



History scheme of work (from Sep 2021) -

Christian values underpinning learning: Together we love and respect. We are creative, we are determined, we are confident, we are kind.

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 covering a range of time and eras – this is within and outside pupil’s memories. Poplar and Maple are still on a 2-year cycle but years 3 and 4 have now been separated. It is expected that in 2022, all classes will be single year, and this will be the structure.

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak	Wonderful Me	Autumn magic	One Sweet Home	Who's hatching?	Down at the bottom of the garden	Let's Tinker
Poplar (Year 1)	Castles Castle visit	Buzzing Brains (Inventors) Theatre trip Science visitor	Our Wonderful World Museum trip	Wonderful World	Food Glorious Food	On the Farm Farm visit – Farmer Gows
Poplar (Year 2)	Toys through time Woodstock Museum	Fizz, Pop, Bang Theatre trip	Amazing Africa School twinning	On Safari Woodwildlife park	Exploring the UK	My town (Didcot)
Beech (Year 3)	Scavengers and Settlers (Stone Age to Iron Age) Court Hill Residential – white horse, waylands smithy Wittenham Clumps	Extreme Explorers Theatre trip	Lights, Camera, Action! Science at Abingdon school or Science Oxford Theatre tour Joseph production	Olvy Greeks Museum - Ashmolean	Ready Steady Grow Oxford Botanic Garden and Arboretum or Harcourt Arboretum Tesco's visit or farm shop	Fighting Fit
Willow (Year 4)	Marvellous Maps Local walks Court Hill Residential	Protect our Planet (2021-2022) Living Rainforest Recycle centre Under the Canopy (Rainforests) (2022 onwards) Living Rainforest	Tombs, Temples and Tourists (Ancient Egypt) Museum	Tombs, Temples and Tourists (Ancient Egypt)	Full Steam Ahead! (Railways) Didcot Railway Centre Journey on a train	Shocking Science



Maple (Year 5)	Magnificent Mayans	Earth and Beyond Stargazing	Earth and Beyond	Around the world in 80 days	Around the world in 80 days	Lest We Forget (WW2) Train trip with evacuees
Maple (Year 6)	Extreme Earth	Extreme Earth	Invaders and Settlers	Invaders and Settlers	Rivers and Waterways	

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

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History Curriculum Content		<p>Changes within living memory – change in national life (On the Farm, Buzzing Brains)</p> <p>Events beyond living memory that are significant nationally or globally (Buzzing Brains, Dungeons and Dragons)</p> <p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements.</p>	<p>Changes within living memory – change in national life (Toys through time)</p> <p>Events beyond living memory that are significant nationally or globally (Fizz, Pop, Bang)</p> <p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements.</p>	<p>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, art and culture (Local Study – Wittenham Clumps, Uffington)</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>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 (Full Steam Ahead)</p>	<p>A non-European society that provides a contrast with British history – The Mayans</p> <p>Significant historical events, people and places in the locality – (Lest We Forget)</p>	<p>The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements. (Rivers and Waterways/Earth and Beyond (Rutherford))</p> <p>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 -British resistance –</p>



		<p>(Dungeons and Dragons, Buzzing Brains) Significant historical events, people and places in the locality (Dungeons and Dragons, Buzzing Brains, Our Wonderful World, Food Glorious Food, On the Farm)</p>	<p>(Exploring the UK, Fizz Pop, Bang) Significant historical events, people and places in the locality (My Town)</p>				<p>Boudicca -Romanisation, technology, culture and beliefs including early Christianity</p> <p>Anglo-Saxon invasion, settlement, kingdoms, place names and village life -Anglo-Saxon art and culture -Christian conversion The Viking raids and Anglo-Saxon struggle for the Kingdoms of England -Viking raids and invasion -Alfred the Great and Athelstan resistance - Further invasion – Danegeld -Anglo-Saxon law and justice - Edward the Confessor and his death in 1066</p>
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Historical Skills	Oak - reception	Year 1	Year 2	Beech – Year 3	Willow – Year 4	Year 5	Year 6
To understand chronology	<p>Discuss events in their lives in the correct order.</p> <p>Use time words such as yesterday and last week.</p>	<p>Put 3 events and objects in the correct order they happened / were made</p> <p>Tell the past is different from today</p> <p>Use terms like before and after</p>	<p>Put 5 events and objects in the correct order they happened / were made</p> <p>Talk about how the past is different from today</p> <p>Use terms like century and decade</p>	<p>Know that periods of time are divided into centuries.</p> <p>Are able to use a timeline to locate the centuries when key events from the KS1 History Curriculum took place, such as The Great Fire of London and The Gunpowder Plot.</p>	<p>Know that centuries can be divided into decades.</p> <p>Understand the terms ancient and modern</p> <p>Are able to use a timeline to locate the centuries when key periods from the KS2 History Curriculum (studied in Y3) took</p>	<p>Are able to order and place the key periods from the KS2 History Curriculum studied (in Y3 & Y4) in the correct century on a timeline, for example, Ancient Greeks and the Stone age, Iron age and Bronze age.</p> <p>Understand the relationship between</p>	<p>Are able to order, place and describe (briefly) the key periods from the KS2 History Curriculum studied (in Y3, Y4 &Y5) in the correct century on a timeline, for example, The Industrial Revolution, The Maya Civilisation, Ancient Egyptians, Romans in Britain and the Stone</p>



				<p>Know the meaning of BC and AD</p> <p>are able to use a timeline to locate the centuries when the history topic being studied occurred.</p> <p>Place key events on a timeline with support.</p>	<p>place, such as the Stone age, Iron age and Bronze age.</p> <p>Can explain which periods of time studied occurred before the birth of Jesus and which occurred afterwards, using AD and BC correctly.</p> <p>Are able to use a timeline to locate the centuries when the history topic being studied occurred.</p> <p>Place key events from the history topic being studied on a timeline.</p>	<p>the date and the century, for example, dates starting from 1000AD are in the 2nd century AD.</p> <p>Know that CE and BCE can be used instead of BC and AD.</p> <p>Independently order and place correctly on a timeline the dates of key events from the history topic being studied.</p>	<p>age, Iron age and Bronze age.</p> <p>Independently order and sequence at least 10 main events from the history topic being studied.</p> <p>Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England.</p>
Continuity and Change	Talk about what has changed in their lives this year.	Notice differences between the past and today	Talk about how things have changed	<p>Describe changes to ways of life which happened within the period studied.</p> <p>Describe things which stayed the same within the period studied.</p>	<p>Describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3.</p>	<p>Describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3 & Year 4.</p> <p>Give some reasons for the changes.</p>	Identify and explain change and continuity within and across periods studied in Key Stage 2.
Cause and Consequence		Give one cause of an event	Give more than one cause of an event	Describe the cause of an event and its consequence.	Describe several causes of an event and the consequences.	Describe several causes of an event and the consequences. I can suggest the most important cause of an event and explain why.	Explain the causes and consequences of events using examples to support my explanation.
Similarity and difference				Describe similarities and differences between the daily life	Describe similarities and differences between rich and poor people in the past and	Describe social, cultural, religious and ethnic diversity and compare with other	Investigate and explain describe social, cultural, religious and ethnic diversity and



				of people in the past and people today.	compare with other time periods studied in Year 3 and the current day.	periods of history studied in Years 3 & 4, making links between some features	compare with other periods of history studied in KS2 , making links between some features .
Significance of People and events		Recall some simple facts about important events in the past Recall some simple facts about important people in the past	Talk about a time before I was born Talk about the lives of important people who lived in the past	Accurately describe some events and important people in the past	Describe some of the main events and people in a period of history.	Describe and make links between events and people in a period of history	Describe and make links between events, people and changes in a period of history. Explain reasons for above.
Historical Enquiry		Find answers to simple questions from an historical source	Answer more complex questions about the past by looking at historical sources Show that I understand that different sources may give different information about the same event	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. Identify primary and secondary sources. Understand that different sources may give conflicting information about the same event	Use a range of sources to provide evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Begin to investigate own lines of enquiry by posing questions to answer.	Use a range of sources to provide evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Independently investigate own lines of enquiry by posing questions to answer.
Historical Interpretation		Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences.	Understand that some evidence from the past is propaganda, opinion or misinformation, and	Know that people both in the past and in the present have a point of



			photographs of people or events in the past		Know that people in the past represent events or ideas in a way that persuades others.	that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Evaluate evidence to choose the most reliable forms
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	Oak (reception)	Poplar (Y1)	Poplar (Y2)	Beech (Y3)	Willow (Y4)	Maple (Y5)	Maple (Y6)
Vocabulary	<ul style="list-style-type: none"> ago after before family tree new old past 	<ul style="list-style-type: none"> a long time ago artefact celebrate century chronological difference event(s) explain fact famous historical event king lifetime memories object opinion photograph 	<ul style="list-style-type: none"> before I was born Britain Briton chronological order democracy earlier eye-witness historical event later local area locality now older person parliament present 	<ul style="list-style-type: none"> AD Ancient archaeologist BC Brits century combat conquer(ed) decade differences era evidence excavate finding skills historian historical information 	<ul style="list-style-type: none"> accurate aspect advanced availability developments dictated historical argument impact inventions items picture of the past point of view poor recent history religious 	<ul style="list-style-type: none"> primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences 	<ul style="list-style-type: none"> primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences



		<ul style="list-style-type: none"> h present queen recent history rule since I was born succeed succession used for very old when I was little when mummy and daddy were little years 	<ul style="list-style-type: none"> research sequence source then when grandparents were young when I was younger 	<ul style="list-style-type: none"> n invaders invasion period pre-history settlement settlers similarities timeline 	<ul style="list-style-type: none"> differences shape our lives time difference version way of life wealthy 	<ul style="list-style-type: none"> omits decade 	<ul style="list-style-type: none"> omits decade
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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