



Harvington C.E. First and Nursery School

History

Intent and Implementation

Progression of Knowledge and Skills for History

History Curriculum Intent Statement:

The aim of history teaching at Harvington C E First School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Therefore they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. This also relates to our school Christian Values and Vision and we make links to this through our History teaching. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving. The development of children's historical knowledge, and understanding and skills is closely linked to their development of their ability to use language.

Our curriculum intent includes planned opportunities to:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- To enable children to know about significant events in British history, and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and in doing so to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture, and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place in it so that they develop a sense of their cultural heritage which also links to our school Christian Vision and Values;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation and local area.

History Curriculum Implementation:

- Through theme lessons – variety of teaching and learning styles
- Whole class teaching
- Enquiry based research activities – children given opportunities to ask and answer questions
- Cross-curricular learning opportunities. Clear links with art, music, DT (cooking), geography, English, Maths.
- Stories are used
- Role play and hot seating – drama
- Problem solving
- Artefacts / resources
- Trips – planned for and then used upon return to school to make learning 'real'
- Opportunities to ask questions and carry out research
- Theme days are planned for e.g. Guy Fawkes, Remembrance Day
- Assemblies are held to discuss and teach key events e.g. VE day
- Each class has an inspirational person who in some cases is a key historical figure e.g. Nelson Mandela
- Access to Forest School area

Pupils make progress in history by developing:

- their knowledge about the past (this knowledge is often described as 'substantive knowledge')
- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge')
- Deploying both substantive and disciplinary knowledge in combination is what gives children the capacity or skill to construct historical arguments or analyse sources. This is because knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge. Similarly, acquiring disciplinary knowledge is made purposeful and meaningful to children when it is related to particular historical problems where children have sufficient knowledge of the period, setting and topic to reason, to make inferences and to grasp the terms that others are using in any debate.
- Specific knowledge that is particularly important to secure for all pupils has been identified and sequenced in medium term plans.

There is a specific focus on:

- Chronology
- Civilisation and change
- Democracy (Parliament and Monarchy)
- Historical enquiry

Teaching develops the security of children's knowledge' in order to support historical analysis and argument.

The main concepts are:

- cause
- consequence
- change and continuity
- similarity and difference
- historical significance
- sources and evidence
- historical interpretations

Cause

Teaching pupils the art of causal reasoning and the shaping of arguments about causation relates to the way historians analyse how and why events or states of affairs occurred or emerged. A question such as 'why did a World War begin in 1914?'

Consequence

Enquiry questions that explore a problem to do with the consequences of an event or development are more challenging. Children are more likely to practise a type of argument effectively when they stay focused on thinking and arguing about one thing at a time. They either need to be thinking and arguing about the causes of an event or development or they need to be tackling the much more open-ended question of the consequences of that event or development.

Change and continuity

Change and continuity relates to historical analysis of the pace, nature and extent of change, or characterisation of a process of change. Questions in which pupils think and argue about change are often questions that naturally think and argue about continuity at the same time. The question 'how much change did the Vikings bring?'

Similarity and difference

Similarity and difference relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. A question such as 'how similar were women's experiences in World War Two?' would encourage analysis of similarity and difference. Learning about similarity and difference often involves detecting and analysing generalisations.

Historical significance

Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.

Sources and evidence

Pupils need to learn how historians use sources as evidence to construct, challenge or test claims about the past.

Historical interpretations

The study of historical interpretations relates to an understanding of how and why different accounts of the past are constructed.

Assessment

Assessment is an integral part of the whole teaching process. We aim to set tasks to enable pupils to demonstrate their attainment.

In order to assess pupil progress in history we:

- understand the requirements of the aims and subject content
- define the purposes of any assessment tasks we set
- identify what we understand by progression in history (see below)
- identify relationships between teaching, learning and attainment
- recognise when pupils are achieving certain levels

- understand why it is that pupils do not achieve a given level – is it the result of a conceptual misunderstanding, a failure to grasp the processes involved or a procedural difficulty
- The children in Reception will be assessed at the end of the year to say if they are emerging, expected or exceeding
- EYFS will track progress within the EYFS curriculum
- Staff will use assessment knowledge checkers, which will enable pupils to demonstrate the level of their attainment.
- We use 'Excel' to record our assessments. Children are assessed half termly in history. The judgements are: working below the year group, working towards, expected and greater depth. Results are monitored as part of the monitoring cycle by the subject lead.

Resources:

There are a wide range of resources available and easily accessible in clearly labelled topic boxes. There are a range of books in our library as well as in the resource area to support all topic areas. We also use Purple Mash and other ICT to support with children's learning of history.

Also for local history:

New Youtube page done, direct link here - <https://www.youtube.com/@EveshamAbbeyTrust>

June 2023 Site Walkthrough - <https://youtu.be/rSt2Ju1o2h0>

Introduction - <https://youtu.be/rTNAIWIZmA>

The Abbey Site - <https://youtu.be/wbiF2Bxhoug>

The Almonry - <https://youtu.be/agALeFbaCbA>

Bell Ringing - <https://youtu.be/WB5GGZOrWuA>

The Battle of Evesham - <https://youtu.be/0WIRHZZki38>

Useful websites for high quality resource documents:

<https://www.history.org.uk/primary/categories/content>

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/>

Monitoring:

History is monitored by the subject lead following the monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The history lead is responsible for writing, updating and evaluating the action plan.

Expectations at the end of Nursery																			
ELG: Past and Present Children at the expected level of development will: • Talk about past and present events in their own lives and in the lives of family members • Explore their own lives as they grow and develop, • Talk about how they change • Understand morning, afternoon, evening, nighttime and share what they do during each. • Talk about what is happening today, yesterday, tomorrow • Know about similarities and differences between themselves and others • Describe artefacts • Ask and answer questions Characteristics of Effective Learning Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to have a go Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do Creating and thinking critically – thinking Having their own ideas Making links Choosing to do things	Vocabulary <table border="0"> <tr> <td>past</td> <td>grow</td> </tr> <tr> <td>present</td> <td>change</td> </tr> <tr> <td>different</td> <td>young</td> </tr> <tr> <td>family</td> <td>old</td> </tr> <tr> <td>grow</td> <td>before / after</td> </tr> <tr> <td>change</td> <td>yesterday / today /</td> </tr> <tr> <td>similar / same</td> <td>tomorrow</td> </tr> <tr> <td>morning/afternoon</td> <td></td> </tr> <tr> <td>evening / night time</td> <td></td> </tr> </table> Key Concepts: now / then old / new long ago time Greater depth Children know the difference between past and present events in their own lives and in the lives of others.	past	grow	present	change	different	young	family	old	grow	before / after	change	yesterday / today /	similar / same	tomorrow	morning/afternoon		evening / night time	
past	grow																		
present	change																		
different	young																		
family	old																		
grow	before / after																		
change	yesterday / today /																		
similar / same	tomorrow																		
morning/afternoon																			
evening / night time																			

Year N-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Talk about past and present events in their own lives and in the lives of family members Talk about how they change	People Who Help Us Know about similarities and differences between themselves and others Ask and answer questions	Space Explore their own lives as they grow and develop, Talk about what is happening today, yesterday, tomorrow	Julia Donaldson Stories and Rhymes Understand morning, afternoon, evening, nighttime and share what they do during each.	Growing Explore their own lives as they grow and develop, Talk about how they change	Travel Describe artefacts
Vocabulary long time ago past present family grow change similar / same now / then old / new young / old before / after	Vocabulary long time ago past present different similar / same now / then old / new before / after	Vocabulary different family grow change yesterday / today / tomorrow similar / same now / then old / new long ago before / after	Vocabulary morning/afternoon evening / night time past present different family grow change similar / same now / then old / new yesterday / today / tomorrow	Vocabulary past present different family grow change similar / same now / then old / new long time ago young old before / after	Vocabulary past present change similar / same now / then old / new long time ago change

Expectations at the end of Reception	Vocabulary	
ELG: Past and Present Children at the expected level of development will: 1. Talk about past and present events in their own lives and in the lives of family members 2. Explore their own lives as they grow and develop, 3. Explore different types of homes which compares old/ new buildings and dinosaurs 4. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 5. Know some similarities and differences between themselves and others among families, communities and traditions. 6. Talk about the lives of the people around them and their roles in society; 7. Talk about, handle and develop a sense of chronology using artefacts. 8. Understand the past through settings, characters and events encountered in books read in class and storytelling. 9. Ask and answer questions Characteristics of Effective Learning Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to have a go Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do Creating and thinking critically – thinking Having their own ideas Making links Choosing to do things	past present different family communities traditions timeline grow change similar / same morning/afternoon evening / night time Key Concepts: now / then old / new long ago time	grow change young old before / after yesterday / today / tomorrow
Greater depth Children know the difference between past and present events in their own lives and in the lives of others and give some reasons why people’s lives were different in the past.		

Year R-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food Talk about past and present events in their own lives and in the lives of family members Talk about the lives of the people around them and their roles in society.	Me in my World Explore their own lives as they grow and develop, Ask and answer questions	My World Talk about past and present events in their own lives and in their family. Know some similarities and differences between themselves and others among families, communities and traditions.	House and Home Explore different types of homes which compares old/new buildings and dinosaurs Ask and answer questions	Explorers Explore their own lives as they grow and develop. Understand the past through settings, characters and events encountered in books read in class and storytelling.	All Creatures Great and Small Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Talk about, handle and develop a sense of chronology using artefacts.
Vocabulary past present change different family similar / same old / new long ago time Grandparent/dad/mother Uncle/Aunty/Mum Dad/sister brother	Vocabulary different family timeline grow change similar / same young old before / after now / then old / new Grandparent/dad/mother Uncle/Aunty/Mum Dad/sister brother	Vocabulary past / present different family communities traditions timeline grow change similar / same young / old before / after yesterday / today / tomorrow now / then old / new	Vocabulary past / present different family timeline grow change similar / same time young / old before / after yesterday / today / tomorrow now / then old / new long ago	Vocabulary past present different family timeline grow change similar / same morning/afternoon evening / night young old before / after now / then old / new	Vocabulary past present different timeline change similar / same change before / after yesterday / today / now / then old / new long ago time

Year 1-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No History Focus	<u>Remembrance Day & Gun Powder Plot</u> Use pictures and role play to tell stories from the past. Periods in history- can discuss significant events and people in Britain within and beyond their living memory.	<u>The Great Fire of London</u> Use pictures and role play to tell stories from the past. Describe the similarities and differences between life during a time in the past and life today. Use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. Historical enquiry knowing some of the ways that we can find out about the past.	<u>Sir David Attenborough</u> Know about the lives of significant individuals in the past who have contributed to national and international achievements.	<u>History-The Monarchy</u> Know about the lives of significant individuals in the past who have contributed to national and international achievements Know about significant historical events, people and places in their own locality-the Jubilee/the Coronation	<u>History-Our School</u> Historical understanding he/she can describe the similarities and differences between life during a time in the past and life today-When the school opened and now Historical enquiry he/she knows some of the ways that we can find out about the past-using pictures, maps of the school, record books.
	Vocabulary Poppy, remembrance, Gunpowder plot, Guy Fawkes, Houses of Parliament, London, King James 1, dates, chronology	Vocabulary before, after, similarities, differences, change, past, present, then, now, before, after, recently, yesterday, last week, a long time ago, before I was born, century, decade, time line, order, date, London, fireman, fire brigade, escape, Pudding Lane, Samuel Pepys, River Thames, leather buckets, fire chain, St. Paul's Cathedral, wood, straw, brick, stone	Vocabulary before, after, similarities, differences, change, past, present, then, now, before, after, recently, yesterday, last week, a long time ago, before I was born, century, decade, time line, order, date, David Attenborough	Vocabulary monarch, Queen, King, royal family, Buckingham Palace, jubilee, coronation, crown, crowned, Prince, Princess	Vocabulary before, after, similarities, differences, change, past, present, then, now, before, after, recently, yesterday, last week, a long time ago, before I was born, century, decade, time line, order, date
	Trips/Visitors/Outdoor learning: Local Church visit	Trips/Visitors/Outdoor learning: Firefighter visit	Trips/Visitors/Outdoor learning: Cotswold Wildlife Park	Trips/Visitors/Outdoor learning: Birmingham Botanical Gardens	Trips/Visitors/Outdoor learning: Planned trip: Local area walk

Year 2-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Neil Armstrong Historical understanding – the children can place events and objects in chronological order. Periods in history – the children can discuss some significant historical events-Moon Landing Periods in history – the children can discuss significant events and people from the wider world, within and beyond their living memory-Neil Armstrong, Tim Peake	Battle of Worcester Historical enquiry - he/she can describe an artefact e.g. materials; size; signs of wear and tear (Musket balls, belt buckles, horse harness fittings-images from Battle of Worcester) Periods in history he/she can discuss some significant historical events, people and places in his/her own locality-Battle of Worcester	Victorians Historical understanding – the children can place events and objects in chronological order. Historical enquiry – the children can describe an artefact e.g. materials; size; signs of wear and tear. Historical enquiry – the child can answer questions about the past using given sources. Periods in history – the child can discuss significant events and people from the wider world, within and beyond their living memory-Victorian times and Queen Victoria	Florence Nightingale Historical enquiry - he/she can ask questions about the past. Periods in history - he/she can discuss significant events and people from the wider world, within and beyond their living memory- Crimean war and Florence Nightingale	No History Focus	Holidays in the past- Victorian seaside holidays Historical enquiry - he/she can ask questions about the past. Historical enquiry - he/she can answer questions about the past using given sources. Historical enquiry – he/she can describe an artefact e.g. materials; size; signs of wear and tear.
Vocabulary Century, decade, time line, order, date, name of event studied, past, present, then, now , before, after, recently, yesterday, last week, a long time ago, before I was born, when I was younger, when my parents were young, space, moon, Apollo 11, NASA, astronaut, achievement, Neil Armstrong, Tim Peake, historic, important, significant, famous, person, people, explorer, International Space Station	Vocabulary materials, size; musket balls, belt buckles, horse harness fittings, Battle of Worcester, periods in history, century, decade, time line, order, date, name of event studied, past, present, then, now before, after, recently, yesterday, last week, a long time ago, before I was born	Vocabulary Victorian era, Queen Victoria, reign, workhouse, coal mine, orphan, ragged school, Education Act, education, compulsory, Thomas John Barnardo, chronological order,	Vocabulary Florence Nightingale, injured, nurse, patient, Crimean war, Red Cross, Scutari Hospital, past, present, then, now , before, after, recently, yesterday, last week, a long time ago, before I was born, century, decade, time line, order, date	Vocabulary	Vocabulary Past, present, then, now , before, after, recently, yesterday, last week, a long time ago, before I was , born, century, decade, time line, order, date, pier, Iron age, Romans, promenade
Trips/Visitors/Outdoor learning: Leicester Space Centre	Trips/Visitors/Outdoor learning: Worcester Cathedral	Trips/Visitors/Outdoor learning: Black Country Museum	Trips/Visitors/Outdoor learning: Visit from a nurse, first aid workshop	Trips/Visitors/Outdoor learning:	Trips/Visitors/Outdoor learning: Weston-Super-Mare

Year 3-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Achievements of the earliest civilizations-Ancient Egypt Chronological Understanding-Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Use words and phrases such as: century, decade, BC, AD, after, before, during. Historical enquiry he/she can create historically valid questions about similarities and differences. Historical enquiry he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations	Local History - Eof Periods in history he/she can discuss the impact of significant historical events, people and places in their own locality	Stone Age to Iron Age Historical understanding he/she can identify and describe changes between specific periods of history. Historical enquiry he/she can create historically valid questions about similarities and differences. Historical enquiry he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Historical understanding he/she can give simple reasons as to why key events happened in history	Queen Elizabeth II/King Charles III Historical enquiry he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations..	Music / art / architecture across time across time. Historical understanding he/she knows that the past can be divided into different periods of time.	History-The Roman Empire Historical understanding he/she can identify and describe changes between specific periods of history-Roman Empire Historical understanding he/she can give simple reasons as to why key events happened in history Historical enquiry he/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Historical enquiry he/she can create historically valid questions about similarities and differences.
Vocabulary century, decade, BC, AD, after, before, during, chronological order, archaeologists, afterlife, curse, Giza, hierarchy, hieroglyphics, pyramid, ritual, Rosetta Stone, sphinx, tomb, Valley of the Kings, Vizier, Tutankhamun, Egypt, Howard Carter, evidence artefact, information. primary source. secondary source. Accuracy, account, documents, findings, select, organise	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, similar, different, compare, contrast, change, cause, explain, question, evidence artefact, information, primary source, secondary source, account,	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, similar, different, compare, contrast, change, cause, explain, question, evidence artefact, information, primary source, secondary source, account, tribe, Boudica, Iceni tribe	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, monarchy, coronation, Jubilee	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, period	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, roads, bridge, aqueduct, invasion, similar, different, primary source, secondary source
Trips/Visitors/Outdoor learning: Birmingham Museum	Trips/Visitors/Outdoor learning: Evesham-Abbey Trust	Trips/Visitors/Outdoor learning: Bishops Wood	Trips/Visitors/Outdoor learning: Hindu Mandir	Trips/Visitors/Outdoor learning: Rotate: Artist visit, Symphony Hall, We are the Curious	Trips/Visitors/Outdoor learning: Chedworth Roman Villa

Year 4-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>History-Ancient Greeks</u> Historical understanding-he/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Historical understanding-he/she knows that the past can be divided into different periods of time. Periods in history-he/she can explain the achievements of ancient civilizations and their impact on the world in the past and today	<u>History-Battle of Britain</u> Historical understanding he/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Historical understanding he/she knows that the past can be divided into different periods of time. Historical enquiry he/she is aware that the same time in history may be represented in different ways. Periods in history he/she can discuss historical changes in Britain; what caused them and the impact on life in Britain. Historical enquiry he/she can examine and compare artefacts.	<u>History</u> Population growth over time: 2020-7.753 billion 1920-1.9 billion 1820-1 billion	<u>History-Anglo Saxon</u> Historical understanding he/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Historical understanding he/she knows that the past can be divided into different periods of time. Historical enquiry he/she is aware that the same time in history may be represented in different ways. Periods in history he/she can discuss historical changes in Britain; what caused them and the impact on life in Britain. Historical enquiry he/she can examine and compare artefacts.	<u>Music / art / architecture across time across time.</u> Historical understanding he/she knows that the past can be divided into different periods of time.	<u>History-history of voting, monarchy, Magna Carta</u> Periods in history he/she can discuss historical changes in Britain; what caused them and the impact on life in Britain.
<u>Vocabulary</u> time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, Athens, Sparta, Ancient Greece, compare, similar, different, primary source, secondary source	<u>Vocabulary</u> Troops, army, navy, Royal Air Force, Anderson shelter (air raid shelter), colonies, alliance, allied nations, Remembrance Day, surrender, Black-out, Rationing, The Blitz, evacuated, Normandy, Germany, Nazi, Adolf Hitler, surrender, Winston Churchill, evacuation	<u>Vocabulary</u> past, future, population,	<u>Vocabulary</u> Anglo Saxon, tribe, Angles, Saxons, Jutes, migrate, ancient, modern, century and decade, AD and BC, period, enquiry, representation, impact, primary source, secondary source, artefact	<u>Vocabulary</u> ancient, modern, century and decade, AD and BC, period	<u>Vocabulary</u> ancient, modern, century and decade, AD and BC, period, Monarchy, Parliament, House of Commons, House of Lords, Government, Prime Minister, Magna Carta, reform, suffragettes
<u>Trips/Visitors/Outdoor learning:</u> Pizza Express-Pizza making workshop	<u>Trips/Visitors/Outdoor learning:</u> Hartlebury Museum-WW2 workshops Business visitor-Children in Need	<u>Trips/Visitors/Outdoor learning:</u> Synagogue Visit	<u>Trips/Visitors/Outdoor learning:</u> Saxon Workshop	<u>Trips/Visitors/Outdoor learning:</u> Rotate: Artist visit, Symphony Hall, We are the Curious	<u>Trips/Visitors/Outdoor learning:</u> London – Houses of Parliament

Year 5-History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The Vikings</u> Historical understanding he/she can make links between events and changes; giving reasons for them and explaining the result. Historical understanding he/she can identify and describe changes within and between different period in history. Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. Historical enquiry he/she can create historically valid questions about cause and significance.	<u>Pompeii</u> Historical understanding he/she can make links between events and changes; giving reasons for them and explaining the result. Historical understanding he/she can identify and describe changes within and between different period in history. Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order.	<u>Local History-The Battle of Evesham</u> Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. Historical enquiry he/she can create historically valid questions about cause and significance. Periods in history he/she can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life-Parliament Historical understanding he/she can make links between events and changes; giving reasons for them and explaining the result.	No History Focus	<u>Music, art, architecture across time including focus on key people</u> Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order.	<u>Tudor Britain</u> Historical understanding he/she can make links between events and changes; giving reasons for them and explaining the result. Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. Historical enquiry he/she can examine artefacts and explain what they show us about that time in history. Periods in history he/she can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life-Stratford Upon Avon Periods in history he/she can discuss the impact and causes of historical changes in Britain-Formation of Church of England/dissolution of monasteries
Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, Vikings, raid, compare, Saxons, King Alfred, enquiry, valid questions, historical sources	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, evidence, historical source, examine, summarise, identify, explain, conclude, compare	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, Magna Carta, Evesham Abbey, St Egwin, Simon De Montfort, King John, King Henry III, Prince Edward, Medieval	Vocabulary	Vocabulary time line, BC-before Christ, AD-Anno Domini, past/present, before/after, century/decade, chronological order, period, similar, different	Vocabulary time line,BC-before Christ AD-Anno Domini, past/present, before/after century/decade, chronological order, reliable source, Tudor, dissolution, propaganda
Trips/Visitors/Outdoor learning: Compton Verney-Viking Day		Trips/Visitors/Outdoor learning: Almonry Museum		Trips/Visitors/Outdoor learning: Rotate: Artist visit, Symphony Hall, We are the Curious	Trips/Visitors/Outdoor learning: Mary Arden's Farm

Year Group	Key Historical Figures Studied
N	Antonio Vivaldi, Mae Jemison, Van Gogh
R	Beethoven. Rosa Parks, Alexander Graham Bell, Moni Spotts, Charles Darwin
1	Guy Fawkes, Samuel Pepys, David Attenborough, Queen Elizabeth II, King Charles III
2	Neil Armstrong, Florence Nightingale, Queen Victoris, Thomas Barnado
3	Boudicca, Queen Elizabeth II, King Charles III, Eof, Edward Elgar, Paul Klee, Zaha Hadid, Emperor Claudius
4	Winston Churchill. Adolf Hitler, Christopher Wren. Claude Monet, Johann Sebastian Bach, Prime Minister, Local MP
5	King Alfred, Simon de Monteforte, Prince Edward, Henry 3 rd , Gaudi, Prokiev, Cezanne, Henry 7 th , Henry 8 th , Henry *th's wives

Greater Depth

What does "Mastery in History" look like?

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

Creating the opportunity for greater depth in History involves allowing pupils the independence to apply their learning at a deeper level.

This means that pupils working at greater depth are expected to be able to...

- Work independently.
- Apply their skills and knowledge consistently, confidently and fluently.
- Organise their ideas to make connections with other areas of learning.
- Use their ideas to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Teach others what they have learned to enable them to learn too.
- Be able to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group.
- Understand and talk about history from different viewpoints, understand different sources and why these might be different, at a level appropriate to their year group.

Examples of Cultural Capital in History:

- Visitors come into school to offer bespoke learning (Anglo-Saxon workshop)
- Theme days to explore concepts more widely
- Key events are explored during theme days e.g. Guy Fawkes, Remembrance
- Opportunities for trips – Vikings, Victorians, local church, Worcester Cathedral,
- Cross-curricular learning – cooking, use of IT, use of music, art and drama
- Use of the outdoor learning environment
- Use of resources and artefacts to provide 'hands on' learning
- Opportunities to ask questions and research and explore answers
- Inspire curiosity and fascination about the world and its people that will remain with children for the rest of their lives.
- Equip children with knowledge about diverse places, people and resources
- Become naturally curious about the world around them
- Develop the skills of enquiry and investigation
- Promote enjoyment and enthusiasm for learning about the world around them from an early age
- Foster a love of learning about the local environment and wider world
- Learn about different elements of history linked to their inspirational class person.
- Develop a thirst for historic world news and events
- Learn and use more historical vocabulary as this is explicitly taught.

Examples of how History skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

- Academic researcher.
- Archaeologist
- Heritage manager.
- Historic buildings inspector
- Conservation officer.
- Museum education officer.
- Museum/gallery curator.
- Museum/gallery exhibitions officer.
- Secondary school teacher.
- University lecturer
- Librarian
- Genealogist