

Reffley History Curriculum

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Overview

History is well valued across the school, and pupils show a strong enthusiasm for learning about the past. Children are developing secure chronological understanding, enabling them to place periods, events and key figures within a clear timeline and to understand change and continuity over time. Teaching supports pupils in making meaningful connections between British history and the wider world, helping them to recognise how local, national and global histories are interconnected.

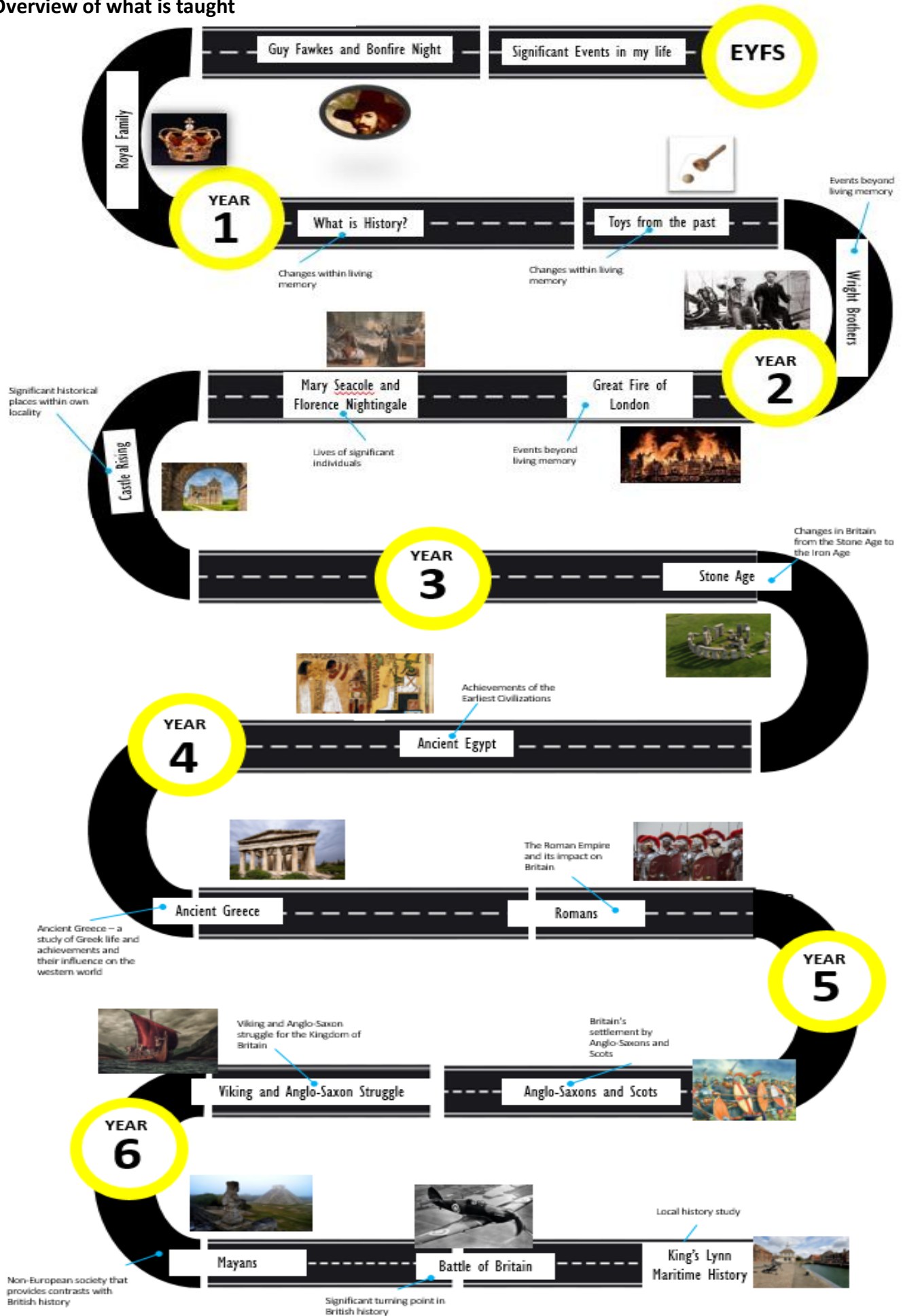
The history curriculum, at Reffley Academy, has been planned as follows:

- Each topic has an overarching enquiry question with ancillary questions to support further lines of enquiry within this.
- Reference is made to a timeline so that children can chronologically place the period/event they are studying. British history at KS2 has also been planned chronologically.
- At the beginning of each unit, teachers make explicit links to previous learning. This is evident within teachers' plans and they are aware of future learning.
- Explicitly taught vocabulary relevant to the area of study helps children to articulate their learning.
- When planning, teachers refer to the Historical Progression Map containing progressive objectives for KS1, LKS2 and UKS2. This includes a section on Historical Interpretation.

Intent, Implementation and Impact

| Intent | Implementation | Impact |
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| <p>The intention of the History curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • know and understand the history of Britain 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 civilizations; 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', 'civilization', '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. | <ul style="list-style-type: none"> • Sequences of learning are planned using a whole academy curriculum, with sequences taught within discrete blocks of two or three weeks. Planning is supported by the use of resources from Kapow History. • Each sequence of learning has an overarching question and six ancillary questions. • Outcomes for enquiry questions take into account N.C. objectives and the History progression map (see attached). • Within KS1, children are taught events that are most recent to them and work backwards from this point. • British history within KS2, is planned chronologically to ensure coherence and continuity in children's knowledge. Where possible this is linked to local history. • Explicitly taught vocabulary relevant to the area of study helps children to articulate their learning. All key vocabulary is recorded on knowledge organisers which are used in every sequence of learning. These are used within lessons and sent home as a learning aid. • Assessment takes place at the end of every sequence of learning. This is recorded as a list of children working at age related, those working below and those at greater depth. | <p>Know more</p> <ul style="list-style-type: none"> • Children's prior knowledge is discussed before a new sequence of learning is taught. This includes knowledge, vocabulary and a link to chronology. • The knowledge and vocabulary to be learnt within a sequence of learning is set out in the knowledge organisers. • Medium term plans are based on age related knowledge and skills which is set out in the History Progression Map. The progression map includes the following: <ul style="list-style-type: none"> - Chronological understanding of British, local and world history - Knowledge and understanding of events, people and changes - Historical interpretations - Historical Investigations - Presenting, organising and communicating • Historical concepts are fostered by making links to other previously taught or known areas of history. • For a small minority, work is differentiated/supported so that children can access the content at their ability. <p>Do more</p> <ul style="list-style-type: none"> • Visits or visitors enhance knowledge about a sequence of learning. • Primary resources are used where possible. • Secondary resources, including I.T., are used and encouraged for use at home. • Whole academy focus days such as Remembrance Day allow for the opportunity to extend knowledge. • Opportunities are given at the end of each sequence of learning for children to apply the knowledge they have been taught. <p>Remember more</p> <ul style="list-style-type: none"> • At the beginning of each unit, teachers make explicit reference to previous learning including vocabulary and chronology. • Lessons are practical wherever possible as active engagement/involvement is more likely to be committed to long term memory. • Children are taught to use their knowledge organiser to jog their memory. These are used within children's individual project books as well as being sent home at the beginning of a sequence of learning. • Quizzes are used to assess learning. The results from these are used to inform future planning. |

Overview of what is taught



Overview of what is taught – Enquiry and Ancillary questions

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| EYFS | Planning takes place in the moment and follows children’s interests. | | |
| Year 1 | <p><u>What is History?</u> <u>Historical concepts:</u> continuity and change, difference</p> <ul style="list-style-type: none"> • What is the difference between old and new? (Link to toys) • How can we use a timeline to order? • What has changed within my lifetime? • What has changed from the past to the present day? • How can I show the events of my life? • What can I find that is old and new within my local area? (Trip/experience: King’s Lynn Museum etc.) | <p><u>How have toys changed from the past?</u> <u>Historical concepts:</u> continuity and change, similarity and difference</p> <ul style="list-style-type: none"> • What is my favourite toy? • Did your parents and grandparents play with the same toys as you? (similarity and difference) • What were toys like in the past? (continuity and change) • What is similar and different about toys now and in the past? (similarity and difference) • How have teddy bears changed over time? (continuity and change) • How have toys changed? (continuity and change) | <p><u>Why were the Wright Brothers so significant?</u> <u>Historical concepts:</u> significance</p> <ul style="list-style-type: none"> • Who were the Wright Brothers and what was the significance of their invention? • Why were the Wright Brothers the first to launch a man powered flight? • Why did the Wright Brothers succeed where others had failed? • How do we know about the first flight? • How did flight change as a result of the Wright Brothers work? • How should the Wright Brothers be remembered? |
| Year 2 | <p><u>What caused the Great Fire of London and what was the consequence?</u> <u>Historical concepts:</u> Cause and consequence, significance</p> <ul style="list-style-type: none"> • What was life like in 1666? • How did the Great Fire of London start and what happened? • How do we know about the fire? • What damage did the Great Fire of London cause? • What was the significance of the Great Fire of London? • What changed after the Great Fire of London? | <p><u>What was the significance of Mary Seacole and Florence Nightingale?</u> <u>Historical concepts:</u> similarity, difference, significance</p> <ul style="list-style-type: none"> • Who was Florence Nightingale and when was she alive? • What was the significance of Florence Nightingale to hospitals in the Crimea? • What do the sources of evidence tell us about Florence Nightingale – link to historical bias. Comparison of what soldiers and nurses thought of her. • Who was Mary Seacole and what was her significance? | <p><u>Why is Castle Rising significant to our local area?</u> <u>Historical concepts:</u> significance, continuity and change, similarity and difference.</p> <ul style="list-style-type: none"> • Why were castles built? • Why is Castle Rising significant? • What evidence can we find from visiting Castle Rising? • What are the features of a castle? • What does a castle tell us about how people lived and the different roles within a castle? • Why did castles stop being built? |

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| | | <ul style="list-style-type: none"> • What were the similarities and differences between Mary Seacole and Florence Nightingale? • Why have we remembered so much about Florence Nightingale and so little about Mary Seacole? | |
| Year 3 | <p><u>How did life change from Stone Age to Iron Age?</u> <u>Historical concepts:</u> Continuity and change, similarity and difference.</p> <ul style="list-style-type: none"> • What does evidence tell us about the Stone Age Man? • What difference did farming make to life in the stone Age? • What does the evidence from Skara Brae tell us about life in the Stone Age? • Why are there different perspectives about why Stone Henge was built? • How did life change during the Iron Age and how do we know? • Can you weigh up the evidence to form a perspective of the 52-skeleton found at Maidenhead castle? | <p><u>Why was Ancient Egypt so successful as an Ancient Civilisation?</u> <u>Historical concepts:</u> Significance, similarity and difference</p> <ul style="list-style-type: none"> • When was the Ancient Egyptian Civilization? • How can we discover what life was like in Ancient Egypt? • What sources of evidence have survived and how were they discovered? • What does the evidence tell us about how people lived? Did everyone have the same standard of life? • What did the Ancient Egyptians believe about life after death and how do we know? • Why were the Egyptians so successful as an Ancient Civilization? | |
| Year 4 | <p><u>Ancient Greece – how did their life and achievements influence the Western World?</u> <u>Historical concepts:</u> Significance</p> <ul style="list-style-type: none"> • When was the Ancient Greek civilization and what else was happening at that time? • What do Greek artefacts tell us about everyday life? • Why was Athens so strong at this time? • What was so significant about life in Ancient Greece? • What were the main achievements of the Ancient Greeks and how do we know? | <p><u>When was the Roman Empire and what impact did it have on Britain?</u> <u>Historical concepts:</u> cause and consequence, continuity and change</p> <ul style="list-style-type: none"> • When did the Roman Empire happen and what else was happening at that time? • Who was Julius Caesar and what were his achievements? • What was Rome like in AD42? • Who was Claudius and why were his invasions successful? • What resistance was there from Britain and how successful was this? | |

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| | <ul style="list-style-type: none"> In what ways have the Ancient Greeks influenced the Western World? | <ul style="list-style-type: none"> How was Britain Romanised and what was the impact of this? | |
| Year 5 | <p><u>What was life in Britain like, during the time of the Anglo-Saxons and Scots?</u> <u>Historical concepts:</u> continuity and change, similarity and difference, significance</p> <ul style="list-style-type: none"> Why did the Romans withdraw from Britain in AD 400? What happened when the Romans withdrew from Britain? (Scots invasion from Ireland to North Britain, Anglo Saxon invasions.) What does the evidence from Sutton Hoo tell us about Anglo Saxon times? (Settlements.) Trip What was life like for Anglo Saxons? (Art and culture, place names, village life.) How was Anglo Saxon Britain ruled? (Include Alfred the Great.) How did people's lives change when Christianity came to Britain? | <p><u>What was the Viking and Anglo-Saxon struggle for the Kingdom of Britain like?</u> <u>Historical concepts:</u> cause and consequence, continuity and change, significance</p> <ul style="list-style-type: none"> Who were the Vikings and when and why did they arrive in Britain? What was happening in Britain at the time of the Viking arrival? (Include Alfred the Great.) Were there further Viking raids and invasions? (Include Danegeld.) How did the Anglo-Saxons regain control? (Law and order.) Why did Edward the Confessor become king? Why was Edward the Confessor's death so significant in British history? | |
| Year 6 | <p><u>Who were the Mayans?</u> <u>Historical concepts:</u> similarity and difference</p> <ul style="list-style-type: none"> Who were the Mayans and when did they live? What was everyday life like during the Mayan civilization? What evidence is there and what does it tell us about the Mayans? Were the Maya peaceful people? Link to culture, animal sacrifice, conflicting views. Where did the Maya go? Did they simply disappear? | <p><u>What makes the Battle of Britain a significant turning point in the Second World War?</u> <u>Historical concepts:</u> significance, cause and consequence</p> <ul style="list-style-type: none"> Why did Britain go to war in 1939? What was the battle of Britain and what were the key events? (2 steps) How did the Blitz affect the lives of people living in London and what is the evidence? Why were Britain successful in the Battle of Britain? | <p><u>Why is the port of King's Lynn significant to its maritime history?</u> <u>Historical concepts:</u> significance, continuity and change</p> <ul style="list-style-type: none"> Why was King's Lynn ranked as third most important port in England during the 14th Century? What was the Hanseatic League? How do the buildings of King's Lynn today help to tell us about the town's maritime past? |

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| | <ul style="list-style-type: none">• What are the similarities and differences between the Mayan Civilisation and what was happening in Britain at the time? | <ul style="list-style-type: none">• Why was the Battle of Britain a significant turning point in British history? | <ul style="list-style-type: none">• Why did King's Lynn lose its status as an important port?• Who was Captain George Vancouver and why was he significant?• What are the key events in King's Lynn's history? |
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Progression of Skills

| | KS1 | LKS2 | UKS2 |
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| Historical Interpretations | <p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> start to compare two versions of a past event - different accounts of Great Fire of London observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. | <p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences e.g. Boudicca rebellion investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different e.g. Roman invasion | <p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda – Battle of Britain know that people in the past represent events or ideas in a way that may be to persuade others – Viking and Anglo-Saxon struggle begin to evaluate the usefulness of different sources. |
| Historical Investigations | <p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. | <p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information – Stone Age to iron Age gather more detail from sources such as maps to build up a clearer picture of the past – Romans regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. | <p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites – Anglo-Saxons and Scots select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p> | <p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time – What is History order dates from earliest to latest on simple timelines - What is History sequence pictures from different periods - What is History describe memories and changes that have happened in their own lives - What is History sequence parts of a complex story where action takes place over a longer period e.g., realises that Florence Nightingale’s life can be divided into phases – before she went into nursing, Crimea and afterwards use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | <p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | <p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history – Maritime History understand how some historical events/periods occurred concurrently in different locations – comparison between Maya and British History at the time Understand what was happening in world history compared with British History e.g., the Mayans and Anglo-Saxon Britain |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events, People and Changes in the Past</p> | <p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods – Castle Rising know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past – Wright Brothers, Mary Seacole and Florence Nightingale | <p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes – Stone Age to Iron Age find out about the everyday lives of people in time studied compared with our life today – Ancient Egypt, Ancient Greeks explain how people and events in the past have influenced life today – Ancient Greeks, Romans identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. | <p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people – Battle of Britain describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children – Maya, Anglo-Saxons |

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| Presenting, Organising and Communicating | <p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can:</p> <ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • talk, write and draw about things from the past; • use historical vocabulary to retell simple stories about the past; • use drama/role play to communicate their knowledge about the past. | <p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • start to present ideas based on their own research about a studied period. | <p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • plan and present a self-directed project or research about the studied period. |
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