



## **History scheme of work (from Sep 2020) -**

**Christian values underpinning learning -** Love , respect, determination, creation, creativity and peace

### **Intent**

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

Our history curriculum has been developed because we believe that:

- Children need to understand the impact of the past in the shaping of our future
- Children need to connect with their personal history – this can then influence the way that they think
- Children need to understand the importance of change over time
- Children need to understand the history of the areas that they live in so that they grow in respect for their community
- Children need an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Children need to develop a respect for historical evidence and use it to support their explanations and judgements
- Children need the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Children need to develop a passion for history and be enthusiastic and engaged in learning, which develops their sense of curiosity about the past and their understanding of how and why

### **Implementation**

History is often the theme of a class topic. It is essential that staff plan units so that they are cross curricular, linking to subjects where appropriate. Although history can be dominated by knowledge we connect a series of skills through the scheme of work that are matched to age and stage of development. Skills include, chronological understanding, historical enquiry and interpretation as well as developing the skills of presentation and organisation.



St Blaise School believes that trips, visits and the use of artefacts are essential in the implementation of engaging children in their history learning. We use local museums, castles and hillforts as well as borrowing resource boxes and loan service artefacts. Teaching children to respect the past is vital; by using first hand experiences pupils have a far better understanding of its importance. Additional information about teaching techniques can be found in our school learning and teaching policy.

We provide different topics over a 2 year cycle covering a range of time and eras – this is within and outside pupil’s memories.

Year group	Areas of learning - content	Experiences
Reception	Personal history, Homes old and new, inventions Significant people /events -	
Y1	Inventions Explorers Food and farming through time	Woodstock museum?  Cogges farm?
Y2	Toys – old and new Fizz, pop, bang – Guy Fawkes My country – Kings and Queens	Woodstock museum?/ Living history museum?
Y3	Ancient Egypt, The railways (local study)	Ashmolean Didcot Railway museum/ Steam – Swindon
Y4	Ancient Greeks, Iron age to stone age	Ashmolean? Waylands Smithy/Wlittenham Clumps
Y5	Romans Anglo Saxons - Vikings	Chedworth/ Cirencester – Corrinium museum



Y6	Significant people and events The Maya Home Front	
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At the beginning of a unit of work/theme/topic children input ideas about what they want to learn and find out; often through brainstorming questions or bringing in artefacts and resources. Where possible we engage parents in supporting the initial resourcing of projects as well as offering them show case style events that promote the learning that has taken place.

Planning will take into account the wide range of historical vocabulary needed to enable children to speak with confidence and accuracy.

**St Blaise Scheme of work – this is based on a 2 year rolling plan**



Assessment statements for the lower age in mixed classes



Assessment statements for the upper age in mixed classes

Area	Oak – Reception	Poplar – Y1/2	Willow – Y3/4	Maple – Y5/6
History curriculum content	Changes within living memory – aspects of change  The lives of significant individuals in Britain’s past.  Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout	Changes within living memory – change in national life  Events beyond living memory that are significant nationally or globally  The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements.	The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements. Significant historical events, people and places in the locality (Railway topic)  Stone Age to Iron Age – Neolithic hunter-gathers and early farmers (Skara Brae). –Bronze Age religion, technology and travel (Stonehenge) -Iron Age hill forts: tribal kingdoms, farming,	The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements. (River Thames/Space linked to Rutherford )  Significant historical events, people and places in the locality – (Home front – R The Roman Empire and its impact on Britain -Julius Caesars invasion 55-54- BCE -The Roman empire by 42 CE and it’s army -Invasion by Claudius, conquest and Hadrian’s Wall



	<p>the year.</p> <p><i>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</i></p>	<p>Significant historical events, people and places in the locality</p>	<p><i>Achieving together</i></p> <p>art and culture</p> <p>Ancient Greece – a study of Greek life and achievements and influence on the Western World</p> <p>The achievements of the Egyptians. An overview of where and when they appeared</p> <p><i>I can explain some of the times when Britain was invaded</i></p> <p><i>I can compare two or more periods of history</i></p> <p><i>I can research what it was like for children in a given period of history and present my findings to an audience</i></p>	<p>-British resistance – Boudicca</p> <p>-Romanisation, technology, culture and beliefs including early Christianity</p> <p>AF)</p> <p>-Anglo-Saxon invasion, settlement, kingdoms, place names and village life</p> <p>-Anglo-Saxon art and culture</p> <p>-Christian conversion</p> <p>The Viking raids and Anglo-Saxon struggle for the Kingdoms of England</p> <p>-Viking raids and invasion</p> <p>-Alfred the Great and Athelstan resistance</p> <p>-Further invasion – Danegeld</p> <p>-Anglo-Saxon law and justice</p> <p>-Edward the Confessor and his death in 1066</p> <p>A non-European society that provides a contrast with British history – The Mayans</p> <p><i>I can compare two or more historical periods ; explaining which things changed and which stayed the same</i></p> <p><i>I can summarise the main events from a period in history explaining the order of events and what happened</i></p> <p><i>I can identify and explain differences, similarities and changes between different</i></p>
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Each year there will be a local study it will have a different theme each year.

The History theme – Depth study linked to an area of study - King Alfred/ Dorchester Abbey/ Wayland Smithy

A study over time tracing aspects of national history- linking to the Railways

A study of an aspect of history or site -/ Milton Manor/ Role of the RAF in Milton Heights/Wayland Smithy/ Dorchester Abbey

Learning objectives	Oak – Reception	Poplar – Y1/2	Willow – Y3/4	Maple – Y5/6
<p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• <i>Shows interest in the lives of people who are familiar to them.</i></li> <li>• <i>Remembers and talks about significant events in their own experience.</i></li> <li>• <i>Recognises and describes special times or events for family or friends.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Seek out and analyse a wide range of evidence</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context</li> </ul>



Achieving together

	<ul style="list-style-type: none"> <li>Shows interest in different occupations and ways of life.</li> </ul>	<p>accurate understanding of history.</p> <ul style="list-style-type: none"> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><i>I can recognise that some objects belonged to the past</i></p> <p><i>I can ask and answer questions about old and new objects</i></p> <p><i>I can spot old and new things in a picture</i></p> <p><i>I can explain what an object from the past might have been used for</i></p> <p><i>I can find out things about the past by talking to an older person</i></p> <p><i>I can answer questions using books and the internet</i></p>	<p><i>I can use research skills to find answers to specific historical questions</i></p> <p><i>I can explain how historic items and artefacts can be used to help build up a picture of life in the past</i></p> <p><i>I can research two versions of an event and explain how they differ</i></p>	<p>of evidence studied.</p> <ul style="list-style-type: none"> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul> <p>order to justify claims about the past.</p> <p><i>I can test out a hypothesis in order to answer questions</i></p> <p><i>I can describe a key event from the past using a range of evidence</i></p>
<p>To build an overview of world history</p>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Describe changes that have happened in the locality of the school throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>



Achieving together

		<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><i>I can explain how some people have helped us to have better lives</i></p> <p><i>I can recount the life of someone famous in Britain who lived in the past. I can explain what they did earlier and later</i></p> <p><i>I can research the life of a famous person from the past using different sources of evidence</i></p>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul> <p><i>I can describe events from the past using dates when things happened</i></p> <p><i>I can explain how the lives of wealthy people were different from the lives of poorer people</i></p> <p><i>I can explain how an event from the past has shaped our life today</i></p>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><i>I can explain how our locality has changed over time</i></p> <p><i>I can summarise how Britain has had a major influence on the world</i></p> <p><i>I can summarise how Britain may have learnt from other countries and civilizations</i></p>
To understand chronology	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>



Achieving together

	<p>occurred in their own lives.</p>	<p>occurred in their own lives.</p> <p><i>I can explain how I have changed since I was born</i></p> <p><i>I can give examples of things that were different when my grandparents were children</i></p>	<p>events.</p> <p><i>I can use a timeline within a specific period of history to set out the order that things may have happened</i></p> <p><i>I can use my mathematical knowledge to work out how long ago events happened including centuries and decades</i></p> <p><i>I can plot events on a timeline using centuries</i></p>	<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><i>I can draw a timeline with different historical periods showing key events or lives of significant people –peoples and societies</i></p>
<p>To communicate historically</p>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Use appropriate historical vocabulary to communicate, including:</li> </ul> <p><i>I can use words and phrases like: old, new and a long time ago, before, after, past, present, then and now</i></p>	<ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation’s history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace</li> <li>• Use appropriate historical vocabulary to communicate, including words on the appendix list</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation’s history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace</li> <li>• Use appropriate historical vocabulary to communicate, including words on the appendix list</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> <p><i>I can identify and explain</i></p>



				<p><i>propaganda</i></p> <p><i>I can describe the features of historical events and way of life from periods I have studied; presenting to an audience</i></p>
Key Vocabulary	<p>similarities differences communities traditions past present</p>	<p>century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>	<p>era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p> <p><u>Link to adverbial phrases</u> Last week, ... • A long time a ago, .... • During the reign of _____, .... • Throughout the ... period, ... • Towards the end of the • Pre-1066, ... • In 1939, ...</p>	<p>primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade</p> <p><u>Link to adverbial phrases</u> Last week, ... • A long time a ago, .... • During the reign of _____, .... • Throughout the ... period, ... • Towards the end of the • Pre-1066, ... • In 1939, ...</p>



## **Impact**

### Long term:

- That children's experiences will support the acquisition of historical knowledge
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will make decisions in life that will be underpinned by a knowledge of the past
- That children will understand the timelines of their personal histories, local history, British history and world history
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for history

### Assessment in history:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events

### Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting

