



History

Why is History important?

History is important because it helps pupils to understand and interpret the past, and therefore, the present.

Through history, pupils develop a deeper cross-cultural awareness and understanding of their own and others' heritage, through looking at evidence and asking and answering questions.

In history, we can analyse successes and failures, which, in turn, teaches us to learn from our mistakes.

When is History taught?

History is taught through thematic units. The Satellite View maps out which thematic units feature this subject and clearly shows the objectives taught.

History

Subject Overview

	Autumn			Spring			Summer		
Learning Pathway	Culture	Conflict	Others	NC Essentials	Communication	Competency	Competency	Conservation	
Pathfinders 1 (Year 1)	Zero to Hero Famous People	Unity in the Community Significant local historical figure/ event	Children's Mental Health Week	Never Eat Shredded Wheat	Children's Mental Health Week	The Four Seasons Project Happily, Ever After	Jurassic Hunter The Story of Mary Anning	Royal Patrons The Story of Queen Victoria and Elizabeth II	Light Up the World
Learning Pathway	Culture	Conflict	Others	NC Essentials	Communication	Competency	Competency	Conservation	
Pathfinders 2 (Year 2)	Come Fly with me The Inuits	Land Alike	Children's Mental Health Week	Paddington's Passport	Children's Mental Health Week	The Four Seasons Project Inter-Nation Media Station History of Broadcasting	The Visionary The Story of Ada Lovelace	Record Breaker The Story of Sir Ranulph Fiennes	Going Wild
Learning Pathway	Culture	Conflict	Others	Competency	Communication	NC Essentials	NC Essentials	Conservation	
Adventurers 1 (Year 3)	Come Fly with me The Benin	Athens V Sparta Ancient Greece	Children's Mental Health Week	Lindow Man The Story of the Prehistoric Man	Children's Mental Health Week	Seasons Around the World Project 'That's all Folks' History of Animation	Out and About	Rocky the Dinosaur The Story of Sir Ranulph Fiennes	Picture our Planet
Learning Pathway	Culture	Conflict	Others	Competency	Communication	NC Essentials	NC Essentials	Conservation	
Adventurers 2 (Year 4)	A World of Difference History of Religions/ The story of slavery	Law and Order History of Democracy	Children's Mental Health Week	Viking Warrior The Story of Ragnar Lothbrok	Children's Mental Health Week	Seasons Around the World Project Lightning Speed The World Wide Web	Window on the World	May the Force be with You The story of the Heroes of the Titanic	Under the Canopy The Mayans
Learning Pathway	Culture	Conflict	Others	NC Essentials	Communication	NC Essential	Competency	Conservation	
Navigators 1 (Year 5)	Come Fly with me Discovery of America/ Native Americans	You're not Invited The Roman Empire	Children's Mental Health Week	Go with the Flow	Children's Mental Health Week	Pharaohs Queen Hatshepsut	Mission Control Been around the world	The Rescuers The story of the Heroes of the Titanic	Global Warming
Learning Pathway	Culture	Conflict	Others	Competency	Communication	NC Essential	NC Essentials	Conservation	
Navigators 2 (Year 6)	'I have a dream...' Apartheid/ Anti Semitism	Wars of the World World Wars Civil Wars	Children's Mental Health Week	True Crime The Pendle Witches	Children's Mental Health Week	Fighting Footballer The Story of Walter Tull	A World of Bright Ideas Inventions from the Past	In your Element History/ Geography	Full of Beans

How is History taught?

History is taught through a combination of subject knowledge, historical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

How Does Our Learning Grow?



What do we learn about in History?

We learn about the following:-

Old Things
Wars (World Wars, Civil Wars)
The Ancient Greeks
The Inuits
Roman Empire and Invasions
The Vikings
The Mayans
The Benin
Famous historical figures
Broadcasting
Religions
Democracy
Extinction
Animation
Technology e.g. the Internet and World Wide Web
The Moon Landing
The sinking of the Titanic
Significant local history figure / event
Apartheid / Anti-Semitism
Discovery of America / Native Americans
Legacy

Who do we learn about in History?

We learn about the following individuals:

Thomas Edison
Pocahontas
Josephine Baker
Thomas Barnardo
Sir Ranulph Fiennes
Queen Elizabeth II
Queen Victoria
Ada Lovelace
Mary Anning
Flora Drummond
Elizabeth Blackwell
Ignatius Sancho
Walt Disney
Mother Teresa
Neil Armstrong
Roman Emperors and rulers
Ragnar Lothbrok
Harold Godwinson
Martin Luther-King
Nelson Mandela
Rosa Parks
Various World Leaders
Tim Berners-Lee
John Logie Baird
Steve Jobs
Carl Linnaeus
Winston Churchill

How Does Our Learning Grow?

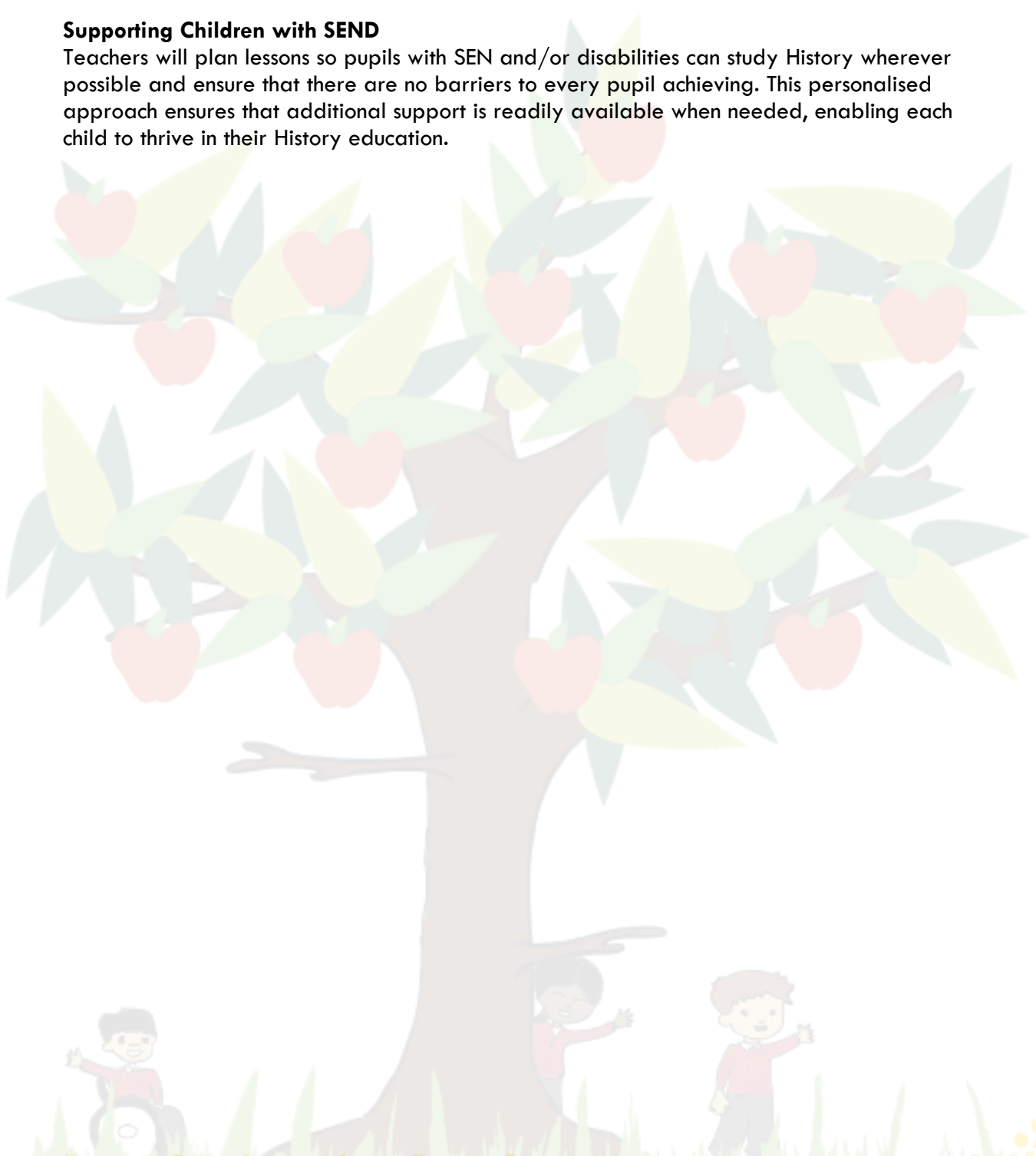


How do we assess and monitor History?

Teachers assess the children's prior knowledge on a subject before the teaching begins through a mind map. At the end of the thematic unit, the children add their learnt knowledge to this mind map using purple pen to show progression and understanding. Children are then assessed against the strands of the individual curriculum using a mixture of teacher judgment and class work as evidence.

Supporting Children with SEND

Teachers will plan lessons so pupils with SEN and/or disabilities can study History wherever possible and ensure that there are no barriers to every pupil achieving. This personalised approach ensures that additional support is readily available when needed, enabling each child to thrive in their History education.



How Does Our Learning Grow?



History Knowledge Building

Make connections between periods of history

Establish clear narratives within periods of history

Fit people and events into a chronological framework

Order and sequence familiar events

Chronology



Explain change and continuity across and within periods of history

Make links between events and changes across and within periods of history

Identify examples of growth and change over time

State examples of change

Continuity and Change

Analyse and explain the results of historical events, situations and changes

Identify the results of events, situations and changes

Recognise why actions and events happened

Know what causes everyday things to happen

Cause and Consequence

History Knowledge Building

Interpret historical language in the context of concepts and questions linked to periods of history

Understand and use a range of historical terminology, some linked to concepts

Understand and use language related to the measurement of time

Understand and use language related to the passing of time

Historical Vocabulary

Explain how and why different historical viewpoints and interpretations have been constructed

Understand that different versions of the past may exist, giving reasons for this

Identify different ways in which the past is represented

Identify how things can be done differently

Perspectives and Interpretations



Analyse the diverse experiences, beliefs and attitudes of people in past societies

Compare and contrast a range of diverse societies

Know about similarities and differences between societies, including beliefs

Know about similarities and differences between themselves and others

Similarities and Differences



National Curriculum Coverage History Key Stage 1

*Italics identify implicitly taught NC objectives

History National Curriculum Objectives KS1	Where are they taught?
Pupils should be taught about...	
changes within living memory	Unity in the Community Royal Patrons Medicine Woman Record Breaker <i>Zero to Hero</i>
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]	<i>Zero to Hero</i> Medicine Woman Jurassic Hunter Inter-Nation Media Station The Visionary Royal Patrons Record Breaker
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]	<i>Zero to Hero</i> Children's Champion Powhatan People Medicine Woman Jurassic Hunter Record Breaker Inter-Nation Media Station The Wordsmith The Visionary Royal Patrons The General Dancing Spy
significant historical events, people and places in their own locality	Unity in the Community

How Does Our Learning Grow?



National Curriculum Coverage History Key Stage 2

History National Curriculum Objectives KS2	Where are they taught (LKS2)?	Where are they taught (UKS2)?
Pupils should be taught about...		
changes in Britain from the Stone Age to the Iron Age	Lindow Man	
the Roman Empire and its impact on Britain		You're Not Invited
Britain's settlement by Anglo-Saxons and Scots	Saxon King	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking Warrior Saxon King	
a local history study		Time Team
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Cry Freedom Law and Order	Wars of the World A World of Bright Ideas British Bulldog Fighting Footballer The Rescuers True Crime – Pendle Witches
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		Pharaoh Queen (Ancient Egypt)
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Athens v Sparta	
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilizations, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	Under the Canopy (Mayan Civilization) Come Fly with Me! Africa (Benin) Cry Freedom	"I Have a Dream..." Come Fly With Me! America

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