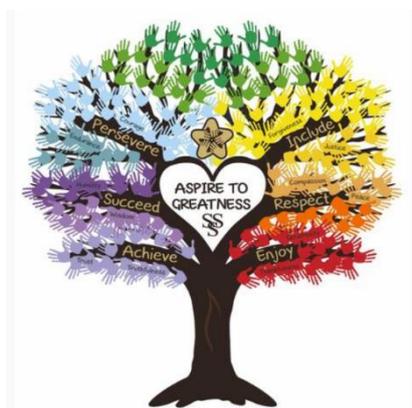


"For we are the handiwork of God, born in Christ Jesus to do good works that God has pre-planned for us to do"

Ephesians 2:10



St Stephen's Church of England Primary School

History Scheme of Work By Miss A Crowe

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Intent

Through this curriculum we intend to inspire pupils to develop a love of history and their talent as historians. In addition we see history as a vehicle for increasing pupils' curiosity to know more about the past. History is linked to other subjects through cross-curricular topics particularly Geography and English. As pupils progress, they will become more confident at knowing and understanding significant aspects of the history of the wider world. They will be able to compare and contrast ways of life in the past with ways of live of the present through a range of sources including visitors and trips. They will understand the importance of asking perspective questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

	Autumn	Spring	Summer
Reception (yearly)	Remember and talk about significant events and people in their experience.	Chinese New Year. Valentines and pancake days. Celebrations start in the past.	Holidays in their own past.
KS1 Cycle A	The great fire of London (events beyond living memory)	How we used to live – change over time – toys/transport	Personal timeline/family tree/The Royal family
Ks1 Cycle B	Local history and events	Explorers	Holidays in the 1970s
LKS2 Cycle A	Egyptians	Stone Age – Iron Age with a focus on iron age and Celts	The plague
LKS2 Cycle B	Roman Britain	Anglo Saxon	Vikings
UKS2 Cycle A	Islamic Civilisations	Tudors	World War 2
UKS2 Cycle B	Ancient Greece	Victorians	Local History

Aims

The national curriculum for history aims to ensure that all pupils:

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

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

End of year expectations

EYFS
30-50 months
• To show interest in the lives of people who are familiar to them.
• To remember and talk about significant events in their own experiences.
• To recognise and describe special times or events for family or friends.
• To show interest in different occupations and ways of life.
• To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
• To talk about some of the things they have observed, such as plants, animals, natural and found objects.
• To talk about why things happen and how things work.
• To develop an understanding of growth, decay and changes over time.
40-60 months
To look closely at similarities, differences, patterns and change.
ELG
• To talk about past and present events in their own lives and in the lives of family members.
• To know about similarities and differences between themselves and others, and among families, communities and traditions.
• To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

Year 1

Year group step

To recognise the distinction between past and present

To order and sequence some familiar objects and events

To identify some similarities and differences between ways of life at different times

To use some everyday terms about the passing of time such as 'a long time ago' and 'before'

To retell some events from beyond their living memory which are significant nationally or globally

To describe some changes within their living memory

To make simple observations about different people, events, beliefs and communities

To use sources to answer simple questions about the past

To identify basic ways in which the past can be represented

To describe special or significant events

To retell simple stories or events from the past

To use simple historic terms

Year 2

Year group step

To order and sequence events and objects

To recognise that their own lives are similar and/or different from the lives of people in the past

To use common words and phrases concerned with the passing of time

To demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements

To develop awareness of significant historical events, people and places in their own locality

To ask and answer simple questions about the past through observing and handling a range of sources

To consider why things may change over time

To recognise some basic reasons why people in the past acted as they did

To choose parts of stories and other sources to show what they know about significant people and events

To talk about what/who was significant in simple historical accounts

To demonstrate simple historical concepts and events through role play, drawing and writing

To use a variety of simple historical terms and concepts

Year 3

Year group step

To use some dates and historical terms when ordering events and objects

To demonstrate awareness that the past can be divided into different periods of time

To explore trends and changes over time

To describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age

To describe some aspects of the Roman Empire and recognise its impact on Britain

To demonstrate knowledge of aspects of history significant in their locality

To use sources to address historically valid questions

To recognise that our knowledge of the past is constructed from different sources of evidence

To recognise that different versions of the past may exist

To describe some ways the past can be represented

To discuss some historical events, issues, connections and changes

To select and organise historical information to present in a range of ways

To use relevant historical terms and vocabulary linked to chronology

Year 4

Year group step

To use dates and historical terms when ordering events and objects

To identify where people and events fit into a chronological framework

To explore links and contrasts within and across different periods of time

To describe and compare some of the characteristic features and achievements of the earliest including where and when they disappeared

To demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt

To demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066

To use sources to address historically valid questions and hypotheses

To recognise how sources of evidence are used to make historical claims

To recognise why some events happened and what happened as a result

To identify historically significant people and events in different situations

To discuss significant aspects of, and connections between, different historical events

To select and organise relevant historical information to present in a range of different ways

To use relevant and appropriate historical terms and vocabulary linked to chronology

Year 5

Year group step

To use dates and appropriate historical terms to sequence events and periods of time

To identify where people, places and periods of time fit into a chronological framework

To describe links and contrasts within and across different periods of time including short-term and long-term scales

To describe some aspects of Britain's settlement by Anglo-Saxons and Scots

To demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world

To describe key aspects of a non-European society such as the early Islamic civilisation

To use a wider range of sources as a basis for research to answer questions and to test hypothesis

To recognise how our knowledge of the past is constructed from a range of sources

To evaluate sources and make simple inferences

To choose relevant sources of evidence to support particular lines of enquiry

To discuss and debate historical issues

To use appropriate vocabulary when discussing and describing historical events

To construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms

To choose relevant ways to communicate historical findings

Year 6

Year group step

To use dates and a wide range of historical terms when sequencing events and periods of time

To develop chronologically secure knowledge of the events and periods of time studied

To analyse links and contrasts within and across different periods of time including short-term and long-term time scales

To describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor

To demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066

To regularly address and sometimes devise historically valid questions and hypotheses

To give some reasons for contrasting arguments and interpretations of the past

To describe the impact of historical events and changes

To recognise that some events, people and changes are judged as more significant than others

To acknowledge contrasting evidence and opinions when discussing and debating historical issues

To use appropriate vocabulary when discussing, describing and explaining historical events