

History Curriculum



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Rode Heath Primary School

Intent

At Rode Heath, we aim for a high quality history curriculum which should inspire all pupils curiosity and fascination about Britain's past and that of the wider world. Children are naturally interested in the world around them and its past; the study of history makes a valuable contribution to their understanding of all aspects of life, giving a sense of identity and heritage. At Rode Heath we are passionate about history, and value it not only in its own right but also for its cross-curricular links. Through exciting topics and themes, we endeavour to inspire pupils' curiosity to know more about the past and help them gain a coherent knowledge and understanding of not only Britain's past, but that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has been influenced by the wider world; to know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history not just through experiences in the classroom, but also with the regular use of fieldwork, educational visits and also residential visits.

Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught in a half-termly block of lessons focussing on the knowledge and skills outlined in the National Curriculum. Bespoke schemes of work have been developed to ensure continuity and progressions builds on the prior learning which children encounter in previous years. Through the use of residential visits in Years 2-6 and other fieldwork opportunities we try to implement as many 'real life' experiences for the children as possible. For example, fieldwork in Year 3 looking at the previous salt works in Rode Heath and its link with the canal.

Impact

The impact and measure of this is to ensure that pupils at Rode Heath are equipped with historical knowledge and enquiry skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in their future.

Lessons aim to engage, inspire and challenge all pupils ensuring that all learners:

- know and understand the history of Britain’s past from the earliest times
- know and understand significant aspects of history
- understand key vocabulary that is linked to history
- understand key historical concepts such as continuity and change and cause and consequence
- understand the methods of historical enquiry

Learning across the school is based on the following key strands:

- Understanding chronology
- Understanding how we find out about the past
- Understanding the process of change over time

Curriculum Overview EYFS

Talk about the lives of the people around them and about their roles in society.

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.

Curriculum Overview Key Stage 1

<p>Year 1</p> <p><i>(Review of Prior Learning)</i></p>	<p><u>Who was Florence Nightingale and why do we remember her?</u></p> <p><i>Changes within living memory</i></p> <p>Children will talk about significant individuals they have heard of and discuss why they are significant.</p>	<p><u>When was the ‘Fire of Nantwich’ and how do we know about it?</u></p> <p><i>Significant historical events, people and places in our own locality</i></p> <p>Children will be able to place the Great Fire of Nantwich on a class time line <i>(Understand that the Great Fire of Nantwich happened over 200 years before Florence Nightingale was born)</i> and</p>	<p><u>What was it like to work and live at Rode Hall in Georgian times?</u></p> <p><i>Significant historical events, people and places in our own locality</i></p> <p>The children will study a local building of significant importance – Rode Hall. They will look at pictures to learn about how it has changed over time and <i>compare it with Tudor</i></p>
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	<p>They will talk about similarities and differences about the life of Florence Nightingale compared to the life of a nurse today. They will be able to recall some key facts about the life and achievements of Florence Nightingale.</p>	<p>sequence the main events of the fire correctly; know why the fire started and what happened; understand why it ended and some of the results; know that the fire was represented in different ways and understand what information about the fire and contemporary pictures can provide.</p>	<p><i>Buildings (Y1) and their own homes (YR).</i> The will discuss how the government brought in building legislation to ensure building materials such as bricks and slate were used. They will look at the Wilbraham family tree <i>and compare with their own family tree (YR).</i> They will look at family life during the Georgian times.</p>
	<p align="center">Composite Task</p> <p>Look at and sort photos and pictures of past and present nurses/hospitals.</p>	<p align="center">Composite Task</p> <p>How did the fire of Nantwich start and why did it spread so easily? Children should write a written account, (for example, a newspaper report).</p>	<p align="center">Composite Task</p> <p>Make a film advertising a history visit to Rode Hall, drawing on all they've learnt about it.</p> <ul style="list-style-type: none"> - <i>The family who live there</i> - <i>How it has changed over time</i> - <i>What it looks like inside</i> <p align="center"><i>What it was like to live in during the Georgian times</i></p>
Year 2	<p align="center"><u>How have explorers changed the world?</u> <i>The lives of significant individuals in the past who have contributed to national achievements</i></p> <p>The Children will be able to talk about the differences and similarities in the experiences of the great explorers studied. They will develop an understanding of the chronology of the historical periods in which the explorers lived. <i>Compare this with significant individuals and important events already studied.</i> They will be able to recall some key facts about the experiences of the great explorers.</p>	<p align="center"><u>What do we know about the journey of the Titanic?</u> <i>Events Beyond Living Memory that are significant nationally or globally</i> <i>Edward Smith (Hanley)</i></p> <p>The children will explore photographs of the Titanic and its passengers and discuss similarities and differences with modern day. They will learn about the Captain – Edward Smith who was born locally. Children will look closely at the passengers on board and discuss reasons for their journey across the Atlantic. <i>They will look at examples of First Class and Third Class passengers linking with their previous knowledge of the Georgian class structure from Year 1.</i></p>	<p align="center"><u>What was it like to go on holiday in the Victorian times?</u> <i>Changes within living memory</i></p> <p>The Children will be able to talk about their trip to Llandudno and any other holidays they have been on to other seaside resorts. They will also discuss holidays with parents and grandparents to see where they went on holiday as children. They will compare and contrast holiday pictures of Llandudno in the Victorian times and compare with now. They will discuss causes for the changes e.g. development of transport. They will also look at how clothing and entertainment has changed over the years at seaside resorts.</p>
	<p align="center">Composite Task</p> <p>Choose one of the explorers studied and create a coat of arms which demonstrates the experience and significance of their chosen explorer.</p>	<p align="center">Composite Task</p> <p>Write a short account of a day on board the Titanic as Douglas Spedden (1st class passenger)</p>	<p align="center">Composite Task</p> <p>To create a timeline to show how seaside holidays have changed over time.</p>

		and a short account of a day on board the Titanic as a 3rd class passenger.	
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Curriculum Overview Key Stage 2

Year 3	<p><u>Why were canals built and why was the Trent and Mersey canal significant for Rode Heath?</u></p> <p><i>A local history study – a period of history that shaped the locality</i></p> <p>The children will explore the development of transport and canals during the Victorian period. <i>They will look at famous Victorian engineers</i> and the impact they had on the development of canals. <i>(Link with Trams in Year 2)</i>. They will look at the former salt works in Rode Heath and discuss its location, they will learn about why the canal was so important to Rode Heath. They will look at how canals have changed today and the restoration of them.</p>	<p><u>Nothing really changed from the Stone Age to the Iron Age, did it?</u></p> <p><i>A British history study – stone age to iron age Britain</i></p> <p>The children will learn about how people survived in such a harsh environment. They will explore Hunter gatherers and early farming methods and compare them with methods today. They will look at development of bronze age religion and technology and travel. They will learn about iron age hill forts, looking at life in early settlements including Skara Brae and look at the meaning of Stone Henge.</p>
	<p style="text-align: center;">Composite Task</p> <p>To write an information text on how canals have changed since the Victorian times.</p>	<p style="text-align: center;">Composite Task</p> <p>To write a survival guide to living during the Stone Age or Iron Age.</p>
Year 4	<p><u>What was life like in Ancient Egypt?</u></p> <p><i>A World history study – Achievements of Earlier Civilisations - Ancient Egypt</i></p> <p>The children will look in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also</p>	<p><u>When did the Ancient Greeks exist and what is their legacy?</u></p> <p><i>A World History Study – Ancient Greece</i></p> <p>Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and four main periods of the Greek Empire and learn how and why the Greek Empire grew. Explore different kinds of historical sources and evaluate their usefulness. Check the fascinating myths of the Trojan War and the Minotaur against primary sources. Examine the exciting Olympics and its modern legacy. Research the details</p>

	<p>learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. <i>Year 3 – Stone Age to Iron Age Britain (13,000BC to 100BC)</i></p>	<p>and structure of the ancient Olympics and recreate significant parts of them. Learn about the significance of the Ancient Greek Olympics and its modern legacy.</p>
	<p style="text-align: center;">Composite Task</p> <p>To write and illustrate a diary entry as if you have travelled back in time for a day in Ancient Egypt; <i>What did you eat?</i> <i>What did you wear?</i> <i>What buildings did you see?</i> <i>Who did you meet?</i> <i>What activities did you do?</i></p>	<p style="text-align: center;">Composite Task</p> <p>What has been passed down to us from the Ancient Greeks? Which is most important to us, why?</p>

<p>Year 5</p>	<p style="text-align: center;"><u>Who were the Anglo-Saxons and the Vikings and what was Britain like during this time?</u></p> <p style="text-align: center;"><i>A British history study – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>The children will learn about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate. <i>Year 4 – A British history study – The Romans and its impact on Britain</i></p>	<p style="text-align: center;"><u>How much impact did the Roman Empire have on Britain?</u></p> <p style="text-align: center;"><i>A British history study</i></p> <p>The children will learn about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses. <i>Year 3 – Stone Age to Iron Age Britain (13,000BC to 100BC)</i> <i>Year 4 – A British history study – The Romans and its impact on Britain</i></p>
	<p style="text-align: center;">Composite Task</p> <p style="text-align: center;">Construct an Information leaflet on life in Yorvik.</p>	<p style="text-align: center;">Composite Task</p> <p style="text-align: center;"><i>What evidence is there that the Romans lived in Britain two centuries ago?</i> Write an explanation.</p>

<p>Year 6</p>	<p align="center"><u>How has Britain changed since 1066?</u></p> <p align="center"><i>A British history study –The making of modern Britain.</i></p> <p>Pupils will study aspects of British history beyond 1066, they will focus on the rise and fall of the British Empire and study sources from a range of differing viewpoints with a particular focus on the transatlantic slave trade as well as studying the British Empire during WW1 and WW2. They will consider a range of varying interpretations and consider how its legacy impacts modern Britain today.</p> <p><i>Year 4 – A British history study – The Romans and its impact on Britain</i> <i>Year 5 - A British history study – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p>	<p align="center"><u>What is the legacy of Early Islam and what influences do we see in today's society?</u></p> <p align="center"><i>A world history study – A non-European society that provides contrast with British history – Early Islamic Civilisation</i></p> <p>The children will learn in detail the significance and importance of Baghdad in helping to build this early civilisation and examine how and why it developed into such a major world power. They will Compare and contrast these developments with Western Europe at the same time, learn about the spread of Islam through the Middle East and beyond, and examine trade and everyday life in Baghdad. In addition to this they will find out about the House of Wisdom and some of the influential people who worked and studied there. Finally they will discover the legacy of early Islam and the continuing influences we see today.</p> <p><i>Year 5 - A British history study – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i> <i>Year 6 – Britain Since 1066.</i></p>
	<p align="center">Composite Task</p> <p>Explain why people disagree about the history of the British Empire.</p>	<p align="center">Composite Task</p> <p>Design and create a board game showing the rise and fall of the Islamic Golden Age.</p>



Progression of Skills in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	Make some comments about things from the past. E.g. features, events, people and themes.	Describe some features, events, people and themes from the past.	Talk or write about features, events, people and themes from the past including some of the details.	Talk or write about the past in detail; show that I can make some connections with features of other periods I have studied.	Talk or write about the past in greater detail; include ideas which show some understanding of what things were like before and after this at local, national and world levels.	Talk and write about the past in depth. Ideas are explained in context (chronological and scale).	When talking and writing about the past, give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	Sequence a few events or related objects.	Sequence a few events, objects or pieces of information on a timeline.	Place events, objects, themes and people from my history topic on a timeline.	Place a number of events, objects, themes and people from topics I have studied on a timeline.	Place historical periods I have studied as well as information about my topic on a timeline.	Use a timeline to sequence local, national and international events as well as historical periods.	Use a timeline to sequence local, national and international events as well as historical periods and discuss how some societies within those periods were linked.

	Use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	Use a wider range of “time” terms including: recently, before, after, now, later. Use past and present when describing events.	Begin to use some “historical period” terms E.g. Victorians. Be familiar with the terms; century and decade.	Begin to use some dates and wider historical period terms.	Use dates and historical period terms accurately.	Use historical periods as reference points.	
Continuity and change (during and between periods)	Talk about similarities, differences and changes (e.g. a new haircut or something I could not do before that I now can, food I like but others may not).	Point out some and differences between aspects of my life and the life of people in the period I am learning about.	Point out some similarities and differences between aspects of life at different times in the past.	Describe some changes in the historical period I am studying.	Describe changes within and between periods and societies I have learned about.	Describe and make some links between events, situations and changes within and between different periods and societies.	Point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
Diversity (within a period)	Talk about a range of occupations, including people who help us, and the similarities and differences between them.	Name some similarities and some differences between the ways of life of different people living at the time I am learning about.	Describe some similarities and differences between people (e.g. rich and poor) and events in the period of history I am studying.	Describe similarities and differences between some people, events and beliefs in the period of history I am studying.	Describe similarities and differences in society, culture and religion in Britain at local and national levels.	Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.
Cause and consequence	Talk about how events and people in the past have shaped today (e.g.	Comment on why people did things, why events happened and what happened	Pick out some reasons for and results of people’s actions and events.	Suggest reasons for and results of people’s actions and events.	Give some reasons for and results of historical events,	Explain my suggestions when giving reasons for and results of historical events,	Analyse and explain reasons for and results of historical events,

	Remembrance, Guy Fawkes).	as a result of these.			situations and changes.	situations and changes.	situations and changes.
Significance		Identify people who are historically important.	Identify people who are historically important and begin to explain why.	Suggest which people were historically important.	Suggest which people and causes and consequences of change are more important.	Explain which causes and consequences are the most significant.	Explain the significance of different causes and consequences.
Using & understanding sources of evidence	Pick out information about the past from sources like pictures, objects and stories.	Use information from more than one source when answering a question.	Compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	Comment on the usefulness and accuracy of different sources of evidence.	Suggest some reasons why there are different accounts and interpretations of the past.	Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.
Understanding historical interpretation		Talk about some of the different ways that the past is recorded or represented. Name some sources they have used which tell us about the past.	Say which sources (from a selection) are likely to be the most useful for a task.	Look at a range of sources of evidence and identify primary and secondary sources.	Compare sources of evidence to help me identify reliable information.	Explain my evaluation of particular pieces of information and particular sources.	Discuss how and why different arguments and interpretations of the past have been constructed.
Communicating ideas in history	Show ideas through talk, drawing and	Make labelled drawings, tables, write sentences,	Present my findings about the past by	Organise my answers; state my conclusions;	Written answers are organised with clear	Select, organise and use relevant information to	Select, organise and use relevant information to

	emerging writing.	speak, use drama and use ICT to show my ideas.	speaking about it, writing, ICT, drama and drawing skills.	give reasons for my ideas; use some dates and historical terms.	conclusions and supported by evidence (from many sources) and reasons. Make good use of dates and historical terms.	produce structured work, making appropriate use of dates and terms.	produce structured work, making appropriate use of dates and terms.
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History End Points

Year Group	Enquiry	End Points
EYFS	N/A	<ul style="list-style-type: none"> • Talk about the lives of the people around me and about their roles in society. • Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	Who was Florence Nightingale and why do we remember her?	<ul style="list-style-type: none"> • Talk about significant individuals I have heard of and discuss why they are significant. • Talk about similarities and differences about the life of Florence Nightingale compared to the life of a nurse today. • Recall some key facts about the life and achievements of Florence Nightingale.
	When was the fire of Nantwich and how do we know about it?	<ul style="list-style-type: none"> • Place the Fire of Nantwich on a class timeline. • Sequence the main events of the fire and explain why it started. • Use sources to gather information and communicate my findings.
	What was it like to live or work at Rode Hall during the Georgian times?	<ul style="list-style-type: none"> • Talk about my family tree. • Talk about what it would have been like to live and work at Rode Hall during the Georgian times. • Explain how Rode Hall has changed over time.

Year 2	How have explorers changed the world?	<ul style="list-style-type: none"> • Talk about the differences and similarities in the experiences of the great explorers studied. • Have an understanding of the chronology of the historical periods in which the explorers lived. • Talk about why they were important and how we remember them today.
	What do we know about the Journey of the Titanic?	<ul style="list-style-type: none"> • Know about an event that happened beyond living memory and talk about some of the changes which have happened to present day. • Know about a significant local individual (<i>Captain Edward Smith</i>).
	What was it like to go on holiday in the Victorian times?	<ul style="list-style-type: none"> • Compare and contrast holiday pictures of Llandudno in the Victorian times and compare with now. • Discuss causes for the changes e.g. development of transport.
Year 3	Why were canals built and why was the Trent and Mersey canal significant for Rode Heath?	<ul style="list-style-type: none"> • Talk about why and when canals were built. • Explain the importance of the canal in Rode Heath. (Former Salt Works). • Discuss how the purpose canals have changed over time and explain why.
	Nothing really changed from the Stone Age to the Iron Age, did it?	<ul style="list-style-type: none"> • Identify major achievements in Prehistoric Britain (<i>Development of tools and early farming techniques</i>). • Identify types of sources and challenges with it in Prehistoric Britain.
Year 4	What was life like in Ancient Egypt?	<ul style="list-style-type: none"> • Explain how and where the ancient Egyptians lived and what was important to the daily lives of ancient Egyptians. • Explain who Tutankhamun was and how mummies were made. • Discuss how Egyptian people used hieroglyphs to communicate.
	When did the Ancient Greeks	<ul style="list-style-type: none"> • Discuss the lasting influence of the Ancient Greeks on the western world. • Explain the details and structure of the ancient Olympics.

	exist and what is their legacy?	<ul style="list-style-type: none"> • Explain the significance of the Ancient Greek Olympics and its modern legacy.
Year 5	Who were the Anglo-Saxons and the Vikings and what was Britain like during this time?	<ul style="list-style-type: none"> • Talk about the raids and invasions by Vikings in Anglo-Saxon Britain. • Talk about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. • Explain what every day Viking life was like including details of homes, clothes and food.
	How much impact did the Roman Empire have on Britain?	<ul style="list-style-type: none"> • Explain the spread of the Roman empire, the invasion of Britain and the eventual conquest. • Discuss some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. • Recall events of Boudicca's rebellion from different perspectives.
Year 6	How has Britain changed since 1066?	<ul style="list-style-type: none"> • Discuss the development of the British Empire. • Compare and contrast a range of sources. • Infer differing attitudes towards the British Empire and suggest reasons for these.
	What is the legacy of Early Islam and what influences do we see in today's society?	<ul style="list-style-type: none"> • Explain the significance and importance of Baghdad and why it developed into such a major world power. • Talk about the House of Wisdom and some of the influential people who worked and studied there. • Discuss the legacy of early Islam and the continuing influences we see today.