History scheme of work (from Sep 2025) -

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.
- Current events and anniversaries must be studied – Kings coronation, RAF 100.
- 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 aim to make sessions as practical and hands on as possible. To engage pupils a wide variety of teaching strategies will be used for example drama, debates and DT. We make as many cross curricular links as possible particularly with English as texts are linked to topics. Computing, art and science are also linked in where appropriate.
Pupils will SEND needs will be always considered. They may have an additional adult to support them, scribes, work in pairs, differentiated activities etc. It is very important all children are given equal access to the history curriculum.

We provide different topics covering a range of time and eras – this is within and outside pupils' memories. Maple is still on a 2 year cycle as the class is a mixed class of Year 5/6.

History will be taught in blocks of learning for the equivalent of at least 40 hours a year.

Substantive knowledge

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak	**Wonderful Me** My personal history	**Autumn magic**	**Home Sweet Home** Homes over time	**Who's hatching?**	**Down at the bottom of the garden**	**Let's Tinker** Inventions and cars old and new
Year 1 Poplar	**Dungeons and Dragons** Castle visit – Oxford Castle/ Donnington	**Buzzing Brains (Inventors)** The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Tell the past is different from today. Recall simple facts about important people in the past. Find answers to simple questions from historical source.	**Here we are** Local study – Didcot Has Didcot changed in the last 50 years? What makes our town special?	**Exploring the UK** Contrasting locality	**Food Glorious Food** **How has food changed through time?**	**On the Farm** How have farms changed over time? Farm machinery – great events and inventions Farm visit
Year 2 Ash	**Toys through time** In class Toy Museum	**Fizz, Pop, Bang** Guy Fawkes study – sources of history. Famous people	**Amazing Africa** Famous Africans – Desmond Tutu, Nelson Mandella, Christian Bernhardt	**On Safari** Cotswold wildlife park Have zoos changed in the last 100 years?	**Up, up and away** Timeline and chronology of events Daedalus and Icarus Early flight – Linked to English books – Egg drop/ Da Vinci Wright brothers Bleriot, Amy Johnston, Bessie Coleman The future of flight	**Up, up and away** Geography topic – continued links from previous term. Joules Verne – 80 days around the world
Year 3 Beech	**Scavengers and Settlers (Stone Age to Iron Age)** **How much did life change from stone age to bronze age?** Court Hill Residential – Avebury white horse, Wayland's Wittenham Clumps	→	**Groovy Greeks** Museum – Ashmolean Why should we thank the Greeks? Links to Archaeology/ sources of evidence	→	**Our Planet** Environmentalists – David Attenborough, Greta Thunberg What can we learn from the past to change the future	**Healthy mind, healthy body** Focus on the history of sports events in this term – regularly Commonwealth/ Olympics/World cup etc

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Year 4 Willow	**Tombs Temples and Tourists** Describe some of the main events and people in a period of history. Create timelines. Understand vocab associated. Order things chronologically. Describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day.		**Local Area** Local walks/ speakers and visits. Changes to Our School and Milton Heights Sources of evidence	**North America** History of Native American territories Explore some aspects of Native North American Culture.	**Electricity**	**Let there be light** The history of electricity – key events and characters Debate – who invented the lightbulb?
Year 5/6 Maple 2025-2026	**Earth and Beyond** Study on the history of space flight and astronomy. Key events and key figures	**Earth and Beyond**	**Lost in the Jungle** **Magnificent Mayans** Why should we remember the Maya?	**Lost in the Jungle**	**Full Steam Ahead** What was the impact of the railways on Didcot? Isambard Kingdom Brunel. Stevenson	**Full Steam Ahead** Didcot Railway museum STEAM
Year 5/6 Maple 2024-2025	**Invaders and Settlers** Was the Roman invasion good or bad from Briton?	**Invaders and Settlers** Was the Anglo Saxon period really a dark age? The Viking invasion	**Extreme Earth**	**Extreme Earth**	**Rivers and Waterways** Development of the use of the river Thames and canal study History of Abingdon Abbey	**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.

Throughout the unit of work past learning will be recounted with opportunities to consolidate learning and tackle misconceptions

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

St Blaise Scheme of work

History Curriculum Content -Substantive						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
ELG: Past and Present: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Changes within living memory – change in national life **(On the Farm, Buzzing Brains)** Events beyond living memory that are significant nationally or globally **(Buzzing Brains, Dungeons and Dragons)** The lives of significant individuals in Britain's past who have contributed to our nation's achievements. **(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)**	Changes within living memory – change in national life **(Toys through time, Up, Up and Away)** Events beyond living memory that are significant nationally or globally **(Fizz, Pop, Bang, Up, Up and Away)** The lives of significant individuals in Britain's past who have contributed to our nation's achievements. **(Fizz Pop, Bang, Up, up and away)** Significant historical events, people and places in the locality	**Scavengers and Settlers** – 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) **Groovy Greeks** – a study of Greek life and achievements and influence on the Western World	**Local study -**how as the school developed over time. How has our local area changed The achievements of the **Egyptians**. An overview of where and when they appeared	A non-European society that provides a contrast with British history – **The Mayans** 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)** **Significant events –** Space exploration – link to future history. What can we learn from the past	The lives of significant individuals in Britain's past who have contributed to our nation's achievements. **(Rivers and Waterways/Earth and Beyond (Rutherford))** **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 – Boudicca -Romanisation, technology, culture and beliefs including early Christianity **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

Skills are developed across the seven years that children spend in school

History Skills/disciplinary : To understand chronology						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Comment on images of familiar situations in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things	Put 3 events and objects in the correct order they happened / were made Tell the past is different from today Use terms like before and after	Put 5 events and objects in the correct order they happened / were made Talk about how the past is different from today	Know that periods of time are divided into centuries. Are able to use a timeline to locate the centuries when key events from the KS1 History Curriculum took place, such as The Great	Know that centuries can be divided into decades. Understand the terms ancient and modern Are able to use a timeline to locate the centuries when key	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.	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,

happened before they were born. Discuss events in their lives in the correct order. Use time words such as yesterday and last week.		Use terms like century and decade	Fire of London and The Gunpowder Plot. Know the meaning of BCE and CE Are able to use a timeline to locate the centuries when the history topic being studied occurred. Place key events on a timeline with support.	periods from the KS2 History Curriculum (studied in Y3) took place, such as the Stone age, Iron age and Bronze age. Can explain which periods of time studied occurred before the birth of Jesus and which occurred afterwards, using BCE and BC correctly. Are able to use a timeline to locate the centuries when the history topic being studied occurred. Place key events from the history topic being studied on a timeline.	Understand the relationship between the date and the century, for example, dates starting from 1000AD are in the 2nd century AD. Know that CE and BCE can be used instead of BC and AD. Independently order and place correctly on a timeline the dates of key events from the history topic being studied.	The Maya Civilisation, Ancient Egyptians, Romans in Britain and the Stone age, Iron age and Bronze age. Independently order and sequence at least 10 main events from the history topic being studied. Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England.

History Skills: Continuity and Change						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Show images of familiar situations in the past, such as homes, schools and transport.	Notice differences between the past and today	Talk about how things have changed	Describe changes to ways of life which happened within the period studied.	Describe changes to ways of life and things which stayed the same which happened within the period	Describe changes to ways of life and things which stayed the same which happened within the period studied and periods	Identify and explain change and continuity within and across periods studied in Key Stage 2.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.			Describe things which stayed the same within the period studied.	studied and periods studied in Year 3.	studied in Year 3 & Year 4. Give some reasons for the changes.	

History Skills: Cause and Consequence						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	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.

History Skills: Similarity and difference						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Compare and contrast characters from stories, including figures from the past.	Describe similarities and differences between the daily life of their parents, grandparents and great grandparents	Describe similarities and differences between the daily life of their parents, grandparents and great grandparents	Describe similarities and differences between the daily life of people in the past and people today.	Describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day.	Describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in Years 3 & 4, making links between some features	Investigate and explain describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in KS2 , making links between some features .

History Skills: Significance of People and events

EYFS	KS1		KS2			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Frequently share texts, images, and tell stories that help children begin to develop an understanding of the past and present.	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						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.	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						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past.	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Know that people both in the past and in the present have a point of 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

Understanding the vocaubulary of history is very important so is specifically planned to ensure goof development and appropriate use.

History Vocabulary						
EYFS	**KS1**		**KS2**			
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• ago • after • before • family tree • new • old • past	• a long time ago • artefact • celebrate • century • chronological • difference • event(s) • explain • fact • famous • historical event • king • lifetime • memories • object • opinion • photograph • 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	• before I was born • Britain • Briton • chronological order • democracy • earlier • eye-witness • historical event • later • local area • locality • now • older person • parliament • present • research • sequence • source • then • when grandparents were young • when I was younger	• CE • Ancient • archaeologist • BCE • Brits • century • combat • conquer(ed) • decade • differences • era • evidence • excavate • finding skills • historian • historical information • invaders • invasion • period • pre-history • settlement • settlers • similarities • timeline	• accurate • aspect • advanced • availability • developments • dictated • historical argument • impact • inventions • items • picture of the past • point of view • poor • recent history • religious differences • shape our lives • time difference • version • way of life • wealthy	• primary source/evidence • secondary source/evidence • reliable • extent of change • extent of continuity evaluate • reliable • eye-witness • Monarchy • legacy • ambiguous • consequences • omits • decade	• primary source/evidence • secondary source/evidence • reliable • extent of change • extent of continuity evaluate • reliable • eye-witness • Monarchy • legacy • ambiguous • consequences • omits • decade

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
- Continuous assessment (AfL) means planning and learning is adjusted to make learning easier or is accelerated because concepts and skills are secure.
- 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
- History mark books on Integris are used to understand pupil progress. They are completed as topics are finished and used for staff to see where the gaps may be in a pupils/ year groups knowledge. Staff make their judgements based on evidence from books, attitudes to learning, quizzes and presentations.

Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor transitions from Reception into Key Stage 1 and from Key Stage 2 to being secondary ready
- Monitor the standards in the subject to ensure that outcomes are at expected levels

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- Provide ongoing support/ signposting for all staff – organising training and events
- Feedback to link governor
- Review progress data – ensure that support is given to staff to adapt planning to ensure coverage. Support pupils to understand who are the most able and how we can challenge and who may need additional support
- Maintain a record of co-ordinator activity, understand the impact that this has had on learning