



History

Intent:

At Blackford CofE Primary School, we are **HISTORIANS!** We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis,

Implementation:

At Blackford CofE Primary School, History is taught in every year group, for a half term each term, once a week for an hour.

- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.
- In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines.
- In KS1, History will look at significant events and people who have shaped society, locally, nationally and globally.
- In KS2, each year group studies aspects of local history, a British history topic and an ancient history topic.
- In KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.



- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of resources and planning.
- Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.
- We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Teachers use highly effective Assessment for Learning at different points in each lesson to ensure misconceptions are highlighted and addressed.
- Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.
- Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the History curriculum.
- Children are given clear success criteria in order to achieve the Learning Intention with different elements of independence.
- Pupils are regularly given the opportunity for Self or Peer Assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.
- Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing.
- Educational, immersive displays that answer key questions help to create a rich learning environment for each History focus.

Impact:

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Blackford CofE Primary School reaching at least age-related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.



EYFS

The Early Years Foundation Stage Curriculum supports children’s understanding of History through the planning and teaching of ‘Understanding the World’. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, ‘What do you think?’, ‘Tell me more about?’, ‘What will happen if..?’, ‘What else could we try?’, ‘What could it be used for?’ and ‘How might it work?’ Use of language relating to time is used in daily routines and conversations with children for example, ‘yesterday’, ‘old’, ‘past’, ‘now’ and ‘then’.

Year EYFS	Year A (2022-23)	
	Legacy and Invention	Legacy and invention
	Growing Up (Toys) Enquiry question: Which toys are old and which toys are new?	Transport Enquiry Question: How has transport changed?
Teaching	<ul style="list-style-type: none"> • Look at old toys. Describe them. • Look at new toys. Describe them. • Group old and new toys (similarities and differences) • Add toys onto a timeline (Past and present) 	<ul style="list-style-type: none"> • How do we get to school? • What types of transport have I used? • How did people get to school in the past? • Discuss images of transport and sort into past and present.
Knowledge	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • ‘Past and Present’ strand has been introduced with less emphasis on their personal history. • Focus on similarities and differences through looking at historical events and stories. 	<ul style="list-style-type: none"> • Past and Present’ strand has been introduced with less emphasis on their personal history • Focus on similarities and differences through looking at historical events and stories.
Year B (2023-24)		

	Inventions/Culture and society	Legacy and invention	
	Growing Up (Childhood now and then) Enquiry question: How have I changed since I was a baby?	Local People (Beatrix Potter) Why is Beatrix Potter famous?	
	<ul style="list-style-type: none"> • What was I like when I was a baby? • Order life events on a timeline (now and then/past and present) • Discuss a special event from their lives in the past (birthday/Christmas/holiday) • What am I like now? 	<ul style="list-style-type: none"> • Find out who Beatrix Potter is. • Add her life events to a timeline. • Read some of her books. What are her stories about? • How can we say that she lived in the past? Use picture sources 	
	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • ‘Past and Present’ strand has been introduced with less emphasis on their personal history. • Focus on similarities and differences through looking at historical events and stories. 	<ul style="list-style-type: none"> • Past and Present’ strand has been introduced with less emphasis on their personal history • Focus on similarities and differences through looking at historical events and stories. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	
Year 1/2	Year A (2022-23)		
	Warfare and Conflict		Legacy and Invention
	Gunpowder Plot Enquiry Question: Why was religion an important part of the Gunpowder Plot?	Toys Enquiry question: Old or new toys. Which do you prefer?	Transport Enquiry question: How has transport changed?
Teaching	<ul style="list-style-type: none"> • When was the Gunpowder plot? Chronology • Who was Guy Faulks? • Why did the plotters want rid of the King? • What did religion have to do with the gunpowder plot? 	<ul style="list-style-type: none"> • Old toys; similarities and differences • New toys; Similarities and differences • What was my parents/grandparents’ favourite toy? • What is my favourite toy? 	<ul style="list-style-type: none"> • Transport timeline • Bicycles • The steam train. Who invented it? Why was it important? • Cars. Chronology of car development • Planes. Where can we go in the world?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects in order of age or time. • Use a timeline to place important events. • Use common words and phrases to describe the passing of time <p>Recount interesting facts about a historical event (e.g. how the Great Fire of London started)</p>	<ul style="list-style-type: none"> • Identify objects from the past • Begin to identify differences between items from the past and similar items now • Give examples of how their childhood differs from the childhood of their grandparents • Recount interesting facts about a historical event (e.g. how the Great Fire of London started) • Compare and contrast their locality now and in the past. 	<ul style="list-style-type: none"> • Ask and answer questions using a wider range of sources including people, photographs, non-fiction books and the internet. • Identify the different ways in which the past is represented and how we learn about the past.
Year B (2023-24)			
Conflict and Warfare		Legacy/Culture and Society	Legacy/Culture and society
<p>Great Fire of London Enquiry Question: What was the experiences of Rich and Poor during the Great Fire of London?</p>		<p>Local People (Beatrix Potter) Enquire Question: How has Beatrix Potter and her work had a lasting impact on our local area?</p>	<p>Significant people Mary Anning and David Attenborough Enquiry Question: What similarities and differences are there between Mary Anning and David Attenborough?</p>
<ul style="list-style-type: none"> • Place the great Fire of London on a timeline • The spread of the fire • Samuel Pepys • What happened to the poor during the Great fire of London? 		<ul style="list-style-type: none"> • Beatrix Potter Early life • Her first story. • What inspired her? • How do we remember Beatrix Potter today? 	<ul style="list-style-type: none"> • Who is Mary Anning? • Mary Anning’s discoveries • Mary Anning’s legacy • Who is David Attenborough? • Why is he important?
<ul style="list-style-type: none"> • Understand and accurately use the words past, present, then, now, before and after when telling others about an event. • Recount changes in their own life over time. • Understand how to sequence people, events and objects in order of when they happened and give reasons for the order. • Use a timeline to place important events. • Recognise that we celebrate certain events (e.g. bonfire night) because of what happened many years ago. 		<ul style="list-style-type: none"> • Appreciate that some famous people have made our lives better today • Learn about the life of someone famous in Britain. • Explain why Britain has a special history by naming some famous events and people 	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Ask and answer questions using an artefact or photograph provided. • Give a plausible explanation about what an object was used for in the past. • Find out more about a famous person from the past and carry out research on them.



Year 3/4	Year A (2022-23)		
	Legacy & Invention	Legacy/Conflict and Warfare	Legacy and Invention/Society and Culture
	Stone Age to Iron Age Enquiry question: What was life really like in prehistoric Britain?	Roman Empire and its Impact on Britain Enquiry Question: How did the Romans succeed in invading Britain?	Ancient Egypt Enquiry Question: What does a journey through Ancient Egypt tell us about their Culture and beliefs
Teaching	<ul style="list-style-type: none"> Place pre-historic ages on a timeline Stone age settlements. What were they like? How did settlements change between the stone age and iron age? Skara Brae- Why is this settlement important? How did the Iron Age era end and what legacy did it leave? 	<ul style="list-style-type: none"> Roman Invasion/significant events on a timeline Being a Roman soldier Romans and Celts; did they live together in peace? Boudicca rebellion Roman forts and Hadrian's Wall 	<ul style="list-style-type: none"> The Ancient Egyptian era Importance of the River Nile Egyptian Gods Slaves and Pharaohs Death rites and rituals
Knowledge	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini) Use a timeline to place historical events in chronological order Understand how life was different during the past, including: travel, food, weapons and communication Start to understand how and why early settlements developed in Britain Ask questions and find answers about the past using different sources. Recognise the part that archaeologists had/have in helping us understand the past. Discuss similarities and differences between different periods of history. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini) Plot historical periods on a timeline using centuries Recognise that Britain has been invaded in the past and that this has influenced life in Britain Research two versions of an event and see how they differ (Boudicca) Describe the main changes in a period in history Gather evidence about the past through visits to sites of historical interest. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini) Plot historical periods on a timeline using centuries Suggest why certain people acted as they did in history Use evidence to show how the lives of rich and poor differed Hypothesise what life would have been like for different people in the past.



Year B (2023-24)			
	Legacy/Conflict and Warfare	Legacy/Conflict and Warfare	Legacy/Culture and Society
	Anglo-Saxons and Scot's Enquire Question: What was life like in an Anglo-Saxon Village?	Carlisle Castle (Local History Study) Enquiry Question: Why was Carlisle Castle a significant place for the Scot's and English?	Aspect of British Life Since 1066 (Victorians) How was life different for rich and poor Victorians?
	<ul style="list-style-type: none"> • The Anglo-Saxon era on a timeline • Anglo-Saxon homes/ village life (Place names in Cumbria) • Anglo-Saxon beliefs/Religion • Tribal conflicts 	<ul style="list-style-type: none"> • Chronology of the Castle • Structure and features of the castle • Who were the Border Reivers? • The rescue of Kinmont Willie 	<ul style="list-style-type: none"> • Significant events of the Victorian Era • Life of a rich Victorian Child • Life of a poor Victorian Child • Schools; Ragged Schools
	<ul style="list-style-type: none"> • Plot historical periods on a timeline using centuries • Understand that a timeline can be divided into BC (Before Christ) BCE (Before the Common Era) and AD (Anno Domini) and refer to this when placing events • Recognise that Britain has been invaded in the past and that this has influenced life in Britain • Describe how some of the things I have studied from the past affect/influence the present • Hypothesise what life would have been like for different people in the past. <ul style="list-style-type: none"> • Give more than one reason to support an historical argument. 	<ul style="list-style-type: none"> • Gather evidence about the past through visits to sites of historical interest. • Understand how life was different during the past, including: travel, food, weapons and communication • Use evidence to describe buildings and their uses for people in the past • Understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini) 	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini) • Order significant events and dates on a timeline • Describe the main changes in a period in history • Use evidence to show how the lives of rich and poor differed • Describe how some of the things I have studied from the past affect/influence the present
Year A (2022-23)			
Year 5/6	Legacy and Invention	Legacy/ Society and Culture	Conflict and Warfare
	Maya Enquiry Question: Why were the Maya such a significant civilisation?	Ancient Greeks Enquire Question: How has culture and politics from Ancient Greece impacted our lives today?	Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the Confessor In what way did Britian Change under Anglo-Saxon Rule?
Teachin 8	<ul style="list-style-type: none"> • Significant events in the Maya era • Compare the Maya to the Romans • What does Maya art tell us about the beliefs of the Maya? 	<ul style="list-style-type: none"> • The 3 Greek Eras (Archaic, Classical and Hellenistic) • Greek Democracy • The Olympic games • Greek Art; why is it important? 	<ul style="list-style-type: none"> • Where did the Anglo-Saxon come from? • Ruling 7 kingdoms • Lindisfarne • Danelaw

	<ul style="list-style-type: none"> • Maya Maths 	<ul style="list-style-type: none"> • Impact of Greek Architecture 	<ul style="list-style-type: none"> • A United Kingdom? Further conflict
Knowledge	<ul style="list-style-type: none"> • Refer to dates and use historical chronological language in their work • Order significant events, movements and dates on a timeline • Make links between features of past societies e.g. weaponry, homes • Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. • Recognise and describe change and continuity across periods of history 	<ul style="list-style-type: none"> • Identify and compare changes within and across different periods • Place features of historical events and people from past societies and periods in a chronological framework • Recognise and describe change and continuity across periods of history • Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. • Describe similarities and differences between different people, events, time periods and artefacts 	<ul style="list-style-type: none"> • Refer to dates and use historical chronological language in their work • Recognise that Britain has been invaded by several different groups over time • To understand how major events in British History have contributed to formation of the United Kingdom • Appreciate how historical artefacts have helped us understand about British lives in the past • Use a range of evidence from different sources to describe a key event from Britain's past.
Year B			
	Legacy and Invention	Legacy/Conflict and Warfare (2023-24)	
	Roman Empire and it's impact on Britain Enquiry Question: What is the legacy left by the Romanisation of Britian?	5 Monarchs (Link to Carlisle Castle (Local History Study)) Enquiry Question: What is the legacy of the monarchs of the past and why does their legacy make them significant?	Aspect of Life Since 1066 (WWII) What can we learn about WWII from the stories of those who lived through it?
Lessons	<ul style="list-style-type: none"> • Romans in Britian Chronology • The significance of Language (introduction of Latin) • Changing the landscape (town and road development) • Aqueducts and plumbing 	<ul style="list-style-type: none"> • Who was William I? How is he remembered? • Henry VII. Changing Christianity • Elizabeth I and Mary Queen of Scots (Link to local history) • How is Charles II remembered? What legacy did he leave? • Queen Victoria and the Victorians 	<ul style="list-style-type: none"> • Europe after WW1 • Why did WWII start? • The home front (Women during the War) • Evacuation • Propaganda. How was it used?
	<ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Place a specific event on a timeline by decade • Give reasons why there may be different accounts of history. • Recognise and describe change and continuity across periods of history 	<ul style="list-style-type: none"> • Describe the main changes in a period in history • Order significant events, moments and dates on a timeline • Describe similarities and differences between different people, events, time periods and artefacts • To understand how major events in British History have contributed to formation of the United Kingdom 	<ul style="list-style-type: none"> • Place features of historical events and people from past societies and periods in a chronological framework • To give specific examples of how major events in British and World History have impacted aspects of British society today e.g. role of women • Recognise and describe change and continuity across periods of history



	<ul style="list-style-type: none">• Chronologically summarise the main events from a specific historical period	<ul style="list-style-type: none">• Form an interpretation of historical events or figures using a range of sources.• Consider bias when researching an historical event or figure.	<ul style="list-style-type: none">• Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history.•
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