

# West Croft School



# History

# Curriculum Intent



Our teaching of History at West Croft seeks to **inspire and fire** children's **curiosity** to know more about the past and equips them to ask **perceptive questions**, think critically, **weigh evidence**, **sift arguments** and **develop perspective judgements**. As children develop their understanding through West Croft of the **complexity** of people's lives from the past, they progress further by building their own understanding of the **diversity** in societies and relationships between different groups. At West Croft, our children are exposed to a range of **exciting** and relevant topics in order to enhance their skills as **Historians**. Our aim is to expose the children to the **past** in Britain and the wider world, developing an understanding of sequence, time and **chronology** alongside a sense of **identity**. Pupils consider how the past influences the present, what past societies were like, and how **beliefs and cultures** influenced people's actions. In doing this, children develop a **chronological framework** for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.



# History Programmes of Study: Key Stages 1 and 2 National Curriculum in England

## Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past 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.

## 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.



## **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
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.

# Skills Progression in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time -check with reference book</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others lives</li> <li>• They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about every day lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people -differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Discuss reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources –fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations –fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>• Use a source –observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details –artefacts, pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details –artefacts</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• -Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>	<p>Communicate their knowledge through: Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Communicate their knowledge through: Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p> <p>ICT...</p>	<p>Communicate their knowledge through: Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> <li>• Select and organise information to produce structured work,</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> <li>• Select and organise information to produce structured work,</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> <li>• Select and organise information to produce structured work,</li> </ul>

# History Curriculum Map Year 1



Chronological understanding	
Range and depth of historical knowledge	
Interpretations of history	
Historical enquiry	
Organisation and communication	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> Where would you like to live?	<b>WIDER CURRICULUM PROJECT</b> Which West Croft is Best Croft?	<b>WIDER CURRICULUM PROJECT</b> Too hot to handle, too cold to hold?	<b>WIDER CURRICULUM PROJECT</b> Can we reap what we sow?	<b>WIDER CURRICULUM PROJECT</b> Francis Drake – Hero or Pirate?	<b>WIDER CURRICULUM PROJECT</b> Weather - friend or foe?
	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Match objects to people of different ages</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Recognise the difference between past and present in their own and others lives</li> <li>Compare adults talking about the past –how reliable are their memories?</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts,</li> </ul>			<ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>They know and recount episodes from stories about the past</li> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts,</li> </ul>	

Communication	Knowledge	
<p>Communicate their knowledge through: Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p><b>Which West Croft is Best Croft?</b> <b>The history of school!</b></p> <ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Know the main differences between their school days and that of their grandparents</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know what a number of older objects were used for</li> <li>Organise a number of artefacts by age</li> </ul>	<p><b>Francis Drake – hero or pirate?</b> <b>Spanish Armada through exploring character of Francis Drake as a significant person</b></p> <ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> <li>Know the name of a famous person, or a famous place, close to where they live</li> <li>Know what a number of older objects were used for</li> </ul>

# History Curriculum Map Year 2



Chronological understanding	
Range and depth of historical knowledge	
Interpretations of history	
Historical enquiry	
Organisation and communication	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDERCURRICULUM PROJECT</b> How was Bideford Born?	<b>WIDER CURRICULUM PROJECT</b> How far can we fly?	<b>WIDER CURRICULUM PROJECT</b>	<b>WIDER CURRICULUM PROJECT</b> What a wonderful world?	<b>WIDER CURRICULUM PROJECT</b> Equality- are we there yet?	<b>WIDER CURRICULUM PROJECT</b> Evacuation: Right or wrong?
<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time -check with reference book</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Identify differences between ways of life at different times</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Discuss reliability of photos/ accounts/stories</li> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details –artefacts, pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time -check with reference book</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Discuss reliability of photos/ accounts/stories</li> <li>• Use a range of sources to find out about a period</li> </ul>			<ul style="list-style-type: none"> <li>• Describe memories of key events in lives</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> <li>• Use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>• Describe memories of key events in lives</li> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Compare 2 versions of a past event</li> <li>• Use a range of sources to find out about a period</li> <li>• Use a source –observe or handle sources to answer questions about the past on the basis of simple observations</li> </ul>

Communication	Knowledge			
<p>Communicate their knowledge through: Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p><b>How was Bideford born?</b> <b>Local history study – Bideford</b></p> <ul style="list-style-type: none"> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> <li>• Know how the local area is different to the way it used to be a long time ago</li> <li>• Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> </ul>	<p><b>How far can we fly?</b> <b>The history of aviation</b></p> <ul style="list-style-type: none"> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> <li>• Know about a famous person from outside the UK and explain why they are famous</li> </ul>	<p><b>Equality – are we there yet?</b> <b>Exploring aspects of equality civil rights / children’s rights / women’s rights</b></p> <ul style="list-style-type: none"> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> <li>• Know about a famous person from outside the UK and explain why they are famous</li> <li>• Know that children’s lives today are different to those of children a long time ago</li> </ul>	<p><b>Evacuation – right or wrong?</b> <b>WW2 focus</b></p> <ul style="list-style-type: none"> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> <li>• Know what we use today instead of a number of older given artefacts</li> <li>• Know that children’s lives today are different to those of children a long time ago</li> </ul>



# History Curriculum Map Year 3

Chronological understanding	
Range and depth of historical knowledge	
Interpretations of history	
Historical enquiry	
Organisation and communication	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> Stone Age to Iron Age?	<b>WIDER CURRICULUM PROJECT</b> Who put that there?	<b>WIDER CURRICULUM PROJECT</b> Who shifted my plates?	<b>WIDER CURRICULUM PROJECT</b> Solid as the Rock?	<b>WIDER CURRICULUM PROJECT</b> Was Ancient Greek a Myth?	<b>WIDER CURRICULUM PROJECT</b> Greece – Hot or Not?
<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study of a unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Find out about every day lives of people in time studied</li> <li>Identify reasons for and results of people's actions</li> <li>Look at representations of the period –museum, cartoons etc</li> <li>Use a range of sources to find out about a period</li> <li>Select and record information relevant to the study</li> </ul>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied</li> <li>Use a range of sources to find out about a period</li> </ul>		<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions</li> <li>Use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Understand why people may have wanted to do something</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources –compare different versions of the same story</li> <li>Use a range of sources to find out about a period</li> <li>Begin to use the library and internet for research</li> </ul>	

Communication	Knowledge		
Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<b>Stone Age to Iron Age</b> <ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>Know what is meant by 'hunter-gatherers'</li> </ul>	Solid as a rock?	<b>Was ancient Greece a myth?</b> <ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans</li> <li>Know about the influence the gods had on Ancient Greece</li> <li>Know at least five sports from the Ancient Greek Olympics</li> </ul>

# History Curriculum Map Year 4



Chronological understanding	
Range and depth of historical knowledge	
Interpretations of history	
Historical enquiry	
Organisation and communication	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> What did the Romans do for us?		<b>WIDER CURRICULUM PROJECT</b> Where's my Mummy?		<b>WIDER CURRICULUM PROJECT</b> River Deep, Mountain high.	
<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Use evidence to reconstruct life in time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Use text books and historical knowledge</li> <li>Look at the evidence available</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> </ul>		<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Understand more complex terms eg BC/AD</li> <li>Identify key features and events of time studied</li> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Use the library and internet for research</li> </ul>			

Communication	Knowledge		
<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> <li>Select and organise information to produce structured work,</li> </ul>	<b>What have the Romans done for us?</b> <ul style="list-style-type: none"> <li>Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>Know how the Roman occupation of Britain helped to advance British society</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor</li> </ul>	<b>Where's my mummy?</b> <ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>Know about the key features of Ancient Egypt</li> </ul>	

# History Curriculum Map Year 5



Chronological understanding	
Range and depth of historical knowledge	
Interpretations of history	
Historical enquiry	
Organisation and communication	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discov	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> Can we save the Rainforest?	<b>WIDER CURRICULUM PROJECT</b> What is the Mayan Legacy?	<b>WIDER CURRICULUM PROJECT</b> How did invaders change Britain? <b>WIDER CURRICULUM PROJECT</b>		<b>WIDER CURRICULUM PROJECT</b> Were the Tudors Significant to Bideford?	<b>WIDER CURRICULUM PROJECT</b> Did we Really Land on the Moon?
	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> <li>Offer some reasons for different versions of events</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Make comparisons between different times in the past</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare an aspect of life with the same aspect in another period</li> <li>Compare accounts of events from different sources –fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Use the library and internet for research with increasing confidence</li> </ul>		<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Study different aspects of different people -differences between men and women</li> <li>Compare life in early and late 'times' studied</li> <li>Compare accounts of events from different sources –fact or fiction</li> <li>Begin to identify primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Examine causes and results of great events and the impact on people</li> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> </ul>

Communication	Knowledge
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<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> <li>Select and organise information to produce structured work,</li> </ul>	<b>What is the Mayan legacy?</b>  <b>Ancient Mayan Civilizations</b> <ul style="list-style-type: none"> <li>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	<b>How did invaders change Britain?</b> <ul style="list-style-type: none"> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Use a time line to show when the Anglo-Saxons were in England</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>	<b>Was Bideford significant to the Tudors?</b>  <b>Tudor history linking to what Bideford was like in Tudor times</b> <ul style="list-style-type: none"> <li>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>	<b>Did we really land on the moon?</b>  <b>History of space flight - debate element</b> <ul style="list-style-type: none"> <li>Space race – linked to history around that time (Cold War)</li> <li>Development of technology and man's ability to travel space</li> <li>What does the future hold?</li> </ul>
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# History Curriculum Map Year 6

Chronological understanding	
Range and depth of historical knowledge	
Interpretations of history	
Historical enquiry	
Organisation and communication	

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT What's in your wardrobe and why?	WIDER CURRICULUM PROJECT Safari, Starvation, Savannah – is that all there is to Africa?	WIDER CURRICULUM PROJECT Why do people fight?		WIDER CURRICULUM PROJECT Express Yourself – should we fight for what believe in?	
<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Know key dates, characters and events of time studied</li> <li>Confidently use the library and internet for research</li> <li>Use a range of sources to find out about an aspect of time past</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that different evidence will lead to different conclusions</li> <li>Use a range of sources to find out about an aspect of time past</li> </ul>	<ul style="list-style-type: none"> <li>Sequence up to 10 events on a time line</li> <li>Use relevant dates and terms</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Know key dates, characters and events of time studied</li> <li>Link sources and work out how conclusions were arrived at</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> </ul>		<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>	

Communication	Knowledge		
<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> <li>Select and organise information to produce structured work,</li> </ul>	<p><b>What is in your wardrobe and why?</b></p> <p><b>Key styles in music and fashion from 1066 and what they teach us about history. Evolution and legacy of fashion and music. History and geography must both be included in this project.</b></p> <ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> </ul>	<p><b>Why do people fight?</b></p> <ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> </ul>	<p><b>Express Yourself - Should we fight for what we believe in?</b></p> <p>History and geography to look at key figures who have fought for what they believed in across the world and over time.</p> <ul style="list-style-type: none"> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> </ul>

# Book List

	Autumn		Spring		Summer	
	Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Year 1	Town, city and village Where would you like to live? <b>Last stop on Market Street- Matt de la Pena BAME</b> Town and Country- Craig Shuttlewood How does my home work? Chris Butterwork	Which West Croft is Best Croft?	Hot and cold - <b>Lost and Found – Oliver Jeffers</b> Handa's Surprise- Eileen Browne BAME	Can we reap what we sow?	Francis Drake – hero or pirate?	Weather - friend or foe?  <b>Hurricane</b> <b>Splish Splash Splosh- Mick Manning</b>
Year 2	How was Bideford born?  <b>Tarka the Otter</b>  Henry's Freedom Box- Ellen Levine- BAME	How far can we fly?  <b>Look Up-</b> Nathan Byrson BAME	Oceans – how much do we really know about the Blue Planet?  <b>The proudest blue- BAME</b> <b>At the Beach- Roland Harvey</b> <b>Storm Whale- Benji Davis</b>	What a wonderful world?  <b>Lila and the secret of Rain- David Conway BAME</b> <b>Sleep well Silba and Saba- - Nansubuga Isdahl BAME</b>	Equality – are we there yet?  <b>Nelson Mandela- A long walk to Freedom- Nelson Mandela</b> <b>Who Was Rosa Parks? Ladybird</b>	Evacuation – right or wrong?  <b>The Lion and the Unicorn- Shirley Hughes</b> <b>My Secret War Diary- Marcia Williams</b>
Year 3	Would you rather live in the Stone Age or the Iron Age?  <b>Stone age boy- Statoshi Kitumura</b> <b>How to wash a woolly mammoth- Michelle Robonson</b> <b>The secrets of Stonehenge- Nick Manning</b> <b>UG- Rymond Briggs</b>	Who put that there?	Who shifted my plates?  <b>Survivors- David Long</b> <b>Escape from Pompeii- Christina Balit</b>	Solid as the rock? <b>A rock is lively – Diana Hutts Aston</b>	Was ancient Greece a myth?	Greece – hot or not?
Year 4	What have the Romans done for us?  <b>So You Think You've Got It Bad: A Kid's Life in Ancient Rome- Chae Strathie</b>  <b>Empire's End- A Roman story- Leila Rasheed- BAME</b>		Where's my mummy?  <b>The Epytian Cinderella- Shirley Climo</b> <b>Ancient Egypt: Tales of Gods and Pharaohs-Marcia Willaims</b> <b>The legend of Tutankhamu- Sally Jane Morgan</b> <b>Marcey and the riddle of the Sphinx- Joe Todd Stanton</b>		Mountains to the coast <b>Flotsam- David Weiszner</b> <b>The Abominables- Eva Ibbostan</b> <b>A River- Marc Martin</b> <b>River story – Meredith Hopper</b> <b>Water Dance0- Thomas Locker</b> <b>Why water is worth it- Lori Harrison</b>	Should these areas be used for tourism? <b>The secret of black rock- - Joe Todd- Stanton</b>  <b>Window- Jennie Baker</b>
Year 5	Can we save the rainforest?  <b>The Shaman's Apprentice- Lynne Chery - BAME</b> <b>The Vanishing Rainforest- Richard Platt</b> <b>The Great Kapok Tree- Lynn Cherry Pongo- Jesse Hodgson</b>	What is the Mayan legacy?  <b>Rain Player- David Wisniewski</b> <b>The chocolate tree: Mayan Folktale – Linda Lowery</b> <b>Avoid being a Mayan soothsayer- Rupert MAtthreus</b>	How did invaders change Britain?  <b>Beowulf- Rob Llyod Jones</b>  <b>Life in Anglo- Saxon Britain – Anita Ganeri</b>  <b>King Arthur and the Knights of the Round Table- MArCIA Williams</b>		Was Bideford significant to the Tudors?  <b>Diver's daughter PArtrice Lawrence- BAME</b>  <b>My Friend Waleter- Michael Morpurgo</b>  <b>You wouldn't want to be married to Henry VIII- Fiona McDonald</b>	Did we really land on the moon?  <b>Curiosity: The Story of a Mars Rover— Markus Motem</b>  <b>Hidden Figures: The True Story of Four Black Women and the Space Race- Simon Bartram- BAME</b>  <b>Counting on Katherine- Helaine Becker</b>
Year 6	Evolution of Fashion and Music		Amazing Africa – Savannah, Safari and Starvation; is that all there is to Africa?  <b>Journey to Jo'Berg_ Beverly Naidoo- BAME</b>  <b>The Hunter- Paul Geaghty</b>  <b>One day on our blue planet: The Savvnah—Ella Bailey</b>  <b>African Tales: A barefoot collection- Gcina Mhlophe</b>		Battles from 1066 Why do people fight?  <b>Letters from the lighthouse- Emma Carroll</b>  <b>Tail- End Charlie- Nick Manning</b>	Express Yourself -



# Implementation

History is taught explicitly at West Croft and each unit consists of six 1 hour sessions a week.

Children will study 18 units from year 1 to year 2.

- **Skills based** units (next slide)
- Most topics are taught in Key Stage One and studied again in further detail throughout Key Stage Two.
- The model allows children to **build upon their prior knowledge** and increases their enthusiasm for the topics whilst embedding procedural knowledge into the long-term memory.
- All learning will start **by revisiting prior knowledge**. This will be scaffolded to support children to recall previous learning and make connections.
- Learning will be supported through the use of **knowledge organisers** that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. A variety of ways to record findings and new learning.
- Concepts and times lines taught are reinforced by focusing on the key features of **historical enquiry** and **chronological understanding**, so that pupils learn to use a variety of approaches to answer relevant historical enquiry and gain a strong understanding of events in order in history.
- **Specialist vocabulary** for topics is taught and built up, and effective questioning to communicate ideas is encouraged.
- Historical vocabulary is evident in books and displayed in the classroom.
- Every lesson starts with a **question** to be explored and deepened.
- **Mini hooks/thematic approaches** are used to **create memorable learning opportunities to further develop their understanding**.
- **History isn't just confined to the classroom!** We explore our school grounds, including our wooded area and ensure that we utilise our wonderful location by exploring a variety of aspects of history within the context of our local area.

# Planning for progress from fundamental foundations to greater depth

To secure greater depth, it is important that teachers change the nature of tasks and questions as pupils move through the three cognitive domains. Below is a table that shows how the nature of tasks and questions should change in each domain:

Cognitive Domain	Types of thinking	Nature of question	Types of tasks and questions
<b>Basic</b>	Low level cognitive demand. Involves following instructions.	Building knowledge of fundamental foundations	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, observe, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.
<b>Advancing</b>	Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.	Applying fundamental foundations	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, estimate, compare, experiment, demonstrate, practise, show, arrange, point out, graph, separate.
<b>Deep</b>	Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.	Inventively applying fundamental foundations	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, judge, recommend, justify, generalise, propose, discover, arrange, rate, evaluate, revise, conclude, formulate, construct, develop, connect, prioritise.