

History at Worth Valley Primary School



School Values in History

One team	Respect	Trust	High expectations	Community
<p>The history curriculum encourages students to work together, fostering the value of being one team. Group projects, such as creating timelines or reenacting historical events, allow pupils to collaborate and share knowledge. In these activities, children take on different roles, developing their teamwork skills and learning to appreciate the strengths that each member brings to the group. By solving problems together and reflecting on historical events collectively, students build a sense of unity and a shared responsibility for their learning outcomes, reinforcing the idea that they are stronger when working as one.</p>	<p>History lessons provide rich opportunities to develop respect by exposing students to various cultures, traditions, and perspectives. Pupils learn about historical figures from different backgrounds and gain insight into the struggles and achievements of people who have shaped our world. Through discussions and reflections, students are encouraged to respect differing viewpoints, recognizing that every individual's experience contributes to the broader human story. Whether studying ancient civilizations or more recent historical events, students develop empathy and an understanding of how respecting diversity has shaped society over time.</p>	<p>In the history curriculum, students develop trust by relying on each other during group work and discussions. By sharing ideas and listening to others, they build trust in their peers' contributions, learning that they can depend on each other for insight and collaboration. Additionally, students learn to trust historical sources, developing critical thinking skills that help them evaluate the reliability of different accounts. Through this process, they understand the importance of trusting verified information and the integrity of sources in constructing an accurate picture of the past.</p>	<p>The value of high expectations is embedded in the history curriculum by challenging students to engage deeply with historical topics. They are encouraged to think critically, ask meaningful questions, and draw connections between different historical events and themes. By setting challenging tasks such as researching complex topics or debating historical interpretations, students are pushed to extend their understanding and reach their full potential. Teachers support students in maintaining high standards in their research, writing, and presentations, ensuring they develop both academically and personally.</p>	<p>Through history, students develop a strong sense of community by exploring local, national, and global historical events. The curriculum encourages pupils to understand how their community has evolved over time and how it fits within broader historical narratives. By learning about historical figures and events that have impacted their own community, students gain a deeper connection to the place they live in. History also fosters a sense of responsibility towards others, encouraging students to think about how they can contribute to the future of their community, using lessons from the past to inspire positive change.</p>

What is History?

History has been understood to be both a *body* of knowledge i.e consisting of *substantive* information about the human past but also a *form* of knowledge, shaped by subject specific concepts and processes.

First order concepts that shape the way historians write about the past.

Second order concepts that reflect the methods used by historians such as change and continuity, similarity and difference etc.

Each successive version of the National Curriculum for History has insisted that the study of the subject in school is not just a matter of imparting substantive knowledge but also of finding ways of teaching through subject specific concepts and processes pitched at the right level for the age and ability range. **The aim is to model for pupils how to think, reason, read and write in an historical way to develop their disciplinary knowledge.**

Historical Association

History- Purpose of Study

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past, how it shapes our future and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

★ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

★ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

★ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

★ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

★ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

★ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Topic knowledge

Chronological awareness

Substantive (abstract) concepts

Disciplinary concepts

Historical enquiry

Substantive knowledge

This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.

Disciplinary knowledge

This refers to a knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



Oracy in History

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Through our History curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing their understanding of sources and summarising key information.
- Explaining and justifying the conclusions they have reached.
- Persuading their peers about the significance of historical events and people.
- Clarifying and evaluating arguments put forward by their peers and historians.
- Role-playing to gain further insights into historical events and the actions of individuals (e.g. hot seating, conscience alley, freeze-framing).
- Preparing for 'oral presentations' such as gallery walks and recorded audio.
- Critiquing the value of different historical sources.

Sequencing in History

- EYFS and Key Stage 1 In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.
- EYFS- These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.

- **Year 1-** The ‘How am I making history?’ unit supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, ‘How have toys changed?’ extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils are able to look at a context that will be less familiar to them in our ‘How have explorers changed the world?’ unit, which will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.
- **Year 2-** ‘How was school different in the past?, the first unit in Year 2 gives pupils the chance to look at history through the familiar school context. The second and third units move onto less familiar contexts again, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society as a whole.

- **Year 3** We chose to place ‘What did the ancient Egyptians believe?’ at the end of Year 3 as we felt that pupils needed sufficient understanding of the history of the UK before they could compare and make connections with other ancient civilisations.
- **Year 4** The British History unit comes after ‘How have children’s lives changed?’ in Year 4 because this unit looks at more abstract substantive concepts, such as power, invasion and settlement which are often challenging for children to understand. Finally, children develop a chronological understanding of significant events happening at the same time in other parts of the world by learning about the Maya civilisation.
- **Year 5** The British History units ‘Were the Vikings raiders, traders or something else?’ and ‘What was life like in Tudor England?’ are taught first, allowing an opportunity to revisit and build on the children’s understanding of the chronology of British history from Year 4. They then move on to comparing Britain to ancient Greece.
- **Year 6** We have placed the local history unit ‘What can the census tell us about local areas?’ and ‘What was the impact of World War 2 on the people of Britain?’ next to each other so the children can compare local and national issues. ‘Unheard histories’ is a transition unit preparing children for studying history at Key Stage 3, and so is the final unit.

Characteristics of a Historian

- **Curious:** A historian loves to ask questions and learn new things about the past.
- **Good at Reading:** A historian reads lots of books, letters, and old papers to find out what happened a long time ago.
- **Detail-Oriented:** A historian pays close attention to small details to make sure they understand the full story.
- **Likes Stories:** A historian enjoys listening to and telling stories about people and events from the past.
- **Good Memory:** A historian remembers lots of facts and dates to keep track of important events in history.
- **Detective Skills:** A historian looks for clues and evidence to solve mysteries about what happened in the past.
- **Writer:** A historian writes down what they learn so that others can read about history too.
- **Patient:** A historian takes their time to research and learn about history because it can take a long time to find all the answers.
- **Organized:** A historian keeps their notes and research neat and tidy so they can find information easily.
- **Fair and Open-Minded:** A historian listens to different ideas and stories to understand history from many points of view.

Aspirations for the future

Here are some of the jobs you could aspire to do in the future as a historian.

- **History Teacher or Professor:** Teaching history to students in schools, colleges, or universities.
- **Museum Curator:** Taking care of and organizing museum exhibits and artifacts.
- **Archivist:** Managing and preserving important documents and records.
- **Researcher:** Conducting detailed studies and investigations on historical topics.
- **Author or Writer:** Writing books, articles, or documentaries about historical events and figures.
- **Tour Guide:** Leading tours and explaining historical sites to visitors.
- **Historical Consultant:** Providing expertise for movies, TV shows, and other media to ensure historical accuracy.
- **Genealogist:** Researching family histories and helping people trace their ancestry.
- **Cultural Resource Manager:** Protecting and managing historical sites and cultural heritage.
- **Public Historian:** Working with communities, organizations, and governments to preserve and share local history.
- **Conservationist:** Helping to preserve historical buildings and artifacts.
- **Historical Preservation Officer:** Ensuring that important historical sites are maintained and protected.
- **Journalist:** Writing news articles and reports on historical topics or current events with historical significance.
- **Documentary Producer:** Creating documentaries that explore and explain historical events and stories.
- **Policy Advisor:** Using historical knowledge to help create laws and policies.
- **Digital Historian:** Using technology to create digital archives, online exhibits, and virtual history projects.



Long Term Plan with Substantive Concepts

	Autumn	Spring	Summer
Pre School		<p>Me and my family, My Celebrations Then, now, next Yesterday, today, tomorrow My journey- places I go, how I travel, me and my new friends Special people and places Who are my special people? What makes me special? Who helps me to stay safe? Special places- the farm Transition to Nursery</p>	
Nursery		<p>Peek into the past Can you guess who? Past and present My life timeline Toy box Spot the difference</p>	
Reception		<p>Adventures through time Family tree My achievement Wearing the crown Picture detective Transport through time</p>	
Year 1	<u>How am I making history?</u>	<u>How have toys changed?</u> Achievements and follies of mankind	<u>How have explorers changed the world?</u> Achievements and follies of mankind
Year 2	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u> Achievements and follies of mankind	<u>What is a monarch?</u> Power (monarchy, government and empire)

<p>Year 3</p>	<p><u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Trade</p>	<p><u>How have children’s lives changed? Civilisation (social and cultural)</u></p>	<p><u>What did the ancient Egyptians believe?</u> Power (monarchy, government and empire) Civilisation (social and cultural) Beliefs Achievements and follies of mankind</p>
<p>Year 4</p>	<p><u>British history 2: Why did the Romans invade and settle in Britain?</u> Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Trade Beliefs Achievements and follies of mankind</p>	<p><u>British history 3: How hard was it to invade and settle in Britain?</u> Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Trade Beliefs Achievements and follies of mankind</p>	<p><u>How did the achievements of the Maya civilisation influence their society and beyond?</u> Invasion, settlement and migration Civilisation (social and cultural) Trade Beliefs Achievements and follies of mankind</p>
<p>Year 5</p>	<p><u>British history 4: Were the Vikings raiders, traders or something else?</u> Power (monarchy, government and empire) Invasion, settlement and migration Beliefs Civilisation (social and cultural) Trade Achievements and follies of mankind</p>	<p><u>British history 5: What was life like in Tudor England?</u> Power (monarchy, government and empire) Invasion, settlement and migration Beliefs Civilisation (social and cultural) Trade Achievements and follies of mankind</p>	<p><u>British history 6: What was the impact of World War II on the people of Britain?</u> Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Trade Achievements and follies of mankind</p>
<p>Year 6</p>	<p><u>What did the Greeks ever do for us?</u> Power (monarchy, government and empire) Beliefs Civilisation (social and cultural) Trade Achievements and follies of mankind</p>	<p><u>What can the census tell us about local areas?</u> Civilisation (social and cultural)</p>	<p><u>Unheard histories: Who should go on the banknote?</u> Power (monarchy, government and empire) Beliefs Civilisation (social and cultural) – Trade Achievements and follies of mankind</p>

Knowledge in History at Worth Valley Primary School

The knowledge in our Humanities Curriculum is organised into two areas that are taught alongside each other. This is how our pupils make progress in History.

Substantive Knowledge- First order concepts

This is the pupils knowledge about the past (the 'stuff' they need to know)

Disciplinary Knowledge- Second order concepts

This is their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts. What do experts do to learn about the subject?

Using these types of knowledge in combination enables pupils to have the capacity or skills to have historical arguments and analyse resources. We want our children to think like Historians. For this to happen, they need to use their disciplinary knowledge but must have the sufficient substantive knowledge of significant periods in time.

Key Concepts



Worth Valley Primary School History Concepts



Substantive Concepts

**Invasion
Migration and
Settlement**



**Power
(monarchy,
government and
empire)**



**Achievements
and follies of
mankind**



Trade



**Civilisation
(social and
cultural)**



Beliefs



Second Order Concepts

- Change and continuity
- Cause and consequence
- Historical significance
- Sources of evidence
- Historical interpretations
- Similarities and differences

Second Order Concepts

- **Change and continuity**
- **Cause and consequence**
- **Historical significance**
- **Sources of evidence**
- **Historical interpretations**
- **Similarities and differences**

Year 1

<u>How am I making history?</u>	How have toys changed?	How have explorers changed the world?
<ul style="list-style-type: none"> • Order three photographs correctly on a simple timeline. • Use the terms 'before' and 'after' when discussing their timelines. • Talk about three memories and place one of them on a timeline. • Explain why memories are special and name four events that they celebrate throughout the year. • Think of three ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Add three ideas to a time capsule about themselves. • Use key vocabulary to compare the present, the past and possible changes in the future. 	<ul style="list-style-type: none"> • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Describe how toys have changed over time. 	<ul style="list-style-type: none"> • Explain what explorers do • Name equipment or transport an explorer would need. • Sequence four photographs from different periods of time. • Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). • Identify where they travelled and write a sentence about the achievements of one explorer. • Select the most important events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding. • Recall information about past and presentation exploration. • Understand events in relation to the present day and compare how exploration has changed over time. • Describe how an explorer is significant and how they impacted events or people's ideas. • Present significant people using a coat of arms.

Year 2

How was school different in the past?

- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.
- Make one comparison between schools in the past and present.
- Use sources to research and develop an understanding of what schools were like 100 years ago.
- Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- Recognise two similarities and two differences between schools now and schools in the past.
- State whether they would have preferred to go to school in the past or not and explain why.

How did we learn to fly?

- Identify important events surrounding the history of flight.
- Explain how a significant event has changed the lives of others.
- Ask questions about people and events in the past.
- Use primary sources to find out about people and events in the past.
- Correctly order five events on a timeline.

What is a monarch?

- Recall that a monarch is a king or queen.
- Explain that recent monarchs in the UK do not have the power to make decisions alone.
- Identify some of the monarch's roles.
- Explain that a king or queen is crowned in a special ceremony called a coronation.
- Name some of the main steps in the coronation ceremony.
- Explain the use of special objects in the coronation.
- Use sources to explain how William the Conqueror became King of England.
- Know that monarchs in the past had all the power to make decisions.
- Explain how William the Conqueror kept order and conquered England.
- Identify the two different types of castle built by the Normans.
- Compare the similarities and differences between Norman castles.
- Identify features of Norman castles.
- Explain how castles have changed over time.
- Recognise that we still have castles today.
- Sequence castles on a timeline.
- Describe characteristics of the monarchy in the past.
- Identify that the monarchy has changed over time.
- Make comparisons between past and present monarchy.

Year 3

British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	How have children's lives changed?	What did the ancient Egyptians believe?
<ul style="list-style-type: none"> • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice. 	<ul style="list-style-type: none"> • Make inferences and deductions from primary and secondary sources. • Explain why children needed to work. • Identify the jobs Tudor and Victorian children had. • Describe the working conditions of Tudor and Victorian children. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases past children suffered from and discuss how effective the treatments were. 	<ul style="list-style-type: none"> • Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. • Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.

Year 4

British history 2: Why did the Romans settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How did the achievements of the Ancient Maya impact their society and beyond?
<ul style="list-style-type: none"> • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. 	<ul style="list-style-type: none"> • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066. 	<ul style="list-style-type: none"> • Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.

Year 5

British history 4: Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?
<p>Explain where the Vikings came from and why they invaded Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Find evidence and make inferences from sources.</p> <p>Name Viking trade routes.</p> <p>Explain why trade routes were important to the Vikings.</p> <p>Identify the differences between Viking sagas.</p> <p>Evaluate the impact of Viking achievements.</p>	<p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p> <p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p> <p>Explain how inventories are useful to historians and create a realistic inventory.</p>	<p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p>

Year 6

What can the census tell us about local areas?	Unheard histories: Who should go on the banknote?	What did the Greeks ever do for us?
<p>Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census. Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census.</p>	<p>Name the features of a banknote. Make inferences about a person using a banknote. Explain the significance of historical figures. Make inferences from sources. Apply criteria to decide if a person is historically significant and explain why. Explain the significance of William Tuke. Research important aspects of a person's life. Explain what makes a person significant.</p>	<p>Describe the features of ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.</p>

Vocabulary Progression

Vocabulary Progression								
Pre school	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological awareness								
Now Later today	Today Yesterday tomorrow Then Now Before Long time ago	History now next old new ago past time	timeline past present future memory	(beyond) living memory (3) lifetime period history	sequence date Prehistory (3) AD (3) BC (3) age chronology	ancient modern era (3)	century (3)	decade (3)
Disciplinary concepts								
			similar different change (1) artefact	source	evidence primary source (3) secondary source (3) impact historian archaeology conclusion reconstruction (3)	interpret continuity compare point of view consequence deduction historically significant (3)	bias perspective cause effect propaganda (3)	legacy reliable historical enquiry (3)

Substantive (abstract) concepts

			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power (monarchy, government and Empire)			n/a	monarchy king (1) queen (1) power ruler	government empire emperor (3)	sovereign kingdom law	parliament democracy tyrant heir state	legislation (3) suffrage (3) politics
Achievements and follies of mankind			explorer	discovery inventor	legacy	technology achievement		advancement
Invasion, settlement and migration					settlement invasion expand conquer border	raid occupation/occupy territory decline		migration immigration emigration refugee (3) conflict alliance (3) evacuation
Civilisation (social and cultural)					civilisation leisure hygiene	master servant class childhood apprentice working conditions poorer wealthier poverty	citizen ethics enslaved (3) enslaver (3)	culture society traditions customs hierarchy occupation (noun - job) cultural exchange (3) peasant (3) noble (3)
Trade					trade export import barter	currency	trade route goods exchange merchant	tax
Beliefs					myth beliefs religion ceremony	sacred ritual creation gods/goddesses afterlife pope missionary convert monastery		

How do we cater for SEND children?

We believe that all children can achieve. Therefore, we know many of our SEND children have incredible knowledge of the world, including the past. No ceiling is put on this we ensure we know the strengths of each individual child, A key concept to supporting SEND children within the Curriculum is to reduce the cognitive load.

We use a variety of strategies in History:

- Word banks
- Pre-teaching of vocabulary and texts
- A curriculum working wall will be in each classroom and added to throughout lessons to provide children with a place to refer back to previous learning.
- Some curriculum lessons will be enquiry-based to allow children to research areas of their own interests. Learning labs are used to promote this independence and collaborative work.
- Peer and group work is essential and flexible mixed grouping is an approach that we adopt
- Use of knowledge organisers
- Recording of work in different ways to maintain interest in the subject.



Assessment



Formative Assessments

Class Discussions and Questioning: Teachers ask open-ended questions during lessons to assess comprehension and encourage children to think critically about historical events, causes, and consequences.

Observation: Teachers observe children's engagement in activities, noting their ability to analyze sources, discuss historical significance, and connect ideas.

Quizzes and Mini-Assessments: Short quizzes or games are used periodically to reinforce key facts and concepts and to help teachers identify areas that may need revisiting.

Peer and Self-Assessments: These methods encourage children to reflect on their own understanding and that of their classmates, fostering skills in critical thinking and self-awareness.

End-of-Unit or Summative Assessments

Project-Based Assignments: Children might work on projects that require them to apply their knowledge to a creative task, such as creating a timeline, writing a diary entry from a historical figure's perspective, or making a model.

Written Reflections or Reports: Older children may complete written reflections or brief reports where they explain key events, the impact of historical figures, or the causes and effects of specific periods.

Knowledge Organizers and Recap Activities: Children are often assessed on content from knowledge organizers used throughout the unit. This can help teachers measure retention and identify any gaps.

Practical Demonstrations or Presentations: Children might present their learning to the class, showcasing their understanding and verbalizing historical ideas and vocabulary.

Over the school year, teachers track progression by regular revisits of key knowledge, and skills evaluations. Teachers ensure that children are building a solid foundation in history as they move from one year to the next, aligning with curriculum expectations for knowledge retention and skills advancement.

Enrichment Opportunities

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	History of Winskill Farm Church visit	Toy Museum- Ilkley	Bradford Industrial Museum- Classroom Skipton Castle	Murton Park- Stone Age Egyptians- Mummification at Cliffe Castle	Roman experience in school	Murton Park- WW2 Yorvik- Vikings	Local Study- Census

Pupil Voice

I love history because it is very interesting and you can learn a lot of things about the past. Romans was my favourite part of history.

Nikola

I like learning about how we fit into world history. World War 2 was my favourite. It was fun and interesting and we learned about stories from real people.

Jake

I like history because the interesting things we learn are amazing and I love learning about the people from our country that helped in history and those who didn't. I loved World War and The Titanic, I found them both really interesting.

Kleo

I like history because it is really interesting. My favourite was WW2, easily because you get to see which countries were with us and which were not. We learned about the people who gave important speeches.

Eoin

I like how we get to learn about our past. I loved the Egyptians because of the things they made.

Daniel

Links to support History Teaching

Kapow
Primary™



HA Historical Association
The voice for history