



# History at Oxenhope C of E Primary School

## School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

*May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.*

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

## Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



## Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



## Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



# History at Oxenhope

## **Intent:**

History at Oxenhope Primary is key to helping children build a clear, impartial and well-rounded chronological understanding of Britain's past and the wider world. We encourage children to discover through independent investigation, considered questioning and discussion. We inspire learners to become life-long historians who are curious about the world in which they live and the events that have led to how humanity currently exists. We encourage pupils to use the rich and varied landscape that surrounds our school to ensure they are eager to know more about our local past and heritage.

## **Implementation:**

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported using knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and as a part of daily review.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught.

Curriculum quizzes are used to review learning and check that children know more and remember more.

History assessment is ongoing throughout the themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

## **Impact**

Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and can recall their learning over time.

Pupil's work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

## History Long Term Plan

<b>Year/Term</b>	<b>Topic</b>	<b>NC Content</b>	<b>Key Learning</b>	<b>Skills – Checkpoint / Reception</b>	<b>Enrichment</b>
Reception Term 1a	To <b>observe</b> and <b>talk</b> about <b>change</b> over time.	Understand that people born before them are older.  Recognise simple similarities and differences.	Interactive <b>birthday</b> display demonstrating that some people are already 5 and some still 4.	<b>UW – Past and Present</b> Draw on own experiences and relate to stories in class or topic work (e.g I live in Oxenhope, I've decorated my bedroom etc).	

	To understand and talk about events in their own lifetime.	Retell memories with support. Know that we grow from a baby to a child to an adult. Name members of their family.	Sequence the photos in chronological order of Mrs P. Discuss the changes. Mrs P will share her memories of when she was younger. Adult will work with small groups to share their memories. Link with homes – Homes from the past.	Places pictures in chronological order (up to 3) – baby, teenager, grandparent. Recognise differences between then and now (types of furniture, types of activities, clothing etc – in relation to them being babies.).	
Reception Term 1b	To understand why we celebrate different events from the past.	Show some understanding of similarities and differences. Know that Guy Fawkes and the gunpowder plot are why we celebrate bonfire night. Know that Christmas Day is the day that Jesus was born. Comment on pictures of Remembrance Services. Understand the role of different occupations. Know that local buildings are old e.g. Church.	Learn about Guy Fawkes and the events that led up to the Gunpowder plot. Learn about Diwali. Remembrance Day. Mrs P will show old photos of her grandfathers who aren't here anymore. How was Mrs P's grandfather's fire engine different to the fire engines of today? The Nativity story introduction. Learn that the story took place a long time ago before any of us were born. Introduce the term – Tradition. Share the historical tradition of the Christmas tree.	<b>UW Past and Present</b> Draw on own experiences and relates it to stories in class or topic work (e.g It's my birthday on Friday and we're having a party) <b>UW People, Culture and Communities</b> Describe similarities and differences between themselves and others, and among families, communities, cultures and traditions. Recognise that people have different beliefs and celebrate special times in different ways. Explain and enjoy joining in with family customs and routines. Describe similarities and differences between themselves and others, and among families, communities, cultures and traditions.	
Reception Term 2a	To learn how to sequence events in the past.	Begin to organise events using basic chronology with support. Know that information can be retrieved from books, the internet, and people.	Retell memories of how we celebrated Christmas. Which relatives did we see? How are grandparents different to you?	<b>UW – People, Culture and Communities</b> Name, understand and explain that some places are special to members of their community.	

		<p>Show an interest in characters and events in books showing lives in the past.</p> <p>Retells memories of events confidently.</p> <p>Know that houses and transport have changed over time.</p> <p>Know some simple things about life in the past e.g., how people travelled around.</p>	<p>Organise the journey of Eddie the Penguin in <b>chronological order</b>. Use a simple <b>timeline</b> to show where he went first/ next/ last</p> <p>To look at a map of the arctic circles from 100 years ago and look on google earth now.</p> <p>Link with RE - The <b>tradition</b> of the Rakhi bracelet.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	
Reception Term 2b	To <b>understand</b> how things <b>change and grow</b> .	<p>Know some simple past tense phrases e.g. was, lived.</p> <p>Show an interest in how their life is different from their parents/grandparents.</p> <p>Begin to show an understanding of how their life is different from their parents and grandparents.</p> <p>Know that what book characters are wearing/doing helps us to understand what life was like at that time (e.g. similarities and differences).</p> <p>Begin to organise events using basic chronology with support. (Beanstalk.)</p> <p>Know how they have changed from when they were born to now.</p>	<p><b>Changes</b> since they were babies – looking at real <b>artefacts</b> – objects from the <b>past</b>.</p> <p>New baby, Toddler, Pre-school <b>child visits</b>.</p> <p>What is the same and what is different?</p> <p>Ordering pictures in <b>chronological</b> order.</p> <p>Look closely at the changes that have happened to the beanstalk that we planted. How has it changed?</p> <p>School house names - What are they <b>famous</b> for?</p>	<p><b>UW – Past and Present</b> Talk about stories that are set in the past.</p> <p>Sort modern stories from traditional stories (Jack and the beanstalk.)</p> <p><b>UW – People, Cultures and Community</b> Name, understand and explains that some places are special to members of their community.</p> <p><b>UW – The Natural World</b> Explore and comment on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Care for growing plants after planting seeds.</p> <p>Explain how plants grow.</p>	

		Know how their family is made up beyond themselves.		Explain why respect and care for the natural environment and all living things is needed.	
Reception Term 3a	Dragons and dinosaurs	<p>Use the words now and a long time ago</p> <p>Begin to organise events using basic chronology recognising that some things happened before they were born.</p> <p>Begin to understand that pictures, books, internet and artefacts can help us to understand about the past</p> <p>Begin to understand that characters and events in books can be used to show an understanding of lives in the past</p> <p>Know that once upon a time means a long time ago</p>	<p>What do we know about dragons/dinosaurs? Can we see them now? Why? Look at a timeline to show how far back they existed.</p> <p>When Mrs P was a little girl the internet did not exist.</p> <p>Incubation of chicks. Look at the life cycle. Record the changes.</p>	<p><b><u>UW – Past and Present</u></b> Knows similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Dinosaurs and dragons)</p> <p>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>UW - People, Culture and Community</u></b> Describes the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Identifies similarities and differences between different religious and cultural communities in this country.</p> <p><b><u>UW – The Natural World</u></b> Explores the natural world around them.</p> <p>Makes observations and draws pictures of animals and plants.</p>	
Reception Term 3b	Adventures at sea	<p>Answer how and why questions about stories and events</p> <p>Know that once upon a time means a long time ago</p> <p>Know that houses and transport have changed over time</p> <p>Know some simple things about life in the past e.g., how people travelled around</p>	<p>Look at different forms of transport from the past and what they look like now. How have they changed? Steam Train visit.</p> <p>Class display of Victorian artefacts. How are they the same/different now from a long time ago?</p>		



		<p>Know that the Queen is the longest reigning monarch</p> <p>Know that books, computers, photographs and artefacts can tell us things about life in the past</p> <p>Begin to make comparisons about life in the past to their life now with support</p>	<p>Transition – look in our learning journals at all the things we have done in reception class. What we can now do that we couldn't? Wow! Moments. Share our favourite times.</p> <p>Museums are special places we go to find out about things from the past. Share our experiences of visiting a museum.</p>		
Year/ Term	Topic	NC Content	Key Learning	Skills	Enrichment
<p>Year 1</p> <p>Term 1</p> <p>LOCAL HISTORY</p> <p>Community</p> <p><i>How would you get to school in the Victorian times?</i></p>	<p>To recognise how transport has changed from the Victorian era to present day.</p>	<p>Events beyond living memory that are significant nationally or globally, the first aeroplane flight/electric train.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements – The first aeroplane flight &amp; the Wright brothers.</p>	<p>To understand what an artefact is.</p> <p>To compare and contrast transport then and now, with a focus on the steam train.</p> <p>To see the impact of the inventions of the Wright brothers.</p> <p>An understanding of an empire.</p>	<p><b>Chronological Understanding</b> Sequence events in their life (their own 'journey')</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time (transport)</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>Know and recount episodes from stories about the past.</p>	<p>Go on a steam train</p>
<p>Term 2</p> <p>Love</p> <p><i>Why do people do extraordinary things?</i></p>	<p>To identify similarities and differences between Queen Elizabeth I and Queen Elizabeth II and compare aspects of life in 1558-1603 and 1953 to 2022.</p>	<p>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].</p> <p>Changes within living memory</p>	<p>To introduce the term chronology.</p> <p>To identify who the queens are and place them on a timeline.</p> <p>To recognise the impact the women had nationally.</p> <p>To find similarities and differences between 2 queens.</p>	<p><b>Historical Enquiry</b></p> <p>Match objects to people of different ages.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	

Term 3 Growth  <i>What did Samuel Pepys see?</i>	To <b>identify</b> why and how <b>the Great Fire of London</b> started in <b>1666</b> and <b>recognise</b> the <b>impact</b> it had on <b>London</b> .	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].	To learn about Samuel Pepys and his <b>evidence / artefacts/ sources</b> which tell us about the fire.  To continue the sense of <b>chronology</b> and the idea of <b>living memory</b> .  To understand how cities <b>change</b> over time.	<b>Interpretations of History</b>  Use stories to distinguish between fact and fiction – diaries.  Compare adults talking about the past – how reliable are their memories?	Create and burn their own houses (DT link)
<b>Year/Term</b>	<b>Topic</b>	<b>NC Content</b>	<b>Key Learning</b>	<b>Skills</b>	<b>Enrichment</b>
Year 2  Term 1 <b>LOCAL HISTORY</b>  Community  <i>What are your responsibilities compares to a Victorian child?</i>	To <b>recognise</b> how <b>industrial life</b> has changed from the <b>Victorian era to present day</b> .	Significant historical events, people and places in their own locality.  The lives of significant individuals in the past who have contributed to national and international achievements.  Events beyond living memory that are significant nationally or globally.  Changes within living memory.	To understand how life has <b>changed</b> in the Victorian era.  <b>To understand and compare</b> how Sir Titus Salt looked after his workers and other mill owners didn't.  A deeper understanding of what an <b>artefact</b> is and how these and other <b>sources</b> can build a picture of life in the past.  To see how <b>Tim Berners Lee</b> <b>changed the world</b> with his technology - the invention of the internet.  To go on a local walk and see how Oxenhope reflects the change in life from the Victorian era.  To learn about the <b>Brontes</b> and their experience of living in the Victorian times (using pseudonyms etc.)  To <b>compare and contrast</b> technology in the Victorian era and technology <b>within living memory</b>	<b>Chronological Understanding</b>  Sequence artefacts closer together in time - check with reference book.  Sequence photographs etc. from different periods of their life.  Describe memories of key events in lives.  Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Annie book  Visit to Saltaire and the industrial museum.  Victorian school day  Walk round Oxenhope looking for mills (old and still in use)  Look at Lowry and his industrial life paintings



			<p>and sequence the artefacts.</p> <p>To know the <b>contrast</b> between the lives of the rich and the poor.</p>		
<p>Term 2 Love</p> <p><i>Do you have the courage to begin?</i></p>	<p>To <b>recognise</b> significant <b>women who have contributed to national and international achievements</b> In the past <b>500 years</b>.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.</p>	<p>To <b>learn</b> about Rosa Parks, Emily Davison, Florence Nightingale and Edith Cavell and compare and contrast them looking at the <b>impact</b> they had on the world around them.</p> <p>To continue the sense of <b>chronology</b> and the idea of <b>living memory</b>.</p> <p>Introduce the idea of <b>legacy</b>.</p>	<p><b>Range and Depth of Historical Knowledge</b></p> <p>Identify differences between ways of life at different times.</p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul> <p>Communicate knowledge through: - Discussion - Drawing pictures - Drama/role play - Making models - Writing - Using ICT</p>	
<p>Term 3 Growth</p> <p><i>Can you trust information written in newspapers, magazines or on the internet?</i></p>	<p>To <b>understand</b> the significance of <b>Neil Armstrong</b> walking on the moon in <b>1969</b>.</p>	<p>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.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>To <b>learn</b> about Neil Armstrong and the <b>Impact and legacy</b> the moon landing had on the world.</p> <p><b>Learn</b> about the space race and the events and <b>chronology</b> leading up to the moon landings.</p> <p>To look at <b>different versions</b> of the moon landing and <b>discuss</b> why some people don't believe in the moon landings.</p> <p>Look at the <b>evidence</b> of the moon landings. Pupils will arrive at their own <b>conclusions, explaining</b> how they arrived at these conclusions.</p>	<p><b>Interpretations of History</b></p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Space day – Whole school space bubble company</p>

## Key Stage 2 Aims

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.

Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 3 Term 1 LOCAL HISTORY Community <i>Did cave men live in Oxenhope?</i>	To understand what life was like in early Britain.	Changes in Britain from the Stone Age to the Iron Age.	<p>To know the importance of Stonehenge as a UNESCO World Heritage Site.</p> <p>To know the importance of Skara Brae as UNESCO World Heritage Site.</p> <p>To visit Cliffe Castle where there is a collection of Iron Age hoards found in Silsden, from the mid first century AD – included in hoard – 27 gold coins and a finger ring.</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> <li>Find out about everyday 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> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library and internet for research.</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> </ul>	Visit to Cliff Castle

				<ul style="list-style-type: none"> <li>Look at representations of the period – museum, cartoons etc.</li> </ul>	
<p>Term 2 Growth</p> <p><i>Could anyone be a Pharaoh?</i></p>	<p>To <b>understand</b> how the <b>ancient Egyptian civilisation (3100) grew</b> and understand their <b>impact</b> and <b>achievements</b>.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>AND</p> <p>A depth study of one of the following: Ancient Sumer, The Indus Valley, <b>Ancient Egypt</b>, The Shang Dynasty of Ancient China.</p>	<p>An understanding of what a <b>civilisation</b> is.</p> <p>To understand their rise and how they came to be so important.</p> <p>To learn about their everyday life then and compare it with life today.</p> <p>To discuss <b>reasons and results</b> of people's actions.</p> <p>To use <b>evidence</b> from a <b>range of sources</b> to <b>research</b> history.</p>	<p><b>Range and Depth of Historical Knowledge</b></p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> <li>Find out about everyday 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> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library and internet for research.</li> <li>Identify and give reasons for different ways in which the past is represented – bible – history books</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> <p>Recall, select and organise historical information.</p>	<p>Egyptian day</p>
<p>Term 3 Love</p>		<p>To <b>understand</b> how Rome was <b>founded and built</b> and understand the <b>impact</b> the</p>	<p>A deeper understanding of <b>empire</b> and <b>conquest</b>. Consider the <b>legacy</b> left behind by the Roman</p>	<p><b>Chronological Understanding</b></p>	<p>Boudicca visit</p>

	<i>What did the Romans do for us?</i>	Roman empire (49bc – 476ad) had in Britain.  The Roman Empire and its impact on Britain	invasion and the <b>changes</b> that were made in Britain due to the Roman invasion. • To understand the significant legacy of the Roman period including construction (market squares, aqueducts, roads and concrete) and language, writing and number (including the modern calendar) To define what is meant by Hunter gathers.	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline.</li> <li>• Use dates and terms related to the study unit and passing of time.</li> <li>• Sequence several events or artefacts</li> <li>• Find out about everyday 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> <li>• Use a range of sources to find out about a period.</li> <li>• Observe small details – artefacts, pictures.</li> <li>• Select and record information relevant to the study.</li> <li>• Begin to use the library and internet for research.</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>• Look at representations of the period – museum, cartoons etc</li> </ul> Recall, select and organise historical information.	
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Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 4 Term 1 LOCAL HISTORY Community	To <b>recognise</b> what <b>life was like</b> for the <b>Anglo Saxons</b> from <b>450 – 1066</b> and <b>compare</b> it to what life is like now.	Britain's settlement by Anglo-Saxons and Scots.	To understand what life was like in Anglo – Saxon times and <b>compare the similarities and differences</b> with modern day life in Oxenhope.	<b>Historical Enquiry</b> Place events from period studied on timeline. <ul style="list-style-type: none"> <li>• Use terms related to the period and begin to date events.</li> <li>• Use evidence to reconstruct life in time studied.</li> </ul>	To have an Anglo Saxon day.  To visit the churches in Oxenhope and talk to the vicar /

<p><i>What can we learn from the Anglo Saxons?</i></p>			<p>To compare how life centred around the church and how <b>Churches</b> in Anglo-Saxon Britain were used for education as well as religion.</p> <p>Church officials carried out other tasks too, including advising the king and overseeing Church estates.</p> <p>To look at different <b>sources</b> and assess their <b>usefulness</b></p>	<ul style="list-style-type: none"> <li>• Identify key features and events of time studied.</li> <li>• Offer a reasonable explanation for some events –</li> <li>• Compare what life was like in Anglo Saxon time with modern day life in Oxenhope.</li> <li>• Look at the evidence available and begin to evaluate the usefulness of different sources.</li> <li>• Use textbooks and historical knowledge.</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> <li>• Use the library and internet for research.</li> </ul>	<p>minister about how village life / community is influenced by the church.</p>
<p>Term 2 Love <i>What did the Vikings do for us?</i></p>	<p>To <b>recognise</b> the <b>Viking and Anglo-Saxon struggle</b> from 793 – 1066 and <b>identify</b> the <b>impact</b> the Vikings had in Britain.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A deeper understanding of <b>conquest</b> and the reasons behind the Viking invasion.</p> <p>A deeper understanding of the <b>impact and legacy</b> left by the Viking rule in Britain.</p> <p>An understanding of <b>democracy and the changes that were made</b>.</p> <p>To <b>research</b> Edward the Confessor and his death in 1066 and look at different <b>sources</b> to find out what kind of man he was to see if there are differing <b>opinions</b>.</p>	<p><b>Chronological Understanding</b></p> <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> <li>• Look for links and effects in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> <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> <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>Use the library and internet for research.</li> </ul>	
<p>Term 3 Growth</p> <p><i>How were the Mayans different from us?</i></p>	<p>To <b>understand</b> <b>Mayan civilisation</b> from <b>250 – 900</b> and <b>contrast</b> it with British history.</p>	<p>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; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</p>	<p>To <b>discuss</b> terms BC/AD and BCE and CE and why they might be changing.</p> <p>To look at different <b>sources of evidence</b> and learn to <b>question</b>, assessing <b>validity</b> and usefulness.</p>	<p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Place events from period studied on timeline.</li> <li>Use terms related to the period and begin to date events.</li> <li>Understand more complex terms eg BC/AD.</li> <li>Look at the evidence available. Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</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> <li>Use the library and internet for research</li> </ul>	
Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
<p>Year 5</p> <p>Term 1</p> <p>What was ancient Greek culture like?</p> <p>Growth</p>	<p>To <b>recognise</b> the <b>achievements and influence of the Ancient Greeks</b> and consider how they lived from <b>700 – 480 BC</b>.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>An understanding of similarities and differences between <b>civilisations then and now</b>.</p> <p>A deeper understanding of what an artefact is and how these and other <b>sources</b> can build a picture of a life in the past.</p> <p>To learn about <b>primary and secondary sources</b> which tell us about Ancient Greek life.</p>	<p><b>Historical Enquiry</b></p> <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> <li>Compare an aspect of life with the same aspect in another period (<b>Olympics</b>).</li> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> <li>Begin to identify <b>primary and the secondary sources</b>.</li> <li>Use evidence to <b>build up a picture of a past event</b>.</li> </ul>	



				<ul style="list-style-type: none"> <li>Select relevant sections of information.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	
<p>Term 2</p> <p>Were all Tudors rich royalty?</p> <p>Love</p>	<p>To recognise key events and figures from the Tudor era 1485 – 1603.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>A clear sense of <b>chronology</b>. Understand and compare the power of Tudor monarchs with previously studied leaders.</p> <p>Understand the <b>power</b> of monarchy and its impact on a country.</p> <p>Understand the impact of <b>exploration</b> on British history.</p>	<p><b>Chronological Understanding</b> Know and sequence key events of time studied.</p> <ul style="list-style-type: none"> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</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> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<p>Shakespeare plays</p> <p>The globe</p>
<p>Term 3</p> <p>What started WW2?</p> <p>LOCAL HISTORY</p> <p>Community</p>	<p>To recognise how WW2 impacted our own locality from 1939 – 1945 and up to present day</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Explore and understand the Nazi party's rise to <b>power</b> and defeat.</p> <p>Deepen understanding of <b>democracy</b> and compare political systems.</p> <p>Interrogate sources and evaluate their reliability including <b>propaganda</b>.</p> <p>Understand the impact of <b>technology</b> in war.</p>	<p><b>Range and Depth of Historical Knowledge</b></p> <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> <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</li> </ul>	<p>Museum day</p>

			Understand <b>genocide</b> and the impact of the Holocaust.	<p>people. · Compare life in early and late 'times' studied</p> <ul style="list-style-type: none"> <li>·</li> <li>· Compare an aspect of life with the same aspect in another period</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> <li>· Use the library and internet for research with increasing confidence</li> </ul>	
Year/Term	Topic	NC Content	Key Learning	Skills	Enrichment
Year 6 Term 1 Do rules bring freedom? Love	To <b>understand</b> how <b>crime and punishment have changed</b> from <b>450AD to present day.</b>	Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.	<p><b>Discuss</b> how some evidence may have been <b>omitted</b> in the past and suggest <b>reasons</b> why.</p> <p>Consider <b>accuracy</b> of texts and look at different sources to see how people arrived at their <b>conclusions</b>.</p> <p>Consider <b>cause and effect</b> and compare punishments through history and be able to <b>summarise</b> key findings from different sources.</p>	<p><b>Interpretations of History</b></p> <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 timeline.</li> <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> <li>· <b>Link sources and work out how conclusions were arrived at.</b></li> <li>· <b>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</b></li> </ul>	

				<ul style="list-style-type: none"> <li>• Be aware that different evidence will lead to different conclusions.</li> <li>• Confidently use the library and internet for research.</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> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> </ul>	
<p>Term 2</p> <p>What was the 'Golden Age' of Islamic civilisation?</p> <p>Growth</p>	<p>To understand why the years from 750 to 1258 were considered the golden age of Islamic civilisation.</p>	<p>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;</p>	<p>To sequence key events on a timeline and discuss what made them significant events.</p> <p>Look at sources of evidence and discuss different conclusions that could be reached.</p> <p>Are they fact, fiction or opinion?</p> <p>How could you check the accuracy?</p>	<p><b>Range and Depth of Historical Knowledge</b></p> <p>Place current study on time line in relation to other studies.</p> <ul style="list-style-type: none"> <li>• Use relevant dates and terms.</li> <li>• Sequence up to 10 events on a timeline.</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. 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> <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> </ul>	

				<ul style="list-style-type: none"> <li>• Confidently use the library and internet for research.</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> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> </ul>	
<p>Term 3</p> <p>How can I make Bradford a better place?</p> <p>LOCAL HISTORY</p> <p>How has Bradford changed</p> <p>Community</p>	<p>To <b>understand</b> how the <b>golden age of Islam</b> impacted <b>present day Bradford</b>.</p>	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>To <b>apply</b> the learning from last term to <b>compare and contrast</b> with Bradford.</p> <p>To see the <b>effect</b> in our locality, recognising that not everybody shares the same views and feelings.</p> <p><b>Discuss</b> how sources could <b>change</b> the further away from the dates, second, third, fourth hand – becomes <b>myth, legend</b>.</p> <p>Discuss if history is actually fact, or just someone's <b>representation</b> of the past.</p>	<p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies · Use relevant dates and terms</li> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings · Compare beliefs and behaviour with another time studied (LAST HALF TERM)</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>• 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> <li>• <b>Recognise primary and secondary sources.</b></li> <li>• <b>Use a range of sources to find out about an aspect of time past.</b></li> <li>• <b>Suggest omissions and the means of finding out.</b></li> </ul>	<p>Trip to Bradford / Keighley to see signs / representations / evidence of the Golden era.</p>

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|--|--|--|--|--|--|
|  |  |  |  | <ul style="list-style-type: none"><li>• Bring knowledge gathered from several sources together in a fluent account</li></ul> |  |
|--|--|--|--|--|--|

**Intended outcome by the end of Year 6**

We want children to know about the history of our locality, this country and the wider world and how events have influenced and still influence the world today. Children will be confident to talk about continuity, change, cause and consequence in history and apply this learning through posing questions, writing accurate accounts and narratives. Children will approach history, like all subjects, with a critical mind – to contrast and compare different accounts, identifying why there might be different interpretations of events.

Above all, we want all children to be interested in investigating and interpreting the past, to be able to think about what we can learn from historical events and figures while constantly questioning to deepen their understanding and have the confidence to challenge and re-interpret historical events.

**History Skills Progression**

	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, (see 4a)</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> </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, pictures</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>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>			<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their <b>knowledge and understanding</b>.</li> </ul>		<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>