe  vulnerable  warrior  weaker | afterlife  amulet  ancient  annexe  antechamber archaeology  belief  burial chamber  custom | canopic jar  desert  embalming  hieroglyph  mummification papyrus  pharaoh  primary source  pyramid  religion  ritual | sacrifice  sarcophagus  scarab  secondary source  slave  sphinx  temple  tomb | Arithmetic  Butler  Cholera  Constable  Governess  Industry | Invention  Laundry  Livestock  Maid  Mangle  Migrate  Overseas | Reign  Revolution  Rural  Scullery  Slate  Typhoid  Workhouse |   **Upper KS2 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | alliance attitudes authenticity biased causes chronology continuity culture democracy diversity evaluate factual first-hand infer interpret interrogate invasion legacy moral motive parliament peasant primary source reliability reliable represent resistance revolt secondary source second-hand significance society storyboard symbolic traditional translation view | | | | | | | | | | |  | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | | | | **Rolling Programme A** | **Why was winning the ‘Battle of Britain’**  **in 1940 so important?** | | | **Local History Study** | | | **The story of the Trojan Horse:**  **historical fact, legend or classical myth?** | | | | airborne  aircraft carrier  air-raid  altitude  artillery  battle  battleship  bomber  broadcast  command  diplomatic  Dunkirk | evacuation  factory  Führer  headquarters  invasion  Landing-craft  Luftwaffe  morale  Nazi  occupied  parachutists  Parliament | peace  preparations  Prime Minister  radio waves  retreat  Royal Air Force  Second World War  soldiers  speech  Spitfire  withdraw |  | Class teachers  to complete. |  | Ancient Greece  archers  authentic  battering ram  capture  depiction  discovered  disease  engraving  fortifications | government  Greece  historians  kingdoms  legend  myth  perspective  remains  ruins  sculpture  siege tower | Sparta  surrender  The Trojan Horse  traditional  Trojan  Troy  vase  viewpoint  war  warriors  witnessed | | **Rolling Programme B** | **How did a pile of dragon bones help**  **to solve an ancient Chinese mystery?** | | | **Why did Britain once rule the largest**  **empire the world has ever seen?** | | | **What did the Vikings want in Britain?** | | | | advisers  afterlife  ancestors  army  Chinese New Year  civilisation  commoner  culture  decipher  downfall  dragon  emperor  empire  festival | folklore  fortune  govern  hieroglyph  illiterate  labourers  legend  monarch  myth  natural-disaster  overthrow | possessions  royal  ruler  sacrifice  seize  Shang Dynasty  slave  spiritual  taxes  textiles  tomb  transport | abolished  allegiance  attacked  British Empire  Christian  citizen  coffee  colonise  colony  commonwealth  control  convert | democratic  domination  empire  exploit  independence  invade  military  monarch  moral  nations  native  raw-material  religion | rights  royal navy  rule  slave labour  spices  superior  textiles  tobacco  trade  tradition  transfer of power  uprising  victory | battle  Christianity  climate  culture  defend  defences  enemy  famine  fertile  fortified  fortress  generation | inhabited  invasion  lightweight  location  longships  medieval  men of the north  moat  Norsemen  notorious  pagan  peace | priest  scholars  settlement  shelter  shield-wall  symbol  temple  translate  treasure  tribe  Vikings  voyage |   **Curriculum Organisation and Information**  **The Early Years Foundation Stage (EYFS)**  Children in Reception develop an early understanding of history through the knowledge and skills outlined in the EYFS’s area of learning called ‘Understanding of the World’ (UotW) – ‘Past and Present’. However, as with all learning in the early years, children’s understanding of the passing of time permeates into all areas of the EYFS curriculum and is enriched by both specific teaching and broader classroom practises, with opportunities to further understanding of the past and present being made whenever appropriate to do so - including spontaneous child-led learning moments!  Reception teachers plan engaging lessons that link to their inspiring half-termly topics to develop children’s historical knowledge, chronological understanding and emergent enquiry skills. Lessons introduce topic-specific vocabulary, include both adult-led and play-based learning activities and nurture the ‘characteristics of effective learning’. Learning is embedded in the children’s real-life experiences, the experiences of people they know and in the context of the wide variety of texts (stories, non-fiction, rhymes and poems) shared in class. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use past, present and future terminology accurately. They learn to use tenses correctly and, supported by our ‘Oracy’ approach, children develop their ability to clearly articulate their ideas and begin to justify their thinking. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare aspects of the past with those of the present day. At all times, children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little historians!  **Key Stage One and Two**  Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led history curriculum, which was developed in consultation with all stakeholders in our children’s education. Our history curriculum is based on the expertise of the Connected History units, which we have carefully crafted into two-year rolling programmes to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further skills development. History learning is organised into half-termly topics (that alternate with Geography), which allows children to ‘dive-deeper’ into their learning and limits the time between history topics - helping children to retain their learning. Opportunities for cross-curricular learning are made whenever appropriate, particularly during half-terms where history is not discretely taught, providing opportunities to utilise skills and reinforce key knowledge.  Our enquiry-based history topics are based around an engaging ‘big question’ which captures children’s interests and gives purpose to learning. Rather than giving children all the answers, through their topic learning children embark on a journey of exploration! At the beginning of each topic children share questions that they would like to find answers to, and teachers always encourage children to ask their own questions, understanding that curiosity is central to historical enquiry. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion and debate being carefully planned into each topic. Studying history in this way inspires children’s curiosity, it encourages them to ask critical questions and develops their characteristics of effective learning.  Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on this ‘big question’, referring to the Connected History guidance, the Progression in Key Skills document below and the word banks above. Each topic has a clear learning journey, with an ‘elicitation task’ at the start of a topic to identify a child’s prior knowledge. Children are then taught the knowledge and skills they need to answer the over-arching ‘big question’ in small manageable steps. Each lesson builds on the next and has a clear, curriculum linked learning objectives which is shared with the children - making it clear what and how children are expected to learn! Lessons include a range of teaching approaches, are differentiated to challenge pupils appropriately and provide opportunities for children to work independently, with a partner or in a group. History lessons are tailored to the needs of each child, with teachers using ‘assessment for learning’ strategies to swiftly pinpoint children’s next steps in learning to identify those who require more support and those who can be challenged to ‘dig deeper’ - maximising progress. Learning is adapted and personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the History curriculum. A topic ends with a ‘time to shine’ activity which concludes, showcases and celebrates children’s learning.  Teachers capture ‘creative’ learning using a SWAY document and promptly mark recorded learning in line with Landscove’s marking policy, ensuring feedback is purposeful, furthering history learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary), book corners including topic-linked books and an age-appropriate timeline displayed to support children’s chronological understanding. Topics always include inspiring ‘hooks’ to provide memorable learning opportunities, with teachers organising trips to museums and cultural sites, guest speakers, immersion days and for physical resources/artefacts to be used where possible in lessons.  The subject leader monitors standards through work scrutiny, pupil conferencing, learning walks and discussions with staff, and supports teachers with subject knowledge and continued professional development. Beyond curriculum specific learning, the subject-lead also oversees the celebration and commemoration of annual, significant and local historical events, such as Armistice Day, Bonfire Night or the Queen’s Platinum Jubilee, throughout the school.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | **Landscove’s History Two-Year Rolling Programme** | | | | **1st Autumn Term** | **1st Spring Term** | **1st Summer Term** | | **Key Stage One** | **Yr A** | How did Florence Nightingale have an  impact on the history of medicine? | Why is Rosa Parks one of the  greatest history makers? | What does it take to become  a great explorer? | | **Yr B** | How do our favourite toys and games compare to those of the children of the 1960’s? | What caused the Great Fire of London in 1066? | Why is the history of my locality significant? | | **Lower Key Stage 2** | **Yr A** | How did the arrival of the  Romans change Britain? | Why did the ancient Maya change  their way of life? | How do artefacts help us to understand the  lives of the people in Iron Age Britain? | | **Yr B** | Who were the Anglo-Saxons and how do we know what was important to them? | What do the pyramids teach us  about life in Ancient Egypt? | What was life like for children during the Victorian era? | | **Upper Key Stage 2** | **Yr A** | Why was winning the ‘Battle of Britain’  in 1940 so important? | Why is the history of my locality significant? | The story of the Trojan Horse:  historical fact, legend or classical myth? | | **Yr B** | How did a pile of dragon bones help  to solve an ancient Chinese mystery? | Why did Britain once rule the largest  empire the world has ever seen? | What did the Vikings want in Britain? | |
| **The National Curriculum** |
| Pupils are taught:  In Key Stage 1:  • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  • 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  • Significant historical events, people and places in their own locality.  In Key Stage 2:  • changes in Britain from the Stone Age to the Iron Age.  • the Roman Empire and its impact on Britain.  • Britain’s settlement by Anglo-Saxons and Scots.  • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  • a local history study – ‘Exeter’  • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Mayan Civilisation  • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  • Ancient Greece – a study of Greek life and achievements and their influence on the western world  • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Strand** | **Year 1** | | **Year 2** | **Year 3/4** | **Year 5/6** | | | **Finding Out About the Past**  **(Enquiry)** | **Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.** | | |  |  |  | | Can I talk, find out about and share my experiences of the past and present?  Can I talk about and describe artefacts from the past and present?  Can I ask and answer questions about life for the people and artefacts? | Can I give reasons for and describe changes that have taken place within my experiences?  Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past?  Can I compare aspects of the present with the past and describe simple similarities and differences? | | By the end of year 4…  Can I use a range of information to ask and answer questions about the past?  Can I use interpretations, pictures and written sources to build a picture about the past?  Can I give reasons why peoples account of the same event may be different?  Can I talk about sources of information that contain negative views and accounts?  Can I ask and answer questions about an archaeological site? | By the end of year 6…  Can I answer questions about the past selecting information from a wide range of sources?  Can I use appropriate terminology and methods to present information about the past?  Can I identify different ways in which people have represented and interpreted the past?  Can I talk about and give reasons for an event being interpreted in a range of different ways?  Can I talk about why some written sources may give a negative view or account?  Can I explore a range of sources of information/accounts about an archaeological site?  Can I select, combine and present information from more than one source?  Can I give reasons for negative views and accounts in written sources of information?  Can I recognise some of the strengths and limitations in terms of archaeological evidence? | | | **Finding Out About the Past**  **(Chronology)** | **Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods?** | | | **Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?** | | | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences?  Can I place objects and events within my experience, in time order?  Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year? | Can I talk about events, places and people beyond living memory?  Can I place objects, people and events beyond my own experiences in time order?  Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present? | | Can I describe how the past has been divided into different periods of time?  Can I explain my reasons for placing objects, people and events in a particular order?  Can I use dates and historical terms to describe historical periods?  Can I use the terms BC and AD to locate dates of invasion and occupation? | Can I describe the key characteristics and features of a range of different periods of history?  Can I describe changes that have taken place within and across historical periods?  Can I use historical terms effectively to describe periods within history?  Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?  Can I compare and contrast features of historical periods identifying similarities and differences?  Can I describe and analyse the impact of change within and between periods in the past?  Can I analyse and evaluate the cause and effect of changes that took place in the past? | | | **Historical Events** | **Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]** | | |  | **Can I describe features of past events and make links between them?** | | | Can I talk about events in my life and the lives of people I know? | Can I talk about and describe, in simple terms features of events in my past, and that of members of my family? | | Can I describe features of historical events beyond living memory?  Can I identify common themes and features?  Can I compare similar events from the present and past?  Can I talk about the impact of events on the lives of the people of the time? | Can I describe a range of different features of key historical events?  Can I compare and contrast events from different historical periods?  Can I explain and give reasons for events in the present and past?  Can I talk about the impact of events on different groups within society at that time?  Can I understand and explain the reasons for, and results of, key historical events?  Can I interpret and evaluate a key historical event from more than one perspective or view point?  Can I support my evaluations with a range of evidence from a range of sources? | | | **Lifestyles of People in the Past** | **Significant historical events, people and places in their own locality** | | |  |  |  | | Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc? | Can I talk about and describe my life?  Can I talk about similarities and differences between my life and someone I know?  Can I talk about my thoughts about life in the past based on first-hand experiences? | | Can I compare and contrast the ways of life of people from different historical periods?  Can I compare and describe features of life now and in the past beyond living memory?  Can I describe and give reasons for the changes and differences in lifestyle in the past and present?  Can I compare and describe the characteristics of a range of significant groups from the past? | Can I identify and describe features and characteristics of past societies?  Can I compare and analyse the factors that caused change in the past?  Can I talk about the impact of change on past societies, e.g. displacement due to war?  Can I describe and give reasons for the beliefs held by different societies in the past?  Can I compare and contrast the distinctive features of past societies? | | | **Significant Historical People** | **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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.** | | |  |  |  | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences? | Can I talk about and describe events in the life of a well-known historical person? | | Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with?  Can I identify and describe key events in their life from a range of sources of information? | Can I use a range of sources of information to find out about significant historical people from a key historical period?  Can I compare and contrast a range of information about a significant historical person?  Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods? | | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing. |