







## Challenge, Equality & Opportunity

### History

#### Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p> 	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	<p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p> 	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others.</p> <p>Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

## History Intent

### *We can build knowledge and skills*

Provide a history curriculum that provides the knowledge of Britain's' past and that of the wider world.

Develop key skills in asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

Develop knowledge of the past and an awareness of the passing of time within a chronological framework.

### *We are Creative*

Recognise similarities and differences between ways of life at different periods of time.

Appreciate connections, contrasts and trends over time across the periods of time that are studied.

Learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of sources.

Know the past can be represented in different ways and that this can influence opinion.

### *We are Resilient*

Use a wide vocabulary of appropriate and accurate historical terms.

Ask and answer questions with confidence drawing on chronologically secure knowledge.

These questions may challenge their own views and thinking, or that of others.

Evaluate and re-evaluate opinions, adjusting points of view if appropriate, in the light of subsequent learning and additional evidence.

### *We Understand Ourselves and Each Other*

Develop their understanding of their own and other cultures through studying a range of periods of local, British and world history.

Work collaboratively to develop their research skills, develop communication and critical thinking skills.

Give children the language, experience and knowledge to evaluate their own work and the work of others.

Begin to understand the motivation and viewpoint of the creators of sources of evidence that are investigated, and what they were aiming to communicate.

Evaluate sources of evidence from relevant periods of history, expressing opinions that are constructed from the historical information.

## History Implementation

The Havannah History Scheme of Work is based on resources that are produced by 'Focus Education'. This is not adopted as an 'off-the-shelf' scheme of work; instead it is personalised to meet the needs of the children at Havannah First School and to ensure learning is relevant and meaningful based on the experiences of the children and the region of the UK and world in which we are located.

Key knowledge and skills are identified for each Key Stage, and these address the requirements of the National Curriculum. The National Curriculum for Key Stage 2 has been distributed between first schools and the middle schools within the Gosforth Schools Trust to ensure that all requirements of the National Curriculum are covered by a child on a typical pathway through schools in the Trust.

### KNOWLEDGE AND SKILLS ACROSS THE CURRICULUM

<b>SKILLS</b> (running throughout all Key Stages)	Chronological knowledge		Historical Enquiry		Interpretation of history	
<b>KNOWLEDGE IN RECEPTION</b>	Understanding of the world to include: <ul style="list-style-type: none"><li>• their life story and family’s history,</li><li>• characters from the past within stories,</li><li>• the lives of people around them and their roles in society,</li><li>• similarities and differences between things in the past and now</li><li>• developing an understanding of the past through characters and events that they encounter through books and storytelling.</li></ul>					
<b>KNOWLEDGE TAUGHT IN YEARS 1 AND 2</b>	Within living memory		Beyond living memory		Lives of significant people	Local history
<b>KNOWLEDGE TAUGHT IN YEARS 3 AND 4</b>	Chronology	Roman Britain and its impact on Britain.	Ancient Greeks	Ancient Civilizations	Local history	

More information about the relationship between the curriculum and the school's plans can be found in the Long Term Plan for History.

### Progression in History for Each Strand

This progression map is written to explain what children in each year group are expected to be taught. In addition, a summary of what has already been taught is included. This 'previous learning' is referred to as 'retrieval'. This is what children are required to know and understand before beginning the new learning for each year group.

	Retrieval	Reception
<b>Early Years Foundation Stage – Understanding the World</b>	<ul style="list-style-type: none"><li>• Children will have a some basic knowledge about themselves and their families</li><li>• They will be developing the concept of 'now' and 'the past'.</li><li>• They will be beginning to compare objects by comparing them</li></ul>	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

	Retrieval	Year 1	Retrieval	Year 2
<b>Within living memory</b>	<ul style="list-style-type: none"> <li>Children are likely to have come across photographs of their grandparents and great grandparents when they were young</li> <li>They may have had a collection of such photographs in EYFS or been shown them by parents and grandparents</li> <li>They may have seen some older artefacts such as record players or cassettes or kitchen equipment from 20 to 50 years ago, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Know that toys people from the past played with are different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should appreciate that many things have changed between the time their grandparents were young and the time their parents were young</li> <li>They will have come across a collection of artefacts to re-enforce the point that things change with time</li> <li>They may have video extracts of their parents when they were young. This could provide a good starting point to appreciate the changes that have occurred since</li> <li>Appreciate the changes due to the internet and 'www'.</li> </ul>	<ul style="list-style-type: none"> <li>Describe memories and changes that have happened in their own lives</li> </ul>
<b>Beyond living memory</b>			<ul style="list-style-type: none"> <li>Pupils should be provided with opportunities to recall the Year 1 unit on 'within living memory'</li> <li>They should appreciate that changes were always happening and that even their grandparents were appreciative of the changes that occurred in their lifetime</li> <li>They are familiar with the terms 'long ago' and a 'very long time ago'</li> </ul>	<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> <li>Choose and select evidence and say how it can be used to find out about the past</li> </ul>

	Retrieval	Year 1	Retrieval	Year 2
<b>Significant people or events</b>	<ul style="list-style-type: none"> <li>Children have spoken about past and present events in their own lives and in the lives of their families</li> <li>Children will have some understanding of why people's lives and objects were different in the past</li> <li>Children can recount what they have done in their immediate past</li> </ul>	<ul style="list-style-type: none"> <li>Name a famous UK person from the past and explain why they are famous</li> <li>Remember parts of stories and memories about the past</li> <li>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</li> </ul>	<ul style="list-style-type: none"> <li>Children in Year 1 will know about some famous people from the UK</li> <li>They will understand that famous people within the UK are not always famous the whole world over</li> <li>Pupils will recognise the significance between famous person/ people from within and outside the UK?</li> <li>Pupils will have links to their locality and will know of any famous people living in their village, town or city</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> <li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>
<b>History of the locality</b>	<ul style="list-style-type: none"> <li>Children will have some knowledge of their locality and understand that it has changed</li> <li>They will have explored their immediate locality in different ways, both in school and with their parents</li> <li>They may have walked to interesting places like parks or woodlands or taken a short bus ride to somewhere important</li> <li>Children will have met the term 'famous' and will associate it appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> </ul>	<ul style="list-style-type: none"> <li>Children may link the locality geographical learning they have done in Year 1</li> <li>They have knowledge about houses that are new and those that have been in the locality for a very long time</li> <li>They have used photographs seen in Year and possibly at home which show what the local streets were like some time ago.</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</li> </ul>

	Retrieval	Year 3		Retrieval	Year 4
British history between Stone Age and 1066	<ul style="list-style-type: none"> <li>Pupils explored a period beyond living memory in Year 2</li> <li>They know how artefacts can help to explain how things have changed</li> <li>Pupils will have some understanding about what we use today being linked to something that was invented or discovered some time ago</li> <li>Pupils will have used a number of photographs or actual artefacts to help them explore this a bit further</li> <li>Because pupils will have knowledge of dinosaurs there will be a need to explain that the period of time they are going to look at, i.e., when people first lived in Britain, was after the dinosaurs had disappeared off our Earth</li> </ul>	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the Stone Age and the iron age</li> <li>Know the main differences between the Stone, Bronze and Iron ages</li> <li>Know what is meant by 'hunter-gatherers'</li> </ul>	British history between Stone Age and 1066	<ul style="list-style-type: none"> <li>It is important that pupils see this unit as a continuation of the story which started at the Stone Age and continued through the Bronze and Iron Ages until the coming of the Romans</li> <li>Pupils will understand why the Romans left Britain and the influence the Anglo-Saxons had on that decision</li> <li>Pupils understand the impact the Romans had on Britain</li> <li>Pupils should appreciate the fact that the Romans helped us with the creation of roads, aqueducts, sanitary systems, etc.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pupils should start this unit from the point of view 'because the Romans invaded we ...'</li> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> <li>Know how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Use a timeline to show when the Anglo-Saxons were in England</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>

	Retrieval	Year 3	Retrieval	Year 4
Very ancient civilizations	<ul style="list-style-type: none"> <li>From personal experiences a few pupils may have links to Greece because of holidays</li> <li>Pupils may have heard of Greece, know it is a European country even if they have not visited Greece</li> <li>Pupils know about the concept of democracy through their work on British Values.</li> <li>Pupils should be very familiar with the Olympic Games and know that it originated in Greece</li> <li>Pupils may be familiar with the names of some of the Greek Gods and will have learned about beliefs and Gods whilst learning about the Romans</li> <li>Because of pupils' familiarity with timelines they should be able to understand about the period of time being studied</li> </ul>	<b>Ancient Greeks</b> <ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans</li> <li>Know about the influence the Gods had on Ancient Greece</li> <li>Know at least five sports from the Ancient Greek Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have learned about Britain 3000 years ago and will appreciate how advanced the civilizations being looked at were in comparison.</li> <li>Pupils will know that Egypt is a country in Africa and parts of Egypt are deserts</li> <li>Most pupils will have heard of the term 'pyramid' and know what it looks like</li> <li>Pupils from a Asian heritage, may well be able to link with the geographical position of the Indus Valley</li> <li>Pupils have learned about Ancient Greeks so recognise that ancient people created amazing buildings and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>Know about the key features of Ancient Egypt.</li> <li>Appreciate how different life was in Britain when this civilization was at its strongest</li> </ul>



	Retrieval		Retrieval	Year 4
Local history	<ul style="list-style-type: none"> <li>• Build on the history and geography knowledge of the locality from key stage 1</li> <li>• Try to get across why do they think their village, town or city exists in the first place</li> <li>• Pupils have learned about wealthy people and poor people in several time periods which may help them in this study</li> <li>• Talk about any monuments that they know of or of some civic buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to Newcastle and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>		

History is taught as part of the continuous provision and as discrete lessons in Reception. In KS 1 and 2, there are three units for each year group, each unit consists of 5 or 6 lessons which are usually taught discretely. It can be taught weekly across three half terms (usually the second half of each term) or some units can be delivered on an history focus day or across several afternoons. We have built in flexibility to ensure that history is not 'squeezed' out of the busy curriculum and it is taught in the most appropriate way for each year group or class. Provision is also planned so all classes are learning about similar themes or skills each term.

Please see Long Term Plan for History for more information.

History is not usually planned to match other topics in the curriculum but the units can be adapted where natural links form between history and other subjects. Teachers meet with the history lead to discuss this and ensure that any adaptations still include coverage of the Havannah History Curriculum.

### A Typical History Lesson at Havannah First School

**Each KS1 and 2 lesson typically follows the following format:**

1. Fast recall (retrieval) of the previous lesson's content (knowledge and skills).
2. Setting an investigative question which will be the focus of the lesson, establishing that the question will be answered by completing the learning activities undertaken in the lesson.
3. Introduction to the historical element in the context of the question being investigated during this lesson. (This may involve use of video, sources of evidence, a presentation or other teacher-led input.)
4. Children practising and exploring as they apply and further develop their knowledge and skills in order to formulate an answer to the investigative question. (Again, this may involve the use of sources of evidence.)
5. Evaluation learning and formulation of an answer to the investigative question set at the beginning of the lesson.

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with educational visits undertaken at least once in each year group to support the development of the children's knowledge. Examples of possible visits are included as part of the Long Term Plan.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the Long Term Plan.

### SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS

<https://www.history.org.uk/>

<https://www.history-rocks.com/>

<https://www.keystagehistory.co.uk/>

<https://www.facebook.com/primaryhistorymatters/>

<https://schoolshistory.org.uk/topics/primary-history/>

[https://twitter.com/HistoryPrimary?ref\\_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor](https://twitter.com/HistoryPrimary?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor)

<https://www.bbc.co.uk/teach/school-radio/history/zfmj92p>

<https://schoolshistory.org.uk/topics/great-resources/>

