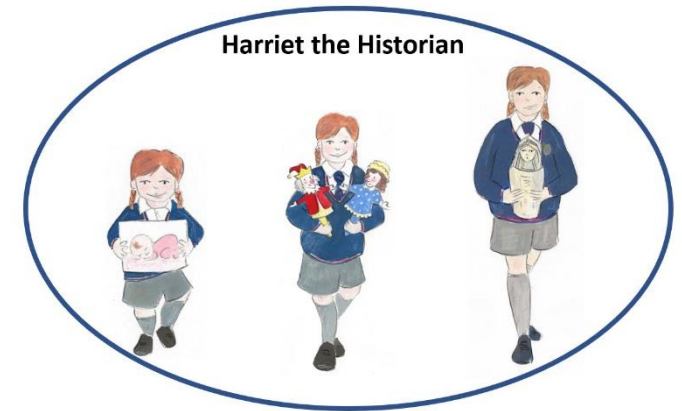




History

Long Term Curriculum Map

Scheme of Learning



Intent: Why does our History curriculum look like this?

At Barley Fields Primary, we have designed a History curriculum which provides a high-quality, sequenced and progressive teaching and learning experience for children. We want to inspire our children to want to know more about the past and to think and act as historians. In this way children will understand how things have evolved to the present and be able to make sense of the future. By linking their learning to a range of historical themes, our children will have opportunities to investigate and interpret the past, understand and develop a chronology of events, build an overview of Britain's past as well as exploring key periods of history across the wider world.

The curriculum is designed to ensure children begin by exploring history linked to themselves and events in living memory, it progresses to explore key historical events and people linked to British history and to compare this with significant world historical events and periods. Our lessons include familiar themes to allow children to compare and contrast periods in history such as activities in daily life, society and politics, entertainment and leisure and important achievements, inventions and change.

Implementation: How will we achieve this?

Our children follow a carefully structured History curriculum which has been designed to ensure children know more, remember more and can do more as they progress through our school. Our curriculum is based on the following strands of learning:

- Historical Knowledge
- Historical Enquiry
- Chronological Understanding
- Historical Interpretation

Our Teaching Approach

History is taught in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. The medium-term planning also underpins an appropriate

teaching pedagogy for effective quality first teaching in History. All teaching and learning in History is designed to be practical and hands on; to encourage children to question and investigate for themselves and to provide them with high quality resources and materials to support their learning.


Within our curriculum we develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.
- Trips and visiting experts who will enhance the learning experience;

Our children are taught to understand the core skills needed to work as a Historian with the use of the school curriculum character – Harriet the Historian. This character is regularly used to encourage children to reflect on the key skills needed when working within the History curriculum.

Early Years
Harriet the Historian

- ✓ I can talk about events that have happened in my past.
- ✓ I understand that things change over time.
- ✓ I can sequence and order events on a timeline.
- ✓ I draw and write about things I understand.




KS1
Harriet the Historian

- ✓ I can talk about people and events in the past.
- ✓ I ask and answer questions and look for clues about the past
- ✓ I can describe events and life in the past using a timeline.
- ✓ I can talk about why things may have happened in the past.



KS2
Harriet the Historian

- ✓ I can describe some historical figures and their lives in the past.
- ✓ I can ask and answer questions about historical events and time periods.
- ✓ I can order and sequence historical events using a timeline.
- ✓ I can explain why events may have happened in the past.



Impact: How will we know that our children are achieving?



















By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in the History curriculum plan.

Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children. Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.




In addition, we measure the impact of our curriculum through the following methods:




- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In KS1 and KS2




School Overview of History Teaching




Year	Autumn	Spring	Summer
1	<p>Childhood Then and Now</p> 	<p>The Super Sixties Historical Figure: Neil Armstrong</p> 	<p>Castles</p> 
2	 <p>The Great Fire of London Festivals and Fawkes Historical Figure: Guy Fawkes</p>	 <p>Explorers Historical Figure: James Cook</p>	 <p>The Seaside – Past and Present</p>
3	 <p>From Stone Age to Iron Age</p>	 <p>Invaders and Settlers - Romans</p>	 <p>Anglo Saxons (settlements)</p>
4	<p>Battles in the past Vikings vs Anglo Saxons (struggle for the kingdom Edward the Confessor 1066)</p> 	 <p>Historical turning point - Why did Henry VIII marry 6 times?</p>	 <p>The Railway Revolution (local study)</p>
5	<p>What can we find out about life in Ancient Egypt?</p> 	<p>Who were the Ancient Greeks?</p> 	<p>Who were the Maya?</p> 
6	 <p>What was the Battle of Britain?</p>	<p>Field study Area during</p>  <p>- Our Local WW2</p>	 <p>Crime and Punishment throughout the ages.</p>




Teaching Sequences in History




Year 1		
Autumn	Spring	Summer
Childhood Then and Now 	The Super Sixties Historical Figure: Neil Armstrong 	Castles 
<ol style="list-style-type: none"> 1. What are our toys like today? 2. Does everyone have the same toys? 3. Which toys were played with in the past? 4. Can we sort toys past and present? 5. What were our grandparents' toys like and how do we know? 6. How can we set up a Toy museum in our school? 	<ol style="list-style-type: none"> 1. When were the '60's' and what life like? 2. Has man ever been to the moon and how can we know for sure? 3. What did they do when they got to the Moon and how do we know? 4. Why did the astronauts risk their lives to go to the Moon? 5. How should we commemorate this great achievement? 	<ol style="list-style-type: none"> 1. What do stories tell us about castles? 2. What is a castle and who built them? 3. What are the different types of castle? 4. What were the different features of a castle? 5. What was daily life like for people who lived in castles?

Year 2		
Autumn	Spring	Summer
 The Great Fire of London Festivals and Fawkes Historical Figure: Guy Fawkes	 Explorers Historical Figure: James Cook	 The Seaside – Past and Present
<ol style="list-style-type: none"> 1. What happened during the Great Fire and how do we know? 2. Why did the Great Fire burn down so many houses? 3. How shall we rebuild London after the Great Fire? 4. Part 1 Who was Guy Fawkes and what did he do that makes us burn a guy on Bonfire Night? 5. Part 2 What went wrong with the Gunpowder Plot and how do we know? 6. How do we celebrate Bonfire Night? 	<ol style="list-style-type: none"> 1. Who is Captain James Cook? Why is Captain Cook an important historical figure? 2. What was life like on a ship in Cook's time? (2 sessions) – One session is class trip to Stewart Park museum 3. Where/what did Captain Cook discover on his expeditions? 4. How did Captain Cook's his actions help people? 5. What were the key events in Captain Cook's life? 	<ol style="list-style-type: none"> 1. What was going to the seaside like 100 years ago? 2. Why did going on a seaside holiday become popular? 3. How have seaside holidays changed over time? 4. Visit to Saltburn – Local Victorian Seaside resort

Year 3		
Autumn	Spring	Summer
 <p>From Stone Age to Iron Age</p>	 <p>Invaders and Settlers - Romans</p>	 <p>Anglo Saxons (settlements)</p>
<ol style="list-style-type: none"> How long ago was the Stone Age, and how long did it last? How have archaeologists found out about daily life during the Stone Age? What can artefacts tell us about daily life in the Stone Age? How did daily life change in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? (Historical Enquiry) Why is it so difficult to work out why Stonehenge was built? 	<ol style="list-style-type: none"> Why did the Roman Emperor Claudius leave hot, sunny Italy to invade cold, wet Britain? Should the Celts fight the Romans? What was Boudicca? How did the Romans influence Britain? Why did the Roman rule Empire suddenly come to an end in Britain? What have the Romans ever done for us? (Assessment) 	<ol style="list-style-type: none"> Why did the Saxons invade? Where did the early Anglo-Saxons live and how do we know? How did the Anglo-Saxons make their clothes? How did people's lives change when Christianity came to Britain and how can we be sure? How did Anglo-Saxons entertain themselves? How do we solve the mystery of the empty Anglo-Saxon grave?

Year 4		
Autumn	Spring	Summer
<p>Battles in the past Vikings vs Anglo Saxons (struggle for the kingdom Edward the Confessor 1066)</p> 	 <p>Historical turning point - Why did Henry VIII marry 6 times?</p>	 <p>The Railway Revolution (local study)</p>
<ol style="list-style-type: none"> What was Britain like before the Vikings raided? Who were the Vikings and why did they invade Britain? How did the Vikings try to take over the country and how close did they get? Who was Alfred the Great and why was he important? How and when did England become a unified country? How and why did the Saxon and Viking era in Britain end? 	<ol style="list-style-type: none"> Who were the Tudors and when did they reign? Could you spot Henry VIII in a police line-up? How many wives did Henry VIII have? Why did Henry VIII want a divorce from Catherine of Aragon? Why did Henry break from Rome? Love or religion? Which of Henry VIII's wives would you want to be and why? 	<ol style="list-style-type: none"> How did people and goods travel prior to the invention of the steam train? How did the railways change the lives of people in our locality? Did everyone see the invention of the steam locomotive in the same way?? Who were the winners and losers of the railways?

Year 5		
Autumn	Spring	Summer
 <p>What can we find out about life in Ancient Egypt?</p>	 <p>Who were the Ancient Greeks?</p>	 <p>Who were the Maya?</p>
<ol style="list-style-type: none"> 1. What can we quickly find out to add to what we already know about Ancient Egypt? 2. What was life like for Ancient Egyptians? 3. Why was The Nile Important to Ancient Egyptians? 4. How can we discover what Ancient Egypt was like over 5,000 years ago? 5. What did the Ancient Egyptians believe about life after death and how do we know? 	<ol style="list-style-type: none"> 1. What can we find out about life in Ancient Greece? 2. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? 3. Why was Athens able to be so strong at this time? 4. History mystery - Why did tiny Athens defeat mighty Persia at the battle of Marathon? 5. What was so special about life in 5th Century BC Athens that makes us study it? 6. In what ways have the Ancient Greeks influenced our lives today? 	<ol style="list-style-type: none"> 1. Who were the ancient Maya People? 2. How do we know the Maya existed? 3. How did the Mayan civilisation develop? 4. What did the Maya believe? 5. Why did the Maya believe in Human Sacrifice? 6. How did the Maya live? 7. How did the Maya write?

Year 6		
Autumn	Spring	Summer
 <p>WWII The Battle of Britain</p>	 <p>Field study - Our Local Area during WW2</p>	 <p>Crime and Punishment throughout the ages</p>
<ol style="list-style-type: none"> 1. What do historical sources tell us about the past? 2. Why did Britain go to war with Nazi Germany? 3. When and where did the Battle of Britain take place? 4. Why was the Battle of Britain a significant turning point in British history? 5. Who were 'The Few' and why do we owe them so much? Which aircraft fought in the Battle of Britain? 	<ol style="list-style-type: none"> 1. What can local street names and local landmarks tell us about our area during the Second World War? 2. How was our local area significant during the Second World War? 3. What can we discover about Thornaby Aerodrome? 4. How can we use historical evidence to build a picture of the past? 5. What do we know about the last flight of Lockheed Hudson NR-E? 	<ol style="list-style-type: none"> 1. What is Crime? What is the British legal system?. 2. What are historical time periods? 3. What did crime and punishment look like in the Roman era? 4. How were punishments different in the Anglo-Saxon and Viking period? 5. How were crime and punishments implemented in the Medieval and Tudor periods?? 6. Why did so much change happen in crime and punishment in the 19th century? 7. Do today's punishments fit the crimes committed?

Curriculum Coverage Matrix

Key Stage 1 History Curriculum Coverage		Year 1			Year 2		
		Childhood - Then and Now	The Super Sixties	Castles	Great Fire of London	Guy Fawkes	Captain James Cook
History	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong , William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
	Significant historical events, people and places in their own locality.						

Lower Key Stage 2 History Curriculum Coverage		Year 3			Year 4		
		Invaders and Settlers - Romans	Anglo Saxons	Stone age to Iron Age	Invaders and Settlers - Vikings	Turning Point in History Henry VIII	Victorians – The Railway Revolution
History	Changes in Britain from the Stone Age to the Iron Age Examples						
	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						
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> • Changing power of Monarchs • Social history • Significant turning point in British History 						

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.						

Upper Key Stage 2 History Curriculum Coverage	Year 5			Year 6		
	Who were the Maya	Who were the Ancient Greeks?	What can we find out about life in Ancient Egypt?	Local History Study What was life like in WW2?	The Battle of Britain	Crime and Punishment
Changes in Britain from the Stone Age to the Iron Age Examples						
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						
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> • Changing power of Monarchs • Social history • Significant turning point in British History 						
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.						

National Curriculum Subject content HISTORY

Early Years - Development Matters Objectives

30 – 50 months

- Shows interest in the lives of people that are familiar to them.
- Remembers and talks about significant events in their own experiences.

40 – 60 months

- Enjoys joining in with family customs and traditions.

Early Learning Goal

- Children talk about past and present events in their own lives and the lives of family members.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory). This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain Examples (non-statutory) This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

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.