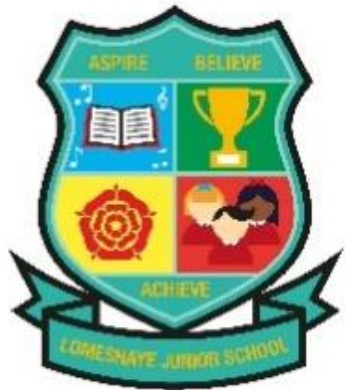


# Lomeshaye Junior School History Curriculum Progression



Lomeshaye Junior School



# Lomeshaye Junior School Curriculum Overview

## Aspire – Believe – Achieve



### Curriculum Vision

"A vibrant, inclusive learning community coupled with an ethos of high expectations and challenges are paramount to Lomeshaye's success. Aspirations are raised in a learning climate that is engaging and fun.

Our ambitious and aspirational curriculum provides individuals with a basis for learning a breadth of knowledge and development of skills across a broad range of contexts. We offer opportunities for learning about and through rights, sustainable development, creativity and cultural aspects. Our creative and extended curriculum which incorporates clubs, trips, partners working in school, sporting events and residential visits, will endeavour to develop our children and help to instil a sense of responsibility for the wider world whilst maximizing learning and enjoyment for all. An enriched curriculum provides a full entitlement for all learners including those with SEND and addresses social disadvantage. Our curriculum allows teachers to teach with freedom in innovative and creative ways. The quality of learning and teaching in every classroom - and the inspiration, challenge and enjoyment comes from our teacher's commitment and enthusiasm and is critical in achieving our goals as we Aspire – Believe – Achieve." – Vision developed by staff

### Purpose

This document reflects the school values and philosophy in relation to the teaching and learning of National Curriculum Subjects and the locally agreed syllabus for Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. Our curriculum is shaped by all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the statutory requirements of the National Curriculum but the range of extra-curricular activities that enrich the children's life experiences. In addition, it includes the 'hidden curriculum' whereby the children learn from the way they are treated and expected to behave. We aim to teach our pupils to become positive, responsible and resilient, so that they can work and collaborate with others whilst developing knowledge, understanding and skills in order to reach their true potential.

### The National Curriculum Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

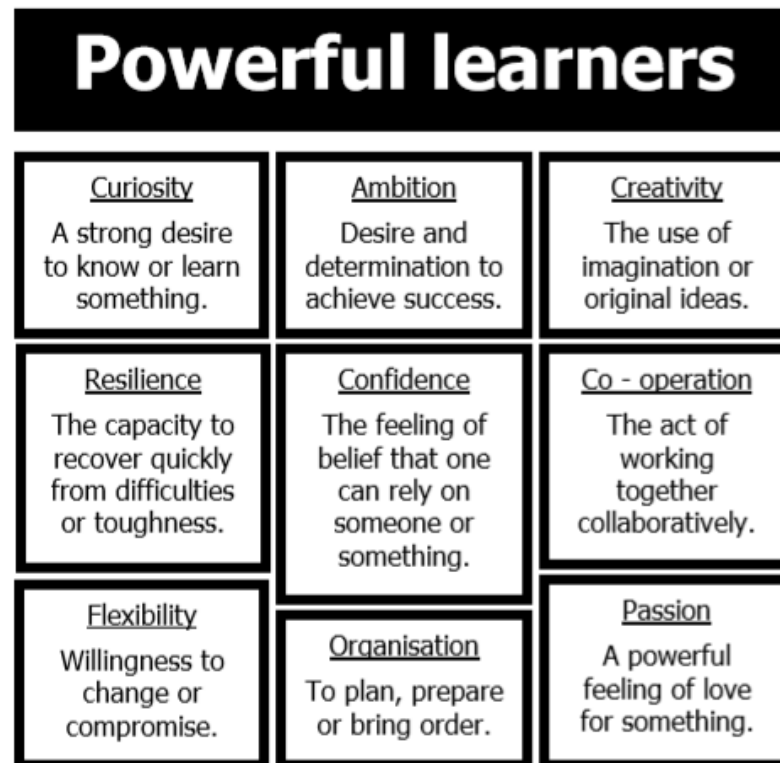
The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

## Aspire - Curriculum Intent:

At Lomeshaye Junior School our rationale is to deliver a challenging curriculum that builds on prior knowledge and develops cultural capital, is rich in written and spoken language, deepens understanding, and enables children to develop the powerful learner attributes which allow them to Aspire-Believe-Achieve.

### We aim to be a school where:

- we provide a rich and varied curriculum which helps to develop a sense of self and a respect for the local area and wider world.
- staff and pupils have high expectations and strive for excellence in all subjects
- pupils acquire and develop a good level of skills in reading, writing and mathematics.
- children have opportunities to be curious, creative and have cultural experiences.
- we learn about and through rights and provide opportunities for children to be advocates for sustainable change
- children develop the knowledge, skills and powerful learner attributes needed to flourish in life, learning and work now and in the future.
- we support pupils to become responsible citizens with excellent behaviour and the ability to self regulate.



At Lomeshaye Junior School, the curriculum is designed coherently in order that children in KS2 build knowledge, skills and understanding across all NC subjects taught through creative curriculum themes. Subjects are taught individually with relevant and meaningful connections made to other subjects under the same overarching theme so that the core skills and knowledge are not diluted through the thematic approach. Each foundation subject is taught through a progression model adapted from the NC and Lancashire KLIPS and End of Year Expectations which outlines the intended curriculum skills, knowledge and core vocabulary for each year group and the 4 writing purposes are linked to this, along with opportunities for Maths across the curriculum. Long term plans are formed with logical progression in mind, building on previous years' learning, and Medium Term planning includes the Lancs EOYE and KLIPS with opportunities for them to be revisited over the year. The language of rights is used to learn about and advocate for change and children are provided with opportunities to work with specialist teachers to develop their talents and receive an education which celebrates the whole child.

### **Believe - Curriculum Implementation:**

Our pedagogies, created and agreed by Lomeshaye staff, outline how the curriculum is implemented. The long term and medium term planning comes to life in the classroom when the pedagogies inform planning, teaching and learning. Kagan cooperative learning is used to promote collaboration and oracy is enhanced through use of talk roles. Learning revisits prior knowledge and is scaffolded appropriately to allow children to recall previous learning and make connections. Subject specific vocabulary, knowledge and skills, and links to powerful learner attributes, rights and SDG's are made explicit throughout so that pupils can integrate new knowledge and build on their prior understanding of concepts. Knowledge and learning organisers are in the early stage of implementation and are used for pre teaching, to support home learning and to form part of the reviewing of learning. These scaffold children with key facts and vocabulary and support the retention of knowledge into long term memory. Each leader sets out the specific intent for their subject and how its implementation will look in the planning and delivery of teaching and learning.

### **Achieve - Curriculum Impact:**

We believe that our curriculum intentions have an impact when the children can remember their learning, recall knowledge and make connections. The learning environment, planning and pupil's work demonstrates how children are exposed to the curriculum but the true impact is revealed when the children are able to articulate their knowledge and understanding through a range of written, creative and oral outcomes. To achieve our curriculum goals, subject leaders closely scrutinise all aspects of teaching and learning in their subjects to monitor that the curriculum is coherent and well-sequenced, and that children have opportunities to consolidate and embed knowledge. Impact is measured through summative assessments, focus week observations and scrutiny, curriculum evaluations and pupil voice. In addition, external recognition through achieved awards such as RRS Gold and the SENDIA award show that the curriculum we provide is of a high standard.

**Lomeshaye Pedagogies:** Highly effective teaching and learning is dependent on...

<p><b>Building on what pupils already know</b>          Planning engaging pre-learning tasks to assess current knowledge.          Using talk partners to explore and share knowledge.          Adapting lessons to reflect current attainment.          Looking back to previous year group's coverage and KLIPS to ensure appropriate challenge.          Pre and post home learning tasks - deepen and embed.</p>	<p><b>High quality questions from pupils and adults</b>          Use of questioning dice.          Planned opportunities for pupils to ask questions (pupil choice).          Starting lessons with a learning question.          Planned use of HOT questions during lessons from teacher and TA.          Regular audit of adult questions within the classroom.          Pupil questioning tools - 'see, think, wonder'          Questions on plans for TA's.          Prompts in resilience boxes.</p>	<p><b>Regular and effective feedback</b>          Individual and whole class feedback.          Peer to peer feedback - collaborative learning pro forma.          Self-evaluation and reflection tools.          Planned time to respond to feedback.          1-1 time to give and discuss feedback.          Children feeding back to adults their personal strengths and weaknesses.          Fluid intervention trackers to support regular and effective feedback.</p>
<p><b>Higher order activities that challenge thinking</b>          Record a thinking grid for the half term.          Ensure all pupils have a balance of HOT (Higher Order Thinking) activities through careful planning.          Include HOT in all curriculum lessons.          Pupils highlight their learning of the day.</p>	<p><b>Pupils being clear on the 'what' and 'why'</b>          Presenting the big picture at the start of a term.          Clear curriculum overviews for parents.          Regular reminders during lessons.          Use of working walls.          Linking learning to real life when appropriate.          Assertive discussions during mentoring.</p>	<p><b>Explicit development of metacognition</b>          Identify, display and teach the learning power of the month.          Explicit planning for how the behaviour will be developed.          Reflection tools within lessons which focus on 'how'.          Learning behaviour working wall.          Learning behaviours celebrated in assembly.</p>
<p><b>Variation of inputs during the process and different outputs for learning</b>          2nd and 3rd input to be different to the first.          Vary the emphasis on visual and auditory.          Use pupils who have mastered to provide input to those who haven't.          Effective use of resources including TAs, ICT and the outdoor environment.</p>	<p><b>A pupil centred learning process</b>          Building elements of choice within all lessons (chilli challenge, science experiments etc.)          Development of group roles.          Pupil lesson evaluation forms.          Planning for different types of learner.          Involving pupils in curriculum evaluations.          Pupil choice planned for all activities when appropriate.          Home learning.</p>	<p><b>Worthwhile classroom dialogue</b>          Identify, display and discuss dialogic behaviours.          Development of structured sharing strategies (Kagan)          Carefully planned opportunities for talk to enhance learning.</p>



# Lomeshaye Junior School Curriculum Statement

## Aspire-Believe-Achieve



### History

**"The value of history is, indeed, not scientific but moral: by liberalising the mind, by deepening the sympathies, by fortifying the will, it enables us to control, not society, but ourselves - a much more important thing; it prepares us to live more humanely in the present and to meet rather than to foretell the future." Carl Becker, 1873-1945, U.S. historian**

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our planned teaching sequence will show:</b></p> <ul style="list-style-type: none"> <li>Lomeshaye agreed pedagogies used as basis for teaching and learning.</li> <li>The Big Picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline.</li> <li>Building on prior learning and reviewing and revisiting</li> <li>Specify key vocabulary to be used and its meaning</li> <li>Conduct Historical enquiry using a variety of sources and / or artefacts</li> <li>Interpret their findings</li> <li>Communicate their historical knowledge and understanding appropriately</li> <li>Evaluate their learning and compare with other historical periods studied as appropriate</li> <li>A historical dress up day each year</li> </ul>	<p><b>Pupil voice will show:</b></p> <ul style="list-style-type: none"> <li>A developed understanding of the methods and skills of historians at an age appropriate level</li> <li>A secure understanding of the historical concepts, key people and events</li> <li>A progression of understanding, with appropriate vocabulary which supports and extends knowledge acquisition.</li> <li>Confidence in discussing history, their own work and identifying their own strengths and areas for development</li> </ul>
<p><b>The History leader will:</b></p> <ul style="list-style-type: none"> <li>Understand and articulate the characteristics of high quality teaching in the subject and the main strengths for improving and sustaining high standards of teaching and learning for all pupils.</li> <li>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians.</li> <li>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>The relationship of their subject to the curriculum as a whole.</li> <li>Keep up to date with current history research and subject development through an appropriate subject body or professional group.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>Provide appropriate quality equipment for each area of the curriculum.</li> <li>Have developed learning walls which include high quality WAGOLLS, including actual pieces of work and known historians, and carefully chosen vocabulary, which are regularly updated.</li> <li>Be organised using Kagan cooperative learning so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.</li> </ul>	<p><b>Children's work in books and displays will show:</b></p> <ul style="list-style-type: none"> <li>A varied and engaging curriculum which develops a range of historical skills and depth of knowledge.</li> <li>Clear progression in line with expectations set out in the progression grids developed from Lancashire EOYE, KLIPS and National Curriculum.</li> <li>Developed and final pieces of work which showcase the skills and knowledge learned.</li> <li>Sustained improvement in their subject knowledge, understanding and skills</li> <li>A strong understanding of the key ideas of the subject</li> <li>Deep thinking in relation to the subject matter</li> <li>That children are enthusiastic and highly motivated about history</li> </ul>



<p><b>The class teacher will, with support from year group colleagues and the History leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> <li>• Work well together as a team;</li> <li>• Apply policy and plans consistently in the classroom;</li> <li>• Have high expectations of the pupils;</li> <li>• Reinforce the motivation of the pupils;</li> <li>• Facilitate deep learning within the subject;</li> <li>• Make good use of support, training and guidance.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as an historian because they know how to be successful.</li> <li>• Safe and happy in history lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on historical skills and knowledge</li> <li>• Develop historical knowledge, skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul>	<p><b>The History leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>
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# Lomeshaye Junior School Progression in History

## Aspire-Believe-Achieve



### History

**"The value of history is, indeed, not scientific but moral: by liberalising the mind, by deepening the sympathies, by fortifying the will, it enables us to control, not society, but ourselves - a much more important thing; it prepares us to live more humanely in the present and to meet rather than to foretell the future." Carl Becker, 1873-1945, U.S. historian**

Year3	Year4	Year5	Year6
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Uses additional words and phrases such as century, decade, and topic related vocabulary.</li> <li>• Understands how to read/use a timeline and that it can be divided into BC and AD</li> <li>• Uses dates and terms related to the unit and passing of time.</li> <li>• Begin to place events in a chronological order.</li> <li>• Explore trends and changes WITHIN a topic.</li> </ul>	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Uses vocabulary relating to previous topics as well as topic related vocabulary from year 4.</li> <li>• Place events from the period studied on a timeline</li> <li>• Understands the terms BC and AD including more complex terms e.g. BCE/AD (Before Common Era/ Anno Domini)</li> <li>• Begin to date events</li> <li>• Explore links and contrasts ACROSS DIFFERENT periods of time.</li> </ul>	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Uses additional relevant terms relating to new topics.</li> <li>• Sequence key events of time studied on a timeline – local, national and international representations.</li> <li>• Make comparisons between different times in history including short term and long-term scales.</li> <li>• Relate current studies to previous studies.</li> </ul>	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Uses additional relevant dates and terms.</li> <li>• Sequence up to ten events on a timeline, using key periods as reference points: BCE/AD, Romans, Anglo-Saxons, Maya Civilization.</li> <li>• Uses timelines to demonstrate changes and development in culture from around the world.</li> <li>• Describes main changes in a period of history e.g. social, religious, political, technological and cultural.</li> </ul>
<p><b>People, places, changes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of aspects of history significant in the locality – Industrial Britain.</li> <li>• Describe and give reasons for some changes in Britain from the Stone Age to the Iron Age.</li> <li>• Describe some aspects of the Roman Empire and recognise its impact on Britain.</li> </ul>	<p><b>People, places, changes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of aspects of history significant in the locality – Industrial Britain.</li> <li>• Describe and give reasons for some changes in Britain from the Stone Age to the Iron Age.</li> <li>• Describe some aspects of the Roman Empire and recognise its impact on Britain.</li> </ul>	<p><b>People, places, changes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066 – a study of houses.</li> <li>• Describe key aspects of a non-European society – The Maya.</li> <li>• Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</li> </ul>	<p><b>People, places, changes</b></p> <ul style="list-style-type: none"> <li>• Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>• Demonstrate more in-depth knowledge of one specific civilisation- Indus Valley.</li> <li>• Describe key aspects of a non-European society – The Maya.</li> </ul>
<p><b>Interpretation, Enquiry and Using Sources</b></p> <ul style="list-style-type: none"> <li>• Uses a range of sources e.g. internet, library, artefacts and visits to collect information and answer questions about the past.</li> <li>• Suggests sources of evidence to use to help to answer questions.</li> <li>• Select and record information relevant to the study.</li> </ul>	<p><b>Interpretation, Enquiry and Using Sources</b></p> <ul style="list-style-type: none"> <li>• Uses and suggests sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet.</li> <li>• Choose relevant material to present a picture of one aspect of life within the study.</li> </ul>	<p><b>Interpretation, Enquiry and Using Sources</b></p> <ul style="list-style-type: none"> <li>• Begins to understand the difference between primary and secondary sources of evidence.</li> <li>• Uses evidence to build up a picture of a past event and recognises how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>Interpretation, Enquiry and Using Sources</b></p> <ul style="list-style-type: none"> <li>• Recognises primary and secondary sources.</li> <li>• Uses a range of sources to find out about an aspect of time – evaluating the usefulness and accuracy of evidence.</li> <li>• Selects the most appropriate sources of evidence for a particular task.</li> </ul>



<ul style="list-style-type: none"> <li>• Compares two versions of a past event and identifies differences in the accounts.</li> <li>• Begin to identify and give reasons for different ways in which the past is represented.</li> <li>• Look at different representations of the studied period – cartoon, museum, photo and compare.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to evaluate the usefulness of different sources – how evidence is used to make historical claims.</li> <li>• Begin to give reasons/explanations as to why there may be different accounts of history.</li> <li>• Recognise why some events happened and what happened as a result.</li> <li>• Identify historically significant people and events across time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant sections of sources to find information, answer questions and test hypotheses.</li> <li>• Uses the library and internet for research with increasing confidence.</li> <li>• Offer reasoning/explanations for different versions of events</li> <li>• Understand that people (now and in the past) can represent events or ideas in order to persuade others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past has been represented in different ways, for different reasons and shows awareness that different evidence will lead to different conclusions.</li> <li>• Considers ways of checking the accuracy of interpretations.</li> <li>• Suggests accurate and plausible reasons for how/why aspects have been represented in different ways.</li> <li>• Confident use of library, internet etc. for research.</li> <li>• Devise historically valid questions and hypotheses.</li> <li>• Describe the impact of historical events and changes.</li> <li>• Recognises that some events, people and changes are judged as more significant than others.</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Explains own knowledge and understanding.</li> <li>• Present findings about the past using dates and terms with increasing accuracy.</li> <li>• Discuss and select different ways to represent information for different purposes.</li> <li>• Uses historical terms and vocabulary linked to chronology.</li> <li>• Discuss and comment on historical events, issues, connections and changes.</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Explains own knowledge and understanding.</li> <li>• Present findings about the past using dates and terms correctly along with subject specific vocabulary.</li> <li>• Select and organise the most appropriate way to present information, realising the intended audience.</li> <li>• Choose the appropriate historical information to present in order to support your task.</li> <li>• Communicate significant connections between different historical events.</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Discuss and debate historical issues choosing appropriate evidence to support your argument.</li> <li>• Use appropriate, specific vocabulary when discussing and describing historical events.</li> <li>• Construct own responses and opinions to historical questions and hypotheses by selecting and organising relevant historical information including dates and terms.</li> <li>• Choose an appropriate way to communicate historical findings taking consideration of the audience.</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Plans and carries out own historical investigations.</li> <li>• Acknowledges and addresses contrasting evidence and opinions in discussion and debate – responding to these appropriately.</li> <li>• Uses appropriate vocabulary when discussing, describing and explaining historical events, including sticky knowledge from previous year groups.</li> <li>• Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information from a range of sources including dates and terms.</li> </ul>
<p style="text-align: center;"><b>End Points</b></p>	<p style="text-align: center;"><b>End Points</b></p>	<p style="text-align: center;"><b>End Points</b></p>	<p style="text-align: center;"><b>End Points</b></p>
<p><b>A Year 3 pupil should be able to:</b></p> <ul style="list-style-type: none"> <li>• Place events in an order.</li> <li>• Explore trends and changes within a period of time.</li> <li>• Demonstrate knowledge of the history of their locality.</li> <li>• Describe changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<p><b>A Year 4 pupil should be able to:</b></p> <ul style="list-style-type: none"> <li>• Place events on a timeline.</li> <li>• Explore links and contrasts across different periods of time.</li> <li>• Demonstrate knowledge of the history of their locality.</li> <li>• Describe changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<p><b>A Year 5 pupil should be able to:</b></p> <ul style="list-style-type: none"> <li>• Sequence events on local, national and international timelines.</li> <li>• Make comparisons between different times in history including short term and long-term scales.</li> <li>• Describe key aspects of the Maya civilisation.</li> <li>• Demonstrate knowledge of the</li> </ul>	<p><b>A Year 6 pupil should be able to:</b></p> <ul style="list-style-type: none"> <li>• Sequence up to ten events on a timeline using key periods as reference points.</li> <li>• Use timelines to demonstrate changes and development in culture.</li> <li>• Compare the features of the earliest civilisations.</li> </ul>

<ul style="list-style-type: none"> <li>Describe aspects of the Roman Empire and its impact on Britain.</li> <li>Use sources to collect relevant information and ask questions about the past.</li> <li>Comment of historical events.</li> <li>Use terms and vocabulary linked to chronology.</li> </ul>	<ul style="list-style-type: none"> <li>Describe aspects of the Roman Empire and its impact on Britain.</li> <li>Evaluate the usefulness of sources relating to the past.</li> <li>Give reasons as to why there may be different accounts of history.</li> <li>Present findings about the past using dates and subject specific vocabulary.</li> <li>Communicate significant connections between different historical events.</li> </ul>	<p>Ancient Greeks and their achievements.</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of houses beyond 1066.</li> <li>Understand the difference between, and use appropriately, primary and secondary sources of evidence.</li> <li>Offer reasoning for events using evidence.</li> <li>Discuss and debate historical issues.</li> <li>Construct own opinions to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an in-depth knowledge of the Indus Valley.</li> <li>Describe key aspects of the Maya civilisation.</li> <li>Evaluate the usefulness and accuracy of sources.</li> <li>Show awareness of how different evidence can lead to different conclusions about the same events.</li> <li>Plan and carry out own historical investigations.</li> <li>Construct informed responses to historical questions involving thoughtful selection of historical information from a range of sources.</li> </ul>
<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>	<b>Key Knowledge</b>
<ul style="list-style-type: none"> <li>Understand key aspects of significant places in our locality – our town in relation to the Industrial Revolution.</li> <li>Understand some of the reasons for the changes in Britain from the Stone Age to the Iron Age.</li> <li>Be able to describe some of the aspects of the Roman Empire and recognise the impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Understand key aspects of significant places in our locality – our town in relation to the Industrial Revolution.</li> <li>Understand some of the reasons for the changes in Britain from the Stone Age to the Iron Age.</li> <li>Be able to describe some of the aspects of the Roman Empire and recognise the impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate knowledge of a theme in British History that extends their chronological knowledge beyond 1066 – a study of houses.</li> <li>Be able to describe key aspects of a non-European society – The Maya.</li> <li>Can demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Be able to demonstrate a more in depth knowledge of one specific civilisation – Indus Valley.</li> <li>Be able to describe key aspects of a non-European society – The Maya.</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b>Local Study</b> Industrial, Revolution, Agriculture, Factory, Great Britain, Minerals, Cotton, Spinning Machine, Invention, Mining, Transport, Steam Engine, Railway, Empire, Slavery, Population, Rights, Child Labour, Canals, Freight</p> <p><b>Stone Age to Iron Age</b> Skara Brae, Stonehenge, Palaeolithic, Mesolithic, Neolithic, Chronology, Extinct, Hierarchy, Population, Land Change, Flint, Knapping, Artefacts, Archaeologists, Historians, Evidence, Prehistoric, Doggerland, Neanderthal, Cheddar Man, Big Freeze, Ice Age, Mammoth, Roman Invasion.</p>	<p><b>Local Study</b> Industrial, Revolution, Agriculture, Factory, Great Britain, Minerals, Cotton, Spinning Machine, Invention, Mining, Transport, Steam Engine, Railway, Empire, Slavery, Population, Rights, Child Labour, Canals, Freight</p> <p><b>Stone Age to Iron Age</b> Skara Brae, Stonehenge, Palaeolithic, Mesolithic, Neolithic, Chronology, Extinct, Hierarchy, Population, Land Change, Flint, Knapping, Artefacts, Archaeologists, Historians, Evidence, Prehistoric, Doggerland, Neanderthal, Cheddar Man, Big Freeze, Ice Age, Mammoth, Roman Invasion.</p>	<p><b>British History beyond 1066</b> Victorian, Tudor, Irrigation, Stone Age, Population, Diseases, Towns, Village, Materials, Child Labour, Rights, Villa, Thatch, Continuity, Change.</p> <p><b>Non-EU Civilisation</b> Mesoamerica, Palenque, Tikal, temple, Yax Mutul, Enemies, Temple of the Great Jaguar, King Jasaw Chan K'awiil, Ancient, Acropolis, Ceremonial, Population, Discrimination, Maize, Spirit Guardians, Pakal, Offerings, Sacrifice.</p> <p><b>Ancient Greece</b> Conquer, Territory, Europe, Democracy, Olympic Games, Philosophy, Sparta, Athenian, Literature, Displacement,</p>	<p><b>Early Civilisations</b> Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China, Civilisation, Dynasty, Location, River Valley, Irrigation, achievements, merchants, cotton, seals, Mesopotamia, Trade, Settlements, Aryans, Climate, Floods, Disease, Excavation, Archaeologists, Harappa, Mohenjo- Daro.</p> <p><b>Non-EU Civilisation</b> Mesoamerica, Palenque, Tikal, temple, Yax Mutul, Enemies, Temple of the Great Jaguar, King Jasaw Chan K'awiil, Ancient, Acropolis, Ceremonial, Population, Discrimination, Maize, Spirit Guardians, Pakal, Offerings, Sacrifice.</p>

<p><b>Romans</b> Boudicca, Myth, Reign, Senate, Consul, Soldier, State, Tribunes, Plebeians, Emperor, Bankrupt, Chariot, Dictator, Colosseum, Amphitheatre, Patricians, Rivals, Empire, Republic.</p> <p><b>General</b> Timeline, BC, AD, Past, Present.</p>	<p><b>Romans</b> Boudicca, Myth, Reign, Senate, Consul, Soldier, State, Tribunes, Plebeians, Emperor, Bankrupt, Chariot, Dictator, Colosseum, Amphitheatre, Patricians, Rivals, Empire, Republic.</p> <p><b>General</b> BCE, CE, Significance.</p>	<p>Gods, Archeons, Slavery, Military, Election, Colonies, Empire.</p> <p><b>General</b> Reliability, Significance, Impact, Influence.</p>	<p><b>General</b> Reliability, Significant, Contrast, Comparison.</p>
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## National Curriculum Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

*Examples (non-statutory)*

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

*Examples (non-statutory)*

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall

- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

*Examples (non-statutory)*

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*Examples (non-statutory)*

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

*Examples (non-statutory)*

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

*Examples (non-statutory)*

- the changing power of monarchs using case studies such as John, Anne and Victoria
- 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

- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



