

History Curriculum Organisation

Year Group	History Units		
Year 1	Me and my world - Toys	Castles	Explorers – Christopher Columbus
Year 2	Gunpowder Plot	Great Fire of London	Florence Nightingale and Mary Seacole
Year 3	Stone Age	Egyptians	
Year 4	Greeks	Romans	
Year 5	Mayans	Anglo-Saxons and Vikings	
Year 6	19 th century Stafford	Battle of Britain	

Intent

- Children are inquisitive in wanting to find out about the past. They will gain knowledge about a range of historical periods. Children will be able to confidently articulate changes from the past to nowadays and give reasons for why changes have occurred
- how the subject curriculum meets the needs of all children:
 - Range of learning opportunities provided – discussion, written, reading, research, art, practical/drama
- how it is adapted to meet the needs of children who are disadvantaged or have SEND:
 - Differentiation
 - Scaffolded learning (writing frames, word mats etc)
 - Modelling
 - Paired discussion
- what the long-term plan for the subject curriculum looks like;
 - clear progression – chronologically in KS2; events beyond living memory and significant people in KS1. KS2 children have a growing sense of chronology, hence the organisation of history in this way.
 - building vocabulary through topics
 - referring back to previous learning to make links
- how the school subject curriculum meets the requirements of the National Curriculum:
 - History units are planned against the aims of the National Curriculum:
KS1 – changes within living memory (toys), events beyond living memory (GFL), lives of significant individuals (FN and MS), significant historical events, places, people (Stafford Castle, Guy Fawkes).

KS2 – changes from Stone Age to Iron Age and Egyptians (y3), Ancient Greeks and the Romans (y4), Maya and Britain's settlement by the Anglo-Saxons (y5), local history study and The Battle of Britain (19th century Stafford – y6)

- if the teaching sequence allows children to cumulatively build knowledge and skills:
 - Reference to previous learning
 - Links made where possible (comparing historical periods or the past and present)
 - KS2 – units arranged chronologically so children go on a journey through time.
 - Vocabulary taught and reviewed throughout and across units

Implementation

- how consistently the subject is taught, that teachers have good subject knowledge and that the quality of teaching is also consistent across all year groups:
 - Cover pages with LCs and knowledge sent to subject lead prior to the teaching of the unit
 - Monitoring occurs termly (half termly if cover allows) to check on the teaching and learning of history
 - Pupil voice where children discuss history units
- how lessons are planned to ensure that children are able to memorise and recall knowledge about the subject and understand how this knowledge fits with larger concepts:
 - Progression map states LCs and knowledge children should have at the end of units
 - Teachers plan lessons that promote enquiry – the use of questions
 - Displays in classrooms encourage revisiting prior learning
 - Learning environments prompt/support children in recall and memorising knowledge
- how assessment is used to help children to embed new knowledge and also to check understanding and inform teaching:
 - Progression maps have the knowledge that children should know at the end of each unit. Teachers use this as an assessment tool to identify children working towards, at or beyond expectations
 - Final outcomes allow children to demonstrate the knowledge acquired over a unit

- The introduction of a 'big question' to allow children to demonstrate their knowledge
- Milestones have been introduced for staff to check off children (WTS and GD to marked on. No initials means EXS)

Impact

- what children's achievement looks like in the subject:
 - Children can speak confidently and accurately about history units studied
 - Evidence in children's books/floor books show a wide knowledge base and accurate historical information
 - Children are able to pose relevant questions in relation to history units – why did they do that?
 - Children can explain how and why things have changed over time – healthcare, buildings, food, industry, technology etc
- how the subject leader is monitoring and evaluating the subject curriculum across the school:
 - Book trawls carried out. Work is checked against the progression map and cover pages
 - Pupil voice to see if children can articulate their learning
 - Learning walks to check for engagement
 - Classroom environment – key vocabulary displayed, DLP display boards evident with children knowledge acquisition displayed in some way, prior learning boards used to recap previous learning

History Big Questions

Year 1

Toys

- How and why have toys changed over time?

Castles and Turrets

- What was life like in a castle?

Explorers

- Why do/did people explore?

Year 2

The Great Fire of London

- Why was the Great Fire of London so devastating?

The Gunpowder Plot

- Why do we remember the 5th November 1605?

Seaside

- Why are people thankful to Florence Nightingale and Mary Seacole?

Year 3

Stone Age

- Which was best: The Stone Age, Bronze Age or Iron Age?

Egyptians

- What has been discovered about the Egyptians?

Year 4

Greece

- What has Ancient Greece left behind?

The Romans

- Why did the Romans come to Britain and what did they want?

Year 5

The Mayans

- Who were the Mayans?

Anglo-Saxons and Vikings

- Were the Anglo-Saxons and Vikings invaders or settlers?

Year 6

19th Century Stafford

- Has Stafford changed in the last 150 years?

The Battle of Britain

- What changed during and after the Battle of Britain?

History Milestones - Year 1

Autumn Term

<u>Toys</u> How and why have toys changed over time?		
Children can:	WTS	GD
Name the terms order and change		
Record which e.g. of an item came first and why		
Record what the item was like and how it has changed in the last 20 years		
Explain why the item has changed		
Explain how life has improved for children as a result of the changes		

History Milestones - Year 1

Spring Term

<u>Castles and Turrets</u> What was life like in a castle?		
Children can:	WTS	GD
Name the terms order/change		
Record where castles were built - how castles changed		
Name the main parts of a castle - moat, drawbridge, gatehouse, tower, battlement, dungeon, spiral staircase, kitchens, living areas, well.		
Record who lived in castles - lords/ladies, knights, peasants		
Explain what people did to defend castles - what a siege is.		
Explain why Stafford has a castle		
Explain about life in the castle - how food was prepared, what the rooms were like, how the quarters for servants were different compared to the Lord's		
Record how light and heat was provided and how this different to now		
Record where water came from and what the bathrooms were like		
Explain what is different in Stafford Castle from when it was built		

History Milestones - Year 1

Summer Term

<u>Explorers</u> Why do people explore?		
Children can:	WTS	GD
Record who Neil Armstrong and Christopher Columbus were and be able to recount some information about their lives.		
Give details of the Apollo 11 mission - different stages of the mission. Give details about Christopher Columbus discovering the new world.		
Explain what happened when Neil Armstrong landed on the moon. Explain what happened when Christopher Columbus go to the new world.		
Give details about the equipment they used		
Describe or give details about the living arrangements on the rocket and landing craft/ship		
Find out about the past from different sources of information - written, pictorial, film.		

History Milestones - Year 2

Autumn Term

<u>The Gunpowder Plot</u> Why do we remember the 5 th November 1605?		
Children can:	WTS	GD
Record who ruled this country in the early 16 th century and what the Parliament was.		
Say that the official religion of Great Britain was Protestant.		
Explain how Catholics felt they were treated unfairly.		
Record why the Gunpowder Plot happened and who was involved.		
Give details of the plans for the plot.		
Explain why the plot failed.		
Show that they can find out about the events by looking at books, letters, pictures and diary entries from the time.		
Explain how the Gunpowder Plot is remembered.		

History Milestones - Year 2

Autumn Term

<u>The Great Fire of London</u> Why was the Great Fire of London so devastating?		
Children can/know:	WTS	GD
Charles II was the king.		
The Great Fire started in Pudding Lane in a bakery.		
Explain why the fire spread and what buildings in London were like.		
Explain what happened to people.		
Give details about how they fought the fire and how this is different now for a modern day fire service.		
Record how building changed and what we have as a result e.g. St Pauls.		
Find out about the past from different types of information.		

History Milestones - Year 2

Summer Term

<u>Florence Nightingale and Mary Seacole</u> Why are people thankful to Florence Nightingale and Mary Seacole?		
Children can/know:	WTS	GD
Who FN and MS were and where they grew up and lived.		
What their lives were like before the Crimean war and how they were treated differently.		
Why they went to the Crimea.		
How they helped injured soldiers and what they did to improve conditions in hospitals.		
How hospitals are different now compared to the 19 th century.		
That they can find out about the past from different sources of information - written, pictorial, film.		

History Milestones - Year 3

Autumn Term

<u>Stone Age</u> Which was best: The Stone Age, Bronze Age or Iron Age?		
Children know:	WTS	GD
When the Stone Age/Iron Age periods were and relate them to the birth of Jesus - use terms like BC/AD, ancient and modern.		
What everyday life was like - recount details of homes, food, hunting, transport, tools, weapons, leisure etc.		
How life was different from now and give reasons and how life changed from the Stone Age to Iron Age.		
How we have been able to find out so much about the lives of people in the Stone to Iron ages.		

History Milestones - Year 3

Spring Term

<u>Egyptians</u> What has been discovered about the Egyptians?		
Children know:	WTS	GD
When the Ancient Egyptians lived and relate the time to the birth of Jesus - use terms like BC/AD, ancient and modern, century.		
What everyday life was like - recount details of homes, food, agriculture, transport, weapons.		
How Ancient Egyptians prepared for death and what the process of mummification entailed.		
What a pyramid is and how it was constructed - why tombs/pyramids were so important in the religious beliefs of the Ancient Egyptians.		
How life was different/similar from now and from other history topics studied + give reasons.		

History Milestones - Year 4

Autumn Term

<u>Ancient Greece</u> What has Ancient Greece left behind?		
Children know:	WTS	GD
When the period of the Ancient Greeks was and relate it to the birth of Jesus - use terms like BC/AD, ancient and modern, century.		
What buildings in Ancient Greece were like and how they influenced architecture in more recent times e.g. 18 th century.		
How sporting events in Ancient Greece influenced what we have now - example of the Olympics and specific sporting activities e.g. marathon, javelin, sprint.		
How government was similar/different to now and other periods studied.		
How life was different for a slave compared to a leader.		
Some details of Greek myths and legends.		
The names of Ancient Greek Gods.		
How we have been able to find out about the lives of people in Ancient Greece.		
How Ancient Greece was similar/different to other periods studied and know reasons for differences.		

History Milestones - Year 4

Summer Term

<u>The Romans</u> Why did the Romans invade and what did they want?		
Children know:	WTS	GD
When the Romans invaded and occupied Britain - use terms like BC/AD, ancient and modern, century.		
What an empire is and which parts of the world were part of the Roman empire.		
What everyday life was like - recount details of homes, food, transport, weapons etc.		
The names of Roman Gods.		
How life was different from now and other periods studied and know why.		
That Boudicca led resistance against Roman rule and why - how the Romans maintained their rule.		
How we have been able to find out so much about the lives of people in Roman Britain.		

History Milestones - Year 5

Autumn Term

<u>The Mayans</u> Who were the Mayans?		
Children know:	WTS	GD
When and where the Mayans lived.		
Details about their every-day life - homes, food, education, farming, jobs, transport.		
How life differed for different people in society		
How life was similar/different to now and to other periods already studied		
How different evidence sources have contributed to our understanding of Mayan culture		

History Milestones - Year 5

Summer Term

<u>Anglo-Saxons and Vikings</u> Were the Anglo-Saxons and Viking settlers or invaders?		
Children know/can:	WTS	GD
When the Anglo Saxons/Vikings came to Britain.		
Why the invasions happened.		
Give details about every-day life and the different skills and cultures brought to this country - what the Staffordshire Hoard is and what it tells us about Anglo Saxon life.		
How religious life changed and what this meant for the people - be able to recount some details of people like Bede/Columba.		
How law and order was maintained and how it was similar/different to today.		
Who key figures such as Alfred the Great was and what he did that was so important at the time.		
How/why life in Britain was similar/different to Roman times.		
That a range of evidence contributes to our understanding of the periods.		

History Milestones - Year 6

Autumn Term

<u>Victorians and 19th Century Stafford</u> Has Stafford changed in the last 150 years?		
Children know:	WTS	GD
The significant events that happened in the 19 th century - Reign of Queen Victoria - industrial changes e.g. transport - empire.		
What Stafford was like - be able to identify buildings from the 19 th century and the developments that happened in Stafford - civic developments.		
Why Stafford grew - coming of the railway and how it impacted on Stafford.		
How people spent their leisure time.		
How Stafford has changed since the 19 th century (growth in population and reasons).		
How events can be interpreted in different ways and the variable perspective people can have.		
Why we know so much about the developments in Stafford and how this compares to previous topics studied.		

History Milestones - Year 6

Summer Term

<u>The Battle of Britain (WW2)</u> What changed during and after the Battle of Britain?		
Children know/can:	WTS	GD
The significant events and when they happened in the 20 th century - WW1; WW2; Social changes; Reigns of monarchs.		
What planes were like at the end of WW1.		
How planes changed.		
Give details of the Battle of Britain and why it was a significant turning point.		
Give details about the development of radar and how this helped in the battle.		
How technological advances and details of the battle were reported		
How life in Britain changed as a result of the Battle of Britain		
How planes continued to develop in the 20 th century through jet engines etc.		
How events can be interpreted in different ways and the variable perspective people can have.		