

History

ONE VOICE PRESENTATION & CURRICULUM SHOWCASE

BY LOUISE COYLE

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History – Assessment:

- **Assessment tool - Progression of knowledge and skills:** enables school staff to report accurately and effectively every child’s progress in History, by the end of the year/unit.
- **Knowledge and skills:** Ensures that staff can confidently balance and promote historical vocabulary and skills, to ensure children are remembering more.

Year 4 – History: Knowledge and Skills Assessment

Year 4 – History (Assessment of Knowledge and Skills)				
Year 4 – Skills (How to achieve end of LKS2 outcomes)		LKS2 Outcomes (Achieved by the end of Year 4)	Assessment of Year 4 children (initial – E & X, other chn not initialled are assessed by teacher as M)	
Historical chronology and understanding	<ul style="list-style-type: none"> • Uses words and phrases: century, decade, BC, AD, after, before, during. • Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. • Names and places dates of significant events from past on a timeline. Show Trojan War, Greek alphabet developed, Homer begins to write Iliad, Democracy introduced in Athens, construction of Acropolis, Alexander the Great begins conquests and the Romans invade. 	<ul style="list-style-type: none"> • I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. • I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD. • I can put artefacts or information in chronological order. 	E	X
Historical concepts	<ul style="list-style-type: none"> • Shows knowledge and understanding by describing features of past societies and periods. • Identifies some achievements, ideas, beliefs, attitudes and experiences of men, women and children from the past. Medicine = Aristotle and Plato, Architecture = British Museum, The White House etc • Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways 	<ul style="list-style-type: none"> • I can give a few reasons for and the results of the main events and changes of a time studied. • I can make a few connections and contrasts (e.g. - change, cause, similarity, difference, and significance). • I can tell you a range of similarities/ differences between different times in the past in periods covered so far. 	E	X

Year 4 – History: Knowledge and Skills Assessment

Lower Key Stage 2 – Knowledge outcomes by the end of LKS2 for Y3 & Y4 (with support and guidance from Chris Trevor)	
Historical chronology and understanding	<ul style="list-style-type: none"> • I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. • I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD. • I can put artefacts or information in chronological order.
Historical concepts	<ul style="list-style-type: none"> • I can give a few reasons for and the results of the main events and changes of a time studied. • I can make a few connections and contrasts (e.g. change, cause, similarity, difference, and significance). • I can tell you a range of similarities/ differences between different times in the past in periods covered so far.
Historical Interpretation	<ul style="list-style-type: none"> • To think critically, weigh evidence, sift arguments, and develop perspective and judgement. • I can describe how the past can be represented or interpreted in a few different ways.
Historical enquiry	<ul style="list-style-type: none"> • I can answer and sometimes devise my own historically valid questions. • I can use one or more sources of information to help me answer questions about the past in sentences.
Historical communication	<ul style="list-style-type: none"> • I can present recalled or selected information in a variety of ways using specialist terms. • I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. • I am beginning to use place value in the context of timelines.

Historical Chronology and Understanding

Historical Concepts

Historical Interpretation

Historical Enquiry

Historical Communication

Measuring Progress: Knowledge, Skills & Challenge

- **Data to measure progress in Wider Curriculum subjects.**
- **Assessment tool - Progression of knowledge and skills:** enables school staff to report accurately and effectively every child's progress in History, by the end of the year/unit. This is added into SIMS as E, M or X.
- **Knowledge and skills:** Ensures that staff can confidently balance and promote historical vocabulary and skills, to ensure children are remembering more.
- **Enables staff to challenge and extend learning:** Objectives enable staff to provide GD opportunities and planning surgeries.

Art Actual Sum2 SP Year 3 Summer Term 2	Computing Actual Sum2 SP Year 3 Summer Term 2	DT Actual Sum2 SP Year 3 Summer Term 2	Geog Actual Sum2 SP Year 3 Summer Term 2	History Actual Sum2 SP Year 3 Summer Term 2	French Actual Sum2 SP Year 3 Summer Term 2
3E	3E	3M	3E	3E	3E
3M	3M	3M	3E	3E	3M
3M	3M	3M	3M	3M	3M
3M	3E	3E	3E	3E	3E
3E	3E	3E	3E	3E	3E
3M	3M	3M	3M	3M	3M
3M	3M	3M	3M	3M	3M
3M	3M	3M	3X	3X	3M

Year 4 – History: Knowledge and Skills Assessment

Lower Key Stage 2 – Knowledge outcomes by the end of Year 4 <i>(with support and guidance from Chris Trevor)</i>	
Historical chronology and understanding	<ul style="list-style-type: none"> • I can understand that the past is divided into differently named periods of time in local and world history. • I can place events, people and changes of British, local & world history, on a timeline using appropriate dates/chronological conventions e.g. BC, BCE & AD. • I can put artefacts or information in chronological order.
Historical concepts	<ul style="list-style-type: none"> • I can give a few reasons for and the results of the main events and changes of the past. • I can make a few connections and contrasts (e.g. change, cause, similarity, difference). • I can tell you a range of similarities/ differences between different times in the past.
Historical Interpretation	<ul style="list-style-type: none"> • To think critically, weigh evidence, sift arguments, and develop perspective and judgement. • I can describe how the past can be represented or interpreted in a few different ways.
Historical enquiry	<ul style="list-style-type: none"> • I can answer and sometimes devise my own historically valid questions. • I can use one or more sources of information to help me answer questions about the past.
Historical communication	<ul style="list-style-type: none"> • I can present recalled or selected information in a variety of ways using spoken, written, digital, or multimedia resources. • I can write sentences or a paragraph to describe some of the main events, people and places in British and the wider world. • I am beginning to use place value in the context of timelines.

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Historical Chronology and Understanding

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Historical Enquiry

Historical Communication

History – Vocabulary:

- **Broad, rich and balanced Historical curriculum**
- **Vocabulary:** Rich vocabulary. This ensures that staff can confidently balance and promote historical vocabulary and skills, to ensure children are remembering more.
- **Range of varied vocabulary:**
 - *Key Historical Vocabulary (e.g. – BC/AD, Ancient, Archaeologist)
 - **Focused on Terminology related to History units (e.g. – Greeks)*
 - **Historical skills (e.g. – Enquiry, Argument, Evidence)*
 - **General words liked to age group*

Year 4 & Lower Key Stage 2 History Key Vocabulary and Terminology (Credit to Chris Trevor)			
Key History Vocabulary N.B. continually revisit previous words	Year 4 – Vocabulary and Terminology History Units N.B. continually revisit previous words	Historical skills vocabulary appropriate at this stage N.B. continually revisit these	Other general words for this age group applicable to a number of units N.B. continually revisit
As above plus... Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities differences Prehistoric evidence Primary/secondary sources Ancient Modern Archaeology Archaeologist contrasts trends over time Influence Significant Impact	Ancient Greece western world Democracy Philosophy Olympic Games Athens Parthenon Acropolis Roman Empire and impact on Britain Julius Caesar Claudius invasion Conquest resistance Boudicca Romanisation Hypocaust Viaduct /aqueduct Gladiator Coliseum Amphitheatre Hadrian's wall	As above plus... Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,	As above plus... Achievements Process of change Landscape settlements empire Diversity societies Slave Citizen dynasties relationship identity challenges influence reveal technology climate travel road system trade art and culture overview connections regional, national and international constructed Architecture religion worship sacrifice beliefs temples senate inventions peace power conquer Laws Justice Medicine leisure baths theatre myths legends education prosperity wealth

Overview - Rationale: EYFS

History Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Introduction to time</u> Daily events, Holidays, Days of the week, Months & Family members</p>					
EYFS	<p><u>EYFS: Linked throughout the year and not taught as stand-alone units:</u></p> <ol style="list-style-type: none"> All about me: Families & generations Transport: What is it and how has it changed? <p>Daily references to time: today, yesterday, last week, last month etc. All about me: Families & generations (Photos via Tapestry from children's families, linked to every child's own personal experience) Transport: What is transport and how has it changed overtime? Toys: How have they changed overtime? The Queen</p>					

Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present <ul style="list-style-type: none"> Talk about the lives of people around them and 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.

NURSERY:

- Begin to make sense of their own life story and family history
- Begin to show references to time: today, yesterday, last week, last month etc.

EYFS:

- Daily references to time: today, yesterday, last week, last month etc.
- All about me: Families & generations (Photos via Tapestry from children's families, linked to every child's own personal experience)
- Toys: How have they changed overtime?
- The Queen (Jubilee, 2022)
- Transport: What is transport and how has it changed overtime?

NOTE: Transport is touched on before a more detailed study in Year 1 with First Flight and Year 2 explorers.

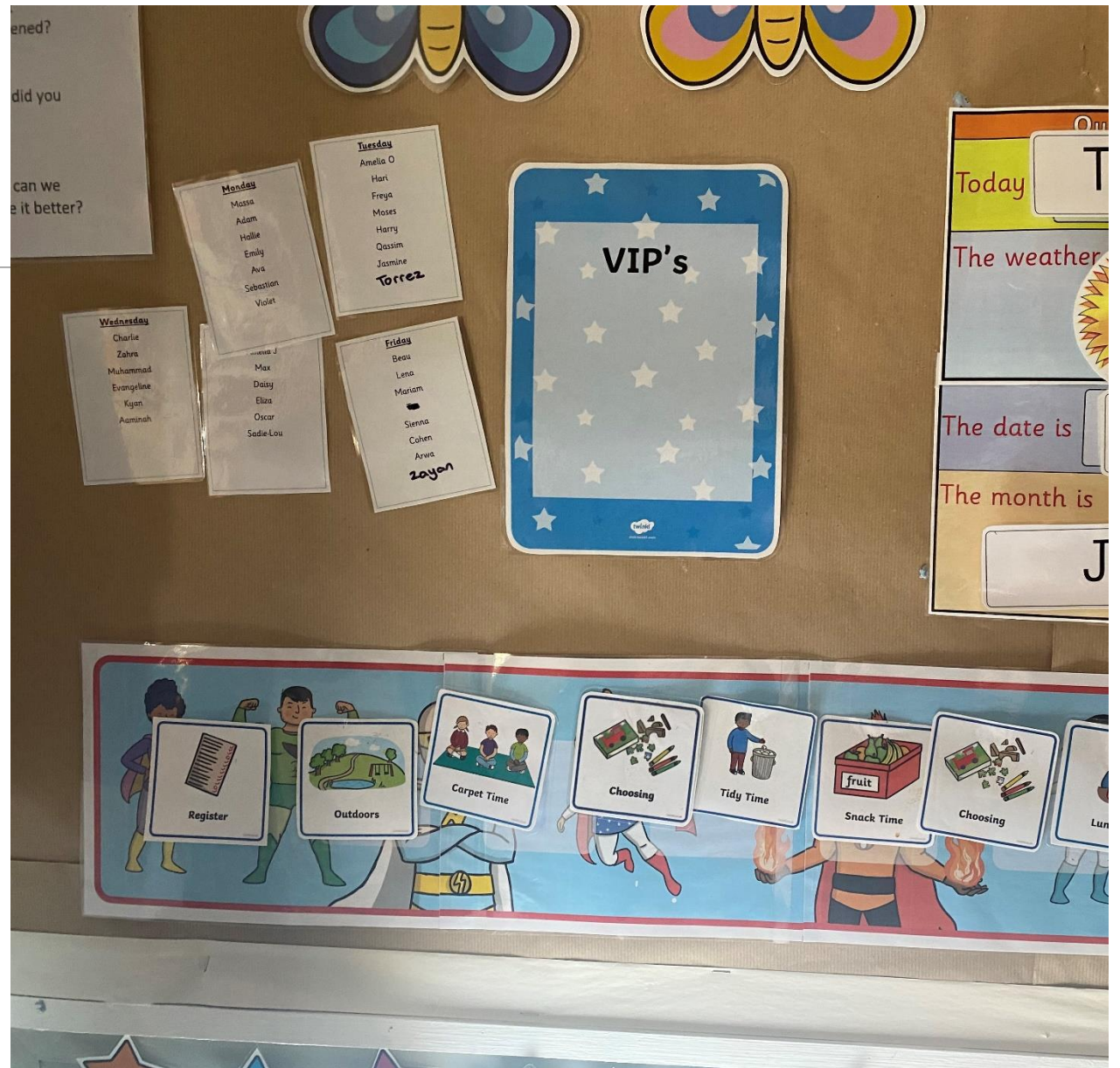


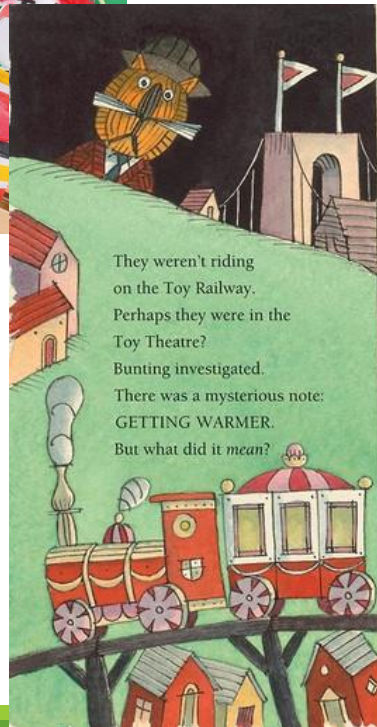
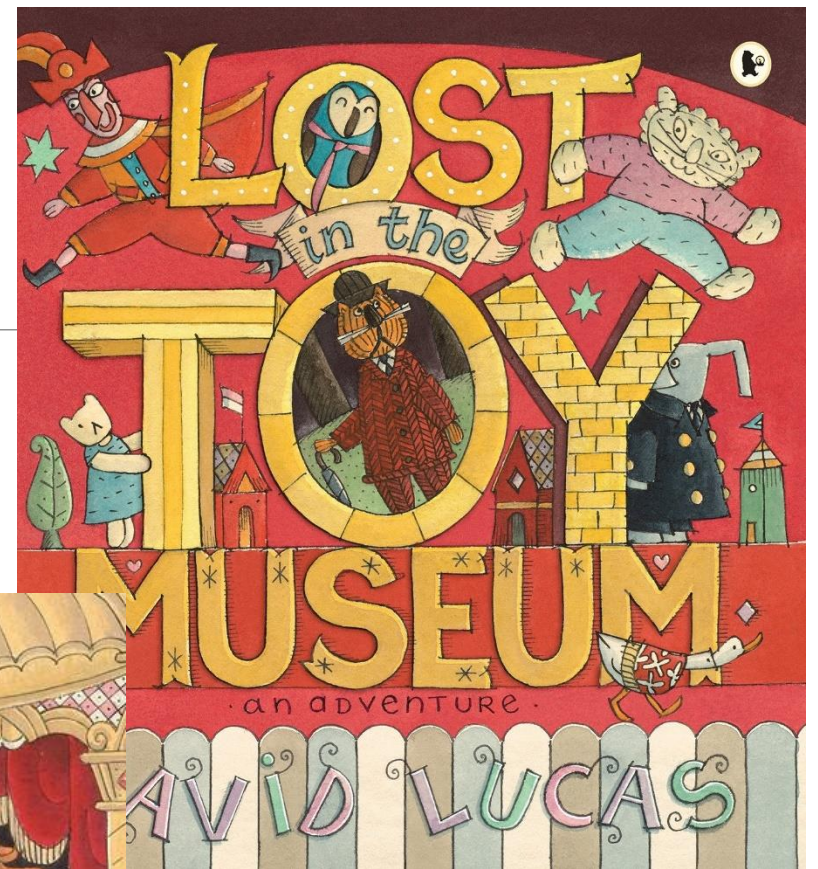
Overview - Rationale: EYFS

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
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ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and 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.

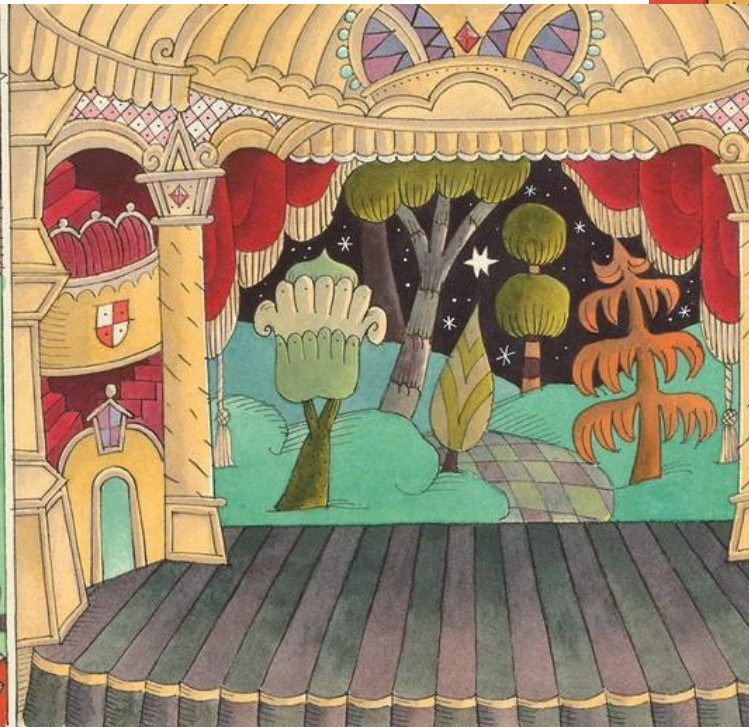
EYFS: Understanding the World 'Past and Present'

- Chn to talk about lives of people around them and of their roles in society.
- Chn to recognise similarities and differences in the past and now, drawing on their own experiences and through reading in class.
- Understand the past through storytelling: through settings, characters and events shown in books





They weren't riding
on the Toy Railway.
Perhaps they were in the
Toy Theatre?
Bunting investigated.
There was a mysterious note:
GETTING WARMER.
But what did it mean?



Overview - Rationale: KS1

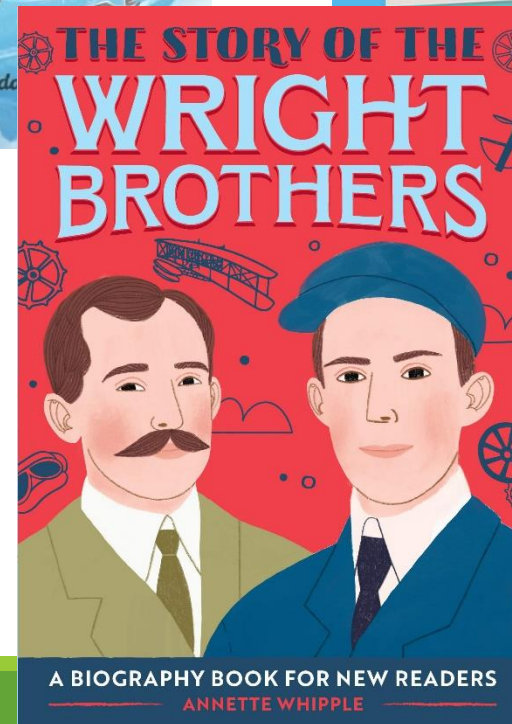
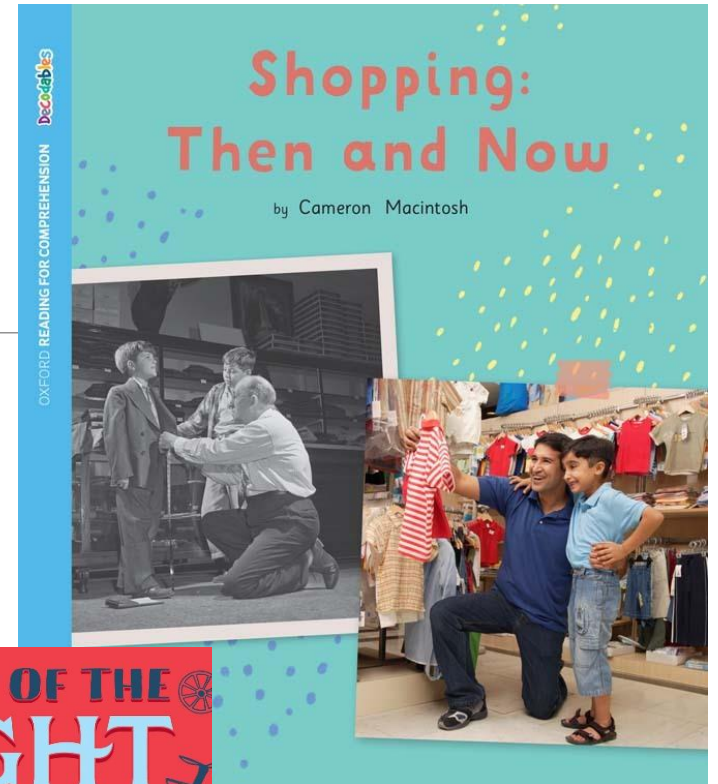
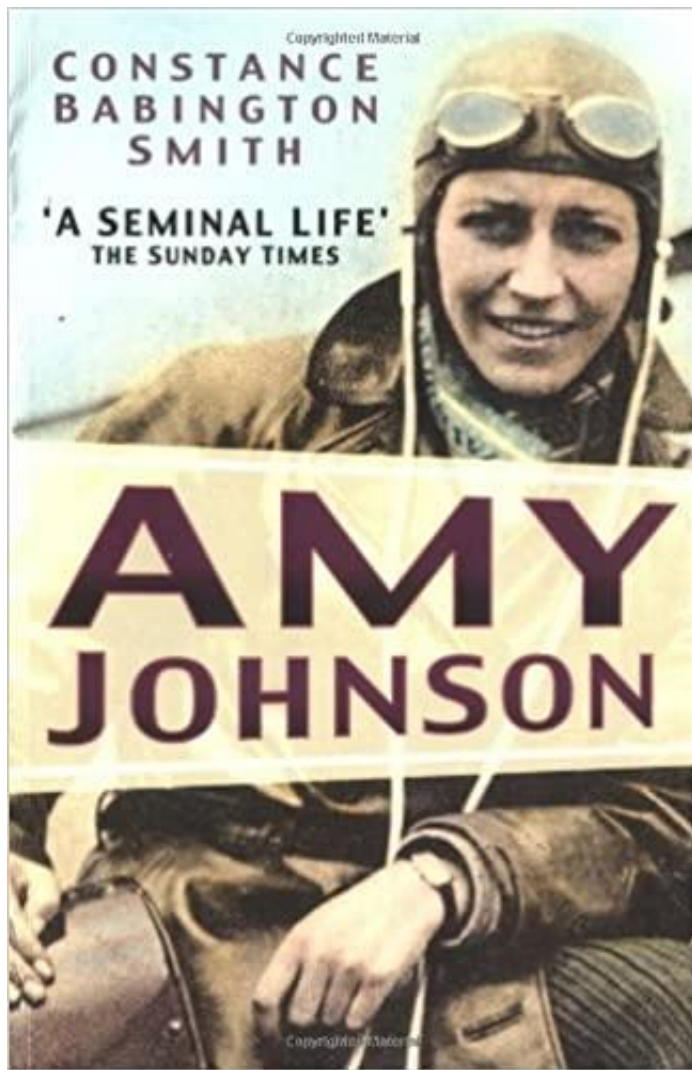
Year 1:

- Changes within living memory: **History of Shopping**
- Events beyond living memory that are significant nationally or globally: **First Flight (event)**
- The lives of significant individuals in the past who have contributed to national and international achievements: **Wright Brothers (individuals)**
- Significant historical events, people and places in their own locality: **LS Lowry - Manchester**

Year 2:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally: **Great Fire of London**
- The lives of significant individuals in the past who have contributed to national and international achievements: **Explorers - Armstrong, Johnson, Battuta, Falcon-Scott**
- Significant historical events, people and places in their own locality: **Sir George Back - Stockport**

1	<p><u>First Flight – Wright Brothers</u></p> <p><u>Key Question:</u> How has transport evolved?</p> <p>1) Look at how transport has evolved (with a focus on flight)</p> <p>2) Event beyond living memory that is significant globally</p>		<p><u>Shopping</u></p> <p><u>Key Question:</u> How has shopping changed within their families' life time?</p> <p>1) Changes within living memory that reveal aspects of change in national life</p>		<p><u>L.S Lowry</u></p> <p><u>Key Question:</u> Who was LS Lowry?</p> <p>1) Explore Lowry's life and what life was like back then, through his art.</p> <p>2) Significant local people & lives of significant individuals in the past who have contributed to national and international achievements</p>	
2	<p><u>Events Beyond Living Memory</u></p> <p><u>Key Question:</u> What should we remember in the UK? Great Fire of London</p>		<p><u>Explorers</u></p> <p><u>Key Question:</u> Who were key explorers</p> <p>1) Neil Armstrong</p> <p>2) Amy Johnson</p> <p>3) Ibn Battuta</p> <p>4) Robert Falcon Scott</p>		<p><u>Significant People, Places, Events</u></p> <p><u>Key Question:</u> What is historically significant in our local area?</p> <p>1) Am I a significant individual?</p> <p>2) Who was Sir George Back?</p>	



How is learning across school sequenced?

Chronological order to secure children's Historical and chronological understanding.

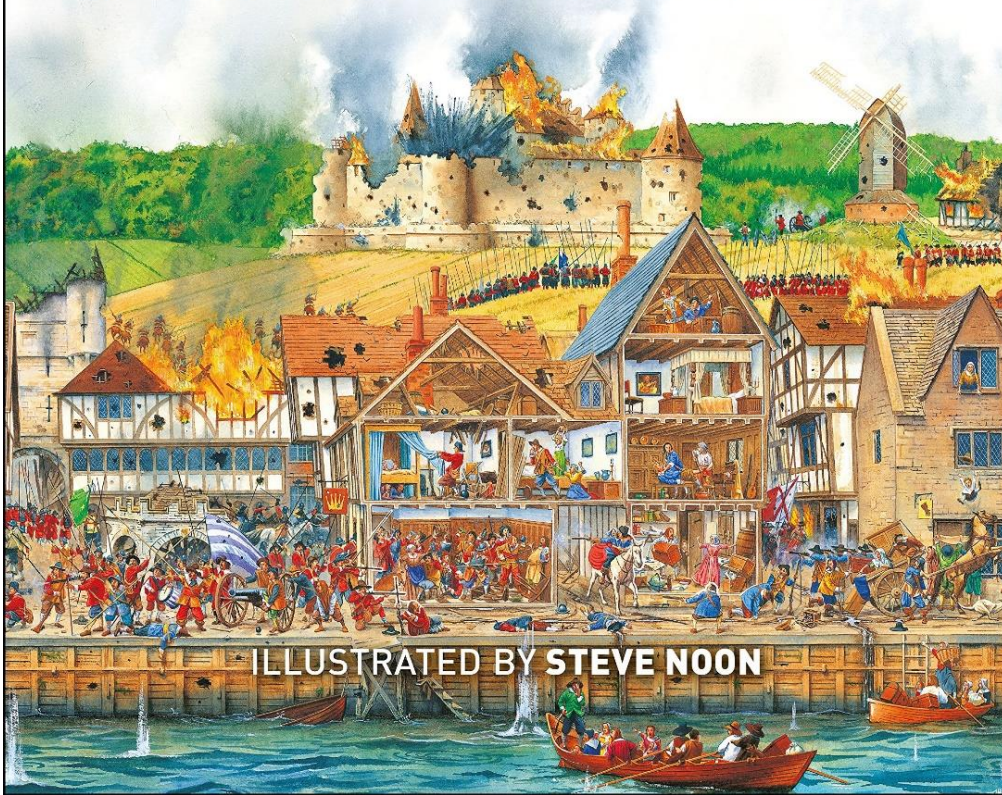
- **Year 3:** Changes in Britain from the Stone Age to the Iron Age, An overview of the key civilisations – Sumer, Indus, Shang and Egypt, and then an in-depth study.
- **Year 4:** Ancient Greece – a study of Greek life and achievements and their influence on the western world, **The Roman Empire** and its impact on Britain.

3		<p><u>Changes in Britain from the Stone Age, Bronze Age & Iron Age</u></p> <p>Key Question: What was life like in Britain for the earliest settlers?</p> <ol style="list-style-type: none"> 1) How did people live in the old Stone Age? 2) When was the Palaeolithic, Mesolithic and Neolithic Stone Age? 3) How do we know about Stone Age life through artefacts and tools? 4) What was the impact of the Neolithic Stone Age on settlers' life? 5) How did tools change people's lives in the Bronze Age? 6) What was the impact of Bronze and Iron tools on the way people in Britain lived? 7) Were there any discoveries in the Iron and Bronze Ages? 8) How were people's lives different in the Stone, Bronze and Iron Age? (Presentation/video task) 	<p><u>Ancient Civilisations: Shang Dynasty, Ancient Sumer, Indus Valley and Ancient Egypt</u></p> <p>Key Question: What are the four earliest civilisations?</p> <ol style="list-style-type: none"> 1) When were the first cities built? 2) Which countries are the first civilizations in? Do you notice anything about where these countries are located? 3) What is the common feature that the ancient civilizations all have in common? 4) How did the location of Ancient Egypt match the locations of the other civilisations at the time? Did Egypt experience any problems from its location? 5) What did the four earliest civilisations need to set up as the first cities? 6) What can I learn about the ancient civilisations from pictures of significant artefacts in the British Museum? 7) What were the significant achievements of some of the Ancient Civilisations and how do they still influence us today? <p>Ancient Egypt (in depth study):</p> <ol style="list-style-type: none"> 1) How did people live and were the Ancient Egyptian's treated differently? 2) What did Tutankhamun's tomb tell us about his life during Ancient Egyptian civilisation? 3) Why was the River Nile so important for Ancient Egyptian civilisations? 	
4		<p><u>Ancient Greece</u></p> <p>Key Question: How did the Ancient Greeks influence us today?</p> <ol style="list-style-type: none"> 1) To construct a timeline of key ancient Greek events and compare this to other time periods. 2) To understand the importance of ancient Greek democracy. 3) To study the legacy of the first Olympics. 4) To understand the impact of Greek architecture. 	<p><u>The Romans</u></p> <p>Key Question: What did the Romans do for us?</p> <ol style="list-style-type: none"> 1) To construct a timeline of key Roman events. 2) To study Britain in 55BC and why the Romans wanted to invade. 3) To understand the changes that occurred between 55-54BC and 43AD. 4) To investigate Hadrian's wall and why the Roman Empire stopped here. 	<p><i>Historical knowledge linked to the geography of the Naples Bay region.</i></p>

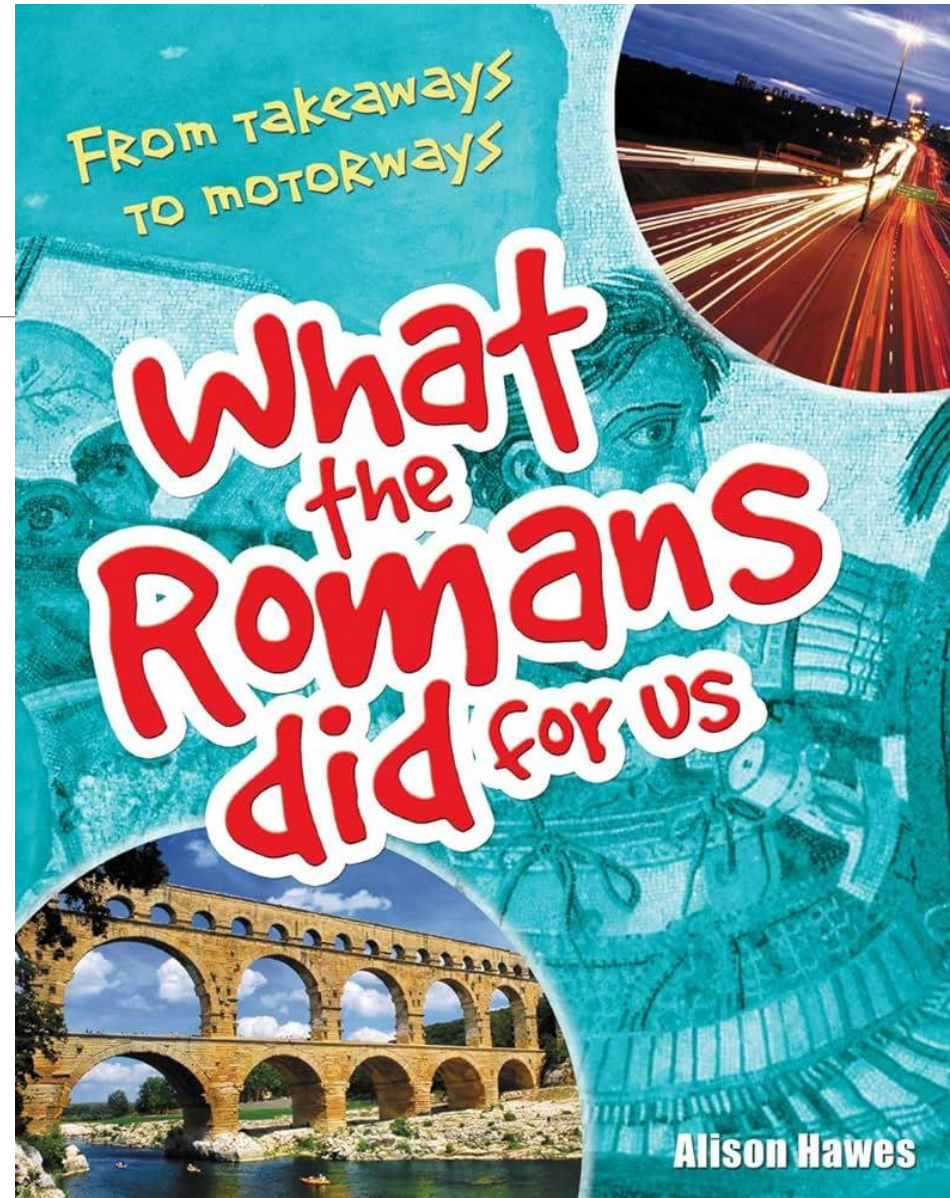


A STREET THROUGH TIME

A 12,000-YEAR WALK THROUGH HISTORY



ILLUSTRATED BY STEVE NOON



From takeaways
to motorways

What the Romans did for us

Alison Hawes

How is learning across school sequenced?

Chronological order to secure children's Historical and chronological understanding.

- **Year 5: Maya** - a non-European society that provides contrasts with British history, **the Viking and Anglo-Saxon struggle** for the Kingdom of England to the time of Edward the Confessor.
- **Year 6: Local Study** - A study over time tracing how several aspects of national history are reflected in the locality (Cheadle Hulme – past affecting present), **March Through Wars**- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

5	<p>The Vikings and Anglo-Saxons</p> <p><u>Key Question:</u> Who got what in the struggle for Britain?</p> <ol style="list-style-type: none"> 1) What did Anglo-Saxon Britain look like? 2) What are the key places in Europe when looking at the Vikings and Anglo-Saxons? 3) Why did the Vikings leave Scandinavia? 4) Who were the key Viking players? 5) Why were the Vikings expert navigators? 6) How do Viking and modern families compare? 7) What would it have been like to stay in a Viking longhouse? 8) What did the Danelaw look like? 9) Who got what in the struggle for Britain? 	<p>The Maya</p> <p><u>Key Question:</u> Were the Maya more advanced than Britain in 900AD?</p> <ol style="list-style-type: none"> 1) Who were the Maya – where did they live and what did their society look like? 2) What impacts did the geography of Mesoamerica have on Maya settlements? 3) What are the different environmental regions in Mesoamerica? 4) What was Maya writing like? 5) What was the Maya belief system and how was society organised? 6) How was Maya Trade impacted and influenced by their geography? 7) What were the Maya pastimes? 8) What happened to the Maya and how may the geography of their civilisation have led to their decline? 	
	<p>A March through the Wars</p> <p><u>Key Question:</u> How have wars changed over time? E.g. 1066, Civil War, WW1, WW2</p> <p>A study of an aspect of British History that extends pupil's chronological knowledge Beyond 1066: Can I leave a legacy? (Imperial War Museum visit*) - <i>Considering causes and legacy of wars throughout the ages with each lesson.</i></p> <ol style="list-style-type: none"> 1) Explore what it means to 'change over time' and what aspects of the world/life change focussing on primary sources from the local area. 2) Investigate weapons changing over time with a focus on a particular war and significant change Using Armitage's Gassed to go deeper. (2 lessons) 		<p>A Local History Study</p> <p><u>Key Question:</u> How does our past help us prepare for the future?</p> <p>A local history study of war memorials relating to the world wars incorporating field work. (combined history and geography unit (x2 6 lessons))</p> <p>Global History</p> <ol style="list-style-type: none"> 1) How do we find out about our local past? 2) What is the narrative of our local history? 3) How do we plan a field trip to a local monument? 4) What does a monument tell us about our local history? 5) How can we ensure this memorial is enjoyed by future generations? <p>Regional History</p> <ol style="list-style-type: none"> 1) How are settlements established in our local area? 2) How has Cheadle Hulme changed over time?

	<ol style="list-style-type: none"> 3) Investigate how wars are recorded changes over time with a focus on a particular war and significant change. Focus on 3 wars investigating validity and reliability of source material – acting as historians. (2 lessons) 4) What is the reason for people to go to war? Has that changed? Political/land and economy/dictatorships 		<ol style="list-style-type: none"> 3) How do we ensure a sustainable future for the local area? <p>Local History</p> <ol style="list-style-type: none"> 1) How has our school environment changed over time? 2) How sustainable is our school? 3) What actions could we take to make our school more sustainable?
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Knowledge & Concepts: Substantive and Disciplinary

Substantive knowledge is the specific, factual content for the subjects, which must be connected into a careful sequence.

Disciplinary links to the skills children need. The action taken to gain knowledge - i.e. how we gain substantive knowledge. For example, in history this might mean using evidence to construct a claim.

Substantive knowledge:

Substantive knowledge is the specific, factual content for the subjects, which must be connected into a careful sequence.


How do we ensure that children can recall key knowledge?

- Sticky learning through quizzes
- Challenge questions & labels
- Knowledge organisers

The creation, development and clear progression of our substantive concepts to ensure they are mapped out across our school's History Curriculum.

(Please see the preview below of 'Settlement' concept)



Settlement 	Where did my family leave? My local town.	Where do we live? What was it like at the time for Lowry?	What was London like during the Great Fire? Why were the houses made the way they were – consequences of this and positive changes for future to prevent fires.	Where do we live? What was it like at the time for Lowry? Why were rivers so crucial for the settlements of the early settlers and ancient civilizations?	Why were rivers so crucial for the settlements of the early settlers and ancient civilizations?	Why were towns and cities made? Why did the Romans invent roads?	Why did the Vikings have tribes? How did their settlement change?	How did people in the Wars live? Did the war affect their settlement?
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Disciplinary knowledge:

Disciplinary knowledge links to the skills children need. The action taken to gain knowledge - i.e. how we gain substantive knowledge. *For example, in history this might mean using evidence to construct a claim.*

- Significance
- Cause and consequence
- Similarity and difference
- Change & continuity
- Interpretation & Evidence
- Chronology

The creation, development and clear progression of our disciplinary concepts to ensure they are mapped out across our school's History Curriculum.

(Please see the preview below of 'Settlement' concept)

Historical Concepts: Disciplinary Concepts Progression								
<i>Continuity and change, Similarity and difference, Significance, Cause and consequence, Evidence and interpretation, Chronology</i>								
Disciplinary concepts	EYFS	Year 1	Year 2	7SW	Year 3	Year 4	Year 5	Year 6
 <p>Continuity & Change</p>	How have I changed? What do I look like now?	Impact of transport What are the main changes to today?	Changes to transport, clothing, food (comparing different times/explorers) How our homes/the city of London have changed (transport/materials /town planning)	Impact of transport Changes to this What are the main changes to today? Changes to transport, clothing, food (comparing different times/explorers)	Settlements: Importance of rivers Changes in: Tools, materials, hunting, farming Housing and Lifestyle (e.g. – hunter gathering vs farming) Settlements: Importance of rivers and lines of latitude. Food, way of life– clothes, entertainment, religion, culture, land use, farming	People, land use, homes, culture, entertainment– way of life Britain in 55BC. Why the Romans wanted to invade? Changes between 55-54BC and 43AD.	People, geographical area influencing cities, development of writing and maths systems	Change in local area linking to historical events such as the wars How wars have been fought, why wars have been fought, who has been involved in wars

Linking learning and remembering learning:

- **Knowledge via assessment grids:** Teachers have written key knowledge and how this links to each objective. (*e.g. – Timeline, which specific events*)
- **Chronology:** Units are taught in chronological order to secure children's historical understanding and prevent misconceptions regarding chronology and of civilisations.
- **Sticky learning:** School visits, use of artefacts, DEAL strategies, active learning techniques – *e.g. Diamond 9, Conscience alley.*
- **Revisiting and remembering more overtime:**
 - **Class discussions** 'last year, you learnt... and this year you'll... before next year when you study...'
 - **Quizzes:** High challenge and low threat.
 - **Timelines introduced** – chronological understanding



STEPPING INTO STORIES

NARRATOR, ACTION, SOUND

WHAT IS IT?

A way of playing with and/or developing a story.

HOW DO YOU USE IT?

Working in groups of three, one child takes the role of narrator, one is the actor and the third provides sound effects. While the narrator tells the story, the actor takes on the role of the central character (or even plays all the characters) and the third child adds in sound effects either for specific actions or to create atmosphere.



TABLEAU

WHAT IS IT?

A still dramatic group image that has been constructed by the participants.

HOW DO YOU USE IT?

Either in pairs, groups or as a whole class, children create a frozen picture to represent a moment from a narrative, a photograph, a statue, a memory or a theme. Children should use physical control to ensure stillness, facial expression, body language, gesture, proximity and levels. A TABLEAU can be naturalistic or symbolic.





SEND, Challenge and Differentiation:

Challenge:

- **Planning surgeries with Chris Trevor – high quality schemes of work.**
- **Greater Depth opportunities** applied through assessment grids containing objectives
- **Wider curriculum opportunities applied:** Letter writing for Viking application

SEND & EAL: Differentiation

- **Planning surgeries with Chris Trevor**
- **Assessment grids containing objectives:** This enables learning to be adapted to ensure no barriers for children.
- **Differentiated:** writing assisted, visuals, artefacts for concrete learning, vocabulary given in advance, prompts, recorded rather than written, chunked learning, hands on experiences.



Linking learning and remembering learning:

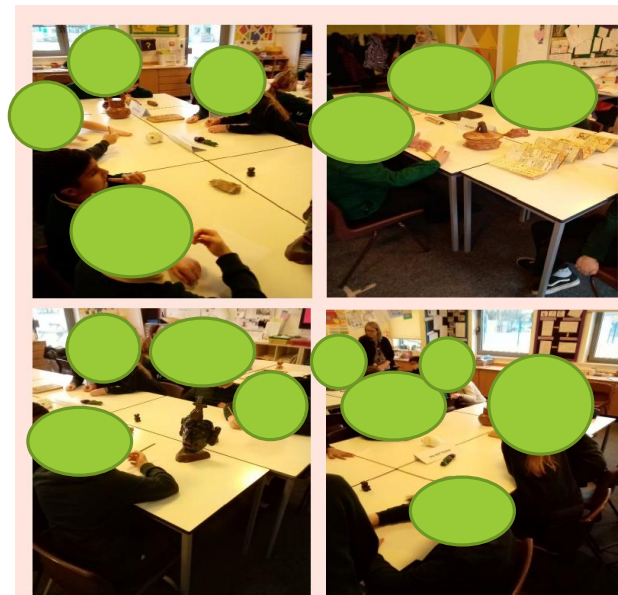


Bringing History to life

Year 5 Dig Up the Past!

Year 5 had a fantastic morning with Dr Diane Davies - the only Maya Archaeologist in the UK. Dr Diane shared her experiences of working in the Maya rainforest, with real life clips of the animals and excavations. The children learnt about what made the Maya people so amazing including their temples, writing, number system and of course chocolate! The children got to then take part in a workshop where they took on the role of archaeologists and analysed real Maya artefacts.

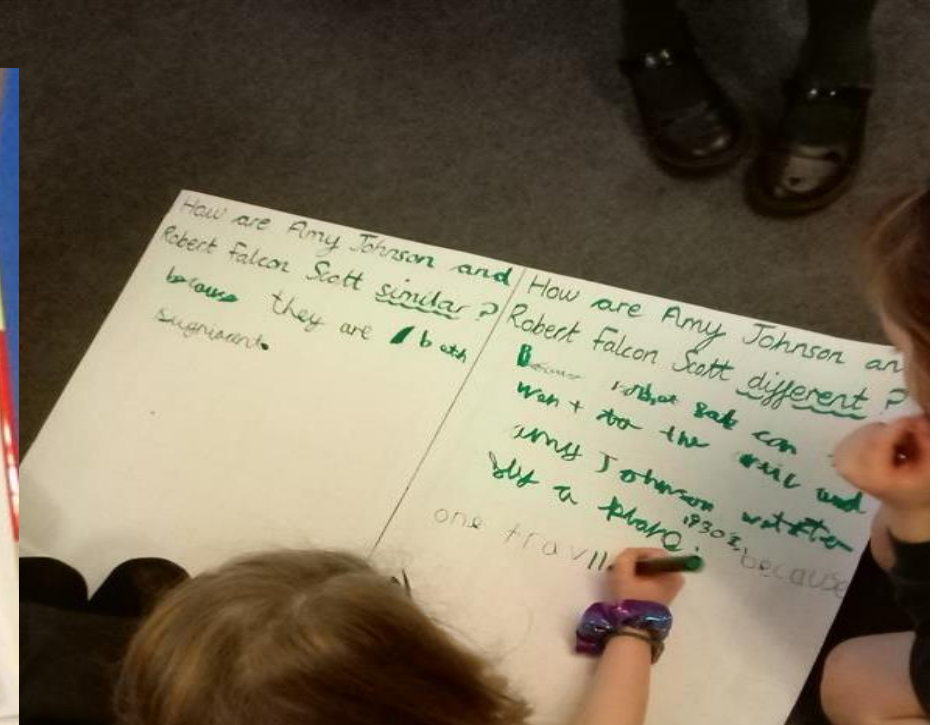
A special mention to Zachary who really impressed Dr Diane with his knowledge and skills!



Key Stage 1: Linking learning



Year 1 comparing differences in clothing from women from 1960's to 2000's
(Spring 2 – Shopping)



Year 2 – plenary for next lesson where children will be asked to link similarities and differences between their 4 explorers
(Spring 2 – Explorers
Armstrong, Johnson, Battuta and Falcon-Scott)

History – Children’s books and outcomes:



Bradshaw Hall Primary School

By Louise Jones (History Lead)

Are there non-negotiables for the presentation of History and children’s expectations?

- **Knowledge organisers:** Increasing expectations for vocabulary and key information across Key Stages.
- **KS1 & KS2 Timelines:** These are placed in envelopes at the front/back of children’s books and travel with children throughout their learning journey at Bradshaw Hall. This is to secure children’s chronological understanding and provide children with a chronological overview of:

significant people, events and places

events beyond living memory

a chronological overview of the key civilisations of study from Year 3 – Year 6.

- **Date, learning objective and key question evident on children’s work**
- **Presentation and outcomes consistent across year groups:** Ensure both classes are presenting learning in the same format and with the same high expectations to challenge children and ensure high quality presentation.

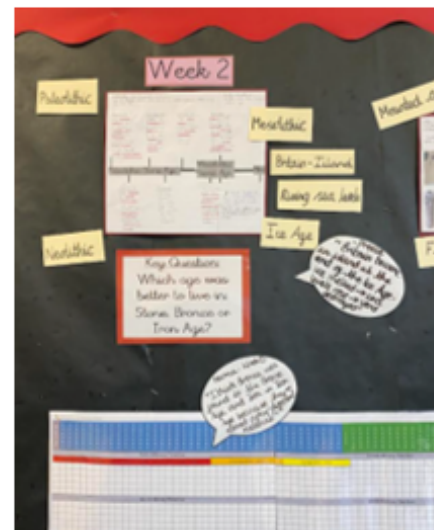
- **Broad, rich and balanced Historical curriculum evident through children’s learning.**
- **Child centred** - Visual approaches, DEAL strategies. Support provided and differentiation for particular groups.
- **Vocabulary emphasis:** Rich vocabulary - ensures that staff can confidently balance and promote historical vocabulary and skills, to ensure children are remembering more.

History – Policy: Presentation and Working Walls

Working Walls:

A 'Working Wall' is developed to celebrate the journey children follow through their theme. Children are involved in the assessment and review of their learning throughout their school life. All staff are encouraged to use and display rich, historical vocabulary which is specific to their topic. We want children to feel confident to reason, infer, make judgements in an articulate manner, while using specific and enriching vocabulary.

Timelines are invaluable for children to ensure they have a secure understanding of chronology and can visualise events and civilisations that occurred before or after those studied in their year group. Our History working walls will show the historical learning journey that takes place within the classroom by displaying: key vocabulary, timelines, children's learning and significant artefacts (*objects or photos*).



Key principles:

What should my History working wall look like?

- **History theme is clear:** intent on what the children will be learning about during the unit.
- **Timelines:** Showing year group timeline and key stage timeline (e.g. – Stone Age and KS2 timeline).
- **Knowledge organiser:** Enlarged and on display.
- **Children's learning:** to showcase what has been learnt (e.g. - photos, extracts of sources, completed work etc.)
- **Resources:** Books, artefacts and a range of sources to intrigue and support historic meta-cognition.
- **Comparison units:** Many year groups now have new comparison units – the display for this may look slightly different (e.g. – Year 2's *Significant Individuals* and Year 3's *Ancient Civilisations*) but should allow the children to see visually the comparison between individuals, events and civilisations.

Note: Each display should reflect the key lessons, to ensure children know where they are in their learning sequence. What they are doing each week and what they will be moving on to?

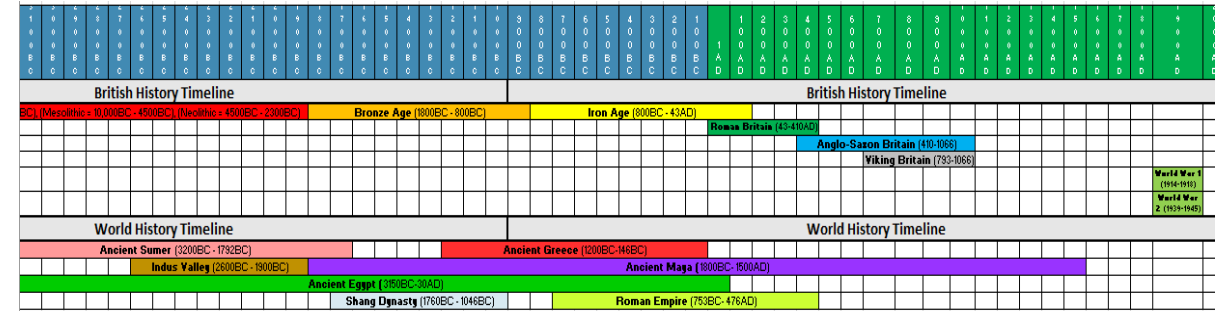


To further develop chronological understanding across school:

- **Timelines for EYFS-KS1 and KS2 (Year 3-Year 6)**
- Children are aware of how their History learning will progress at Bradshaw Hall.
- **Deeper purpose to learning and embedding this further:**
Last year... This year... Next year, you will...
- **We have added this into the children's History books**

Bradshaw Hall Primary School

Past (Every 100 Years)										Present Day (2000's) (Every 10 years)				
1300	1400	1500	1600	1700	1800	1900	2000	2010	2020					
1304: Ibn Batuta Born			1605 - Guy Fawkes	1666 - Great Fire of London	1796 - George Back born	1887 - LS Lowry born	1903 - First Flight The Wright Brothers	1936: My grandparents born	1950s - My grandparents born	1960s: My grandparents born	1968 - Neil Armstrong Moon Landing	2017 - When I was born		
						1914-18 WW1	1919 - WW1 Remembrance Day	1929 - My great grandparents born						



To enable children to 'know and remember more':

THE BIG RECAP QUIZ

HISTORY



QUESTION 1: WHEN WAS THE FIRST FLIGHT?

Answer:

1903

Where did it happen? America

How long did it last? 12 seconds

QUESTION 2: WHO MADE THE FIRST FLIGHT HAPPEN?

Answer:

The Wright Brothers

What are their names? Wilbur and Orville

QUESTION 3: WHY IS THE FIRST FLIGHT SIGNIFICANT?

Answer:

It was the first stage in the invention of air travel.

Air travel has connected countries around the world and this has saved a lot of time.

QUESTION 1: WHAT ARE THE FIRST FOUR ANCIENT CIVILIZATIONS OUTSIDE OF GREAT BRITAIN?

Answer:

Ancient Egypt

Shang Dynasty

Indus Valley

Ancient Sumer

QUESTION 2: WHAT TWO THINGS DID ALL THE ANCIENT CIVILIZATIONS HAVE IN COMMON?

Answers:

1. Map work - Same line of latitude - Tropic of Cancer

2. Settlement of Rivers - survival, waste disposal, trade and irrigation (Ancient Egyptians created Irrigation for farming techniques for flooding River Nile).

LINK TO STONE-BRONZE-IRON - All Ages settled by rivers for the same reasons. KEY THREAD - RIVERS AND SETTLEMENTS!

QUESTION 3: WHICH INVENTION BELONGS TO EACH CIVILIZATION?

Answer:

Irrigation - Ancient Egyptians Dug water channels in settlement to stop flooding/allow crops to grow - farming technique used today.

Grid systems - Indus Valley Helped to create roads/systems

The wheel - Ancient Sumer Transportation, used today

Lunar calendar - Shang Dynasty Important concept of time, links to stone circles during Stone age - shadows for time.

QUESTION 1: WHAT IS THE IMPORTANCE OF GREEK DEMOCRACY?

Answers:

Democracy: The Greeks were the first to create democratic system.

Had to be a male citizen of Athens.

Inspired modern day democracy (voting)

QUESTION 2: WHAT IS THE LEGACY OF THE FIRST OLYMPIC GAMES?

Answer:

The Olympics: Invented in Olympia 2700 yrs ago.

Religious festival in honour of Zeus.

Similar events to now. (running, javelin, boxing, discus, long jump)

Pheidippides

QUESTION 3: WHAT HAS BEEN THE IMPACT OF GREEK ARCHITECTURE?

Answer:

Architecture: Buildings still survive.

3 orders: Doric, Ionic and Corinthian represent early middle and late Greek periods.

Used in modern architecture of buildings of importance. (Stockport Town hall)

Whole School History Art and History enquiry links



Queen's Jubilee - Whole school overview [Week commencing 23rd May]

Year Group	Enquiry Question: History	Artist [based on summer term art unit]	Ideas [based on skills learnt]
Nursery	Who is our Queen?		<ul style="list-style-type: none"> Bunting- drawing the queen or colouring in the flag Face of the Queen in fruit
EYFS	Who is our Queen?	Giuseppe Arcimboldo	<ul style="list-style-type: none"> Draw the Queens family in style of LS Lowry
Year 1	What is a monarch?	LS Lowry	<ul style="list-style-type: none"> Draw the Queens family in style of LS Lowry
Year 2	What is a coronation?	Georgia O'Keefe	<ul style="list-style-type: none"> Landscape background, crown in front
Year 3	What is a jubilee?	Usaka Koji	<ul style="list-style-type: none"> Usaka Koji style background focus point Buckingham Palace
Year 4	How is the Queen represented?	Andy Goldsworthy	<ul style="list-style-type: none"> Collage of Queen in the shape of Queens face. Stamps, pictures, flags etc.
Year 5	How have perceptions of Queen Elizabeth II been influenced by changing technology?	Salvador Dali	<ul style="list-style-type: none"> Surrealism- Queen in technology e.g. Queen distorted out of phone.
Year 6	Why did the Queen become the Queen?	Joan Mitchell	<ul style="list-style-type: none"> Abstract painting of the Queen
7SW	What is the role of our Queen?	Claude Monet	<ul style="list-style-type: none"> Flowers background, Queens silhouette in front

Whole School History Art and History enquiry links

Significant events in History

Coronation of King Charles

Golden Thread(s)	Monarchy
Substantive concepts	Power (Changing of Power of the Monarch)
Disciplinary Concepts	Similarity and Difference Continuity and Change

Golden Thread(s)	Monarchy	
Substantive concepts	Power (Changing of Power of the Monarch)	
Disciplinary Concepts	Similarity and Difference Continuity and Change	
History Teaching and Enquiry Questions		
Nursery & EYFS	<p>Kings and Queens Stories Role play</p> <ul style="list-style-type: none"> Use of visual photos link to timeline work Generations – family - Grandfather, father, sons <p>https://www.westminster-abbey.org/teaching-resources/introduction-to-coronations</p>	<p>What is a king / Queen? What do they do? Who is our King? Where does he live?</p> <p>https://www.history.org.uk/primary/resource/9623/film-eyfs-how-to-teach-the-past-without-teaching-history! Memory boxes 8 months after Queen Elizabeth II died?</p> <p>What would a memory box of the King look like – Possible outcome?</p>
Year 1	<p>Use of artefacts (pictures of) – questioning the historical sources</p> <ul style="list-style-type: none"> King Edward I chair / St Edwards Crown Sceptre and Orb Ceremonial Robes Memory box of Queen, what would be the box for the King? 	
Year 2	<p>Compare and contrast the King to the Queen</p> <p>How is Charles similar/different to the queen? <i>[differences - king vs queen, money, stamps, medals]</i> <i>[similarities - power, role in society]</i> Outcome - Venn Diagram, words / pictures of each (e.g. – money)</p>	<p>How is Charles similar/different to the queen?</p> <p>What is the significance of this?</p> <p>What has changed? What has stayed the same? Why?</p>
Year 3	<p>Compare Coronation of Charles to Ancient Egypt How is Charles similar/different to a Pharaoh - Similarity and difference</p> <p>Outcome - Venn Diagram, words / pictures of each</p>	<p>How is Charles similar/different to Pharaohs?</p> <p>Traditions? Clothing? Status?</p>
Year 4	<p>Compare Coronation of Charles to power in Romans How is Charles similar/different to Julius Caesar or Alexander the Great? - Similarity and difference</p> <p>Outcome – Pictures of each, annotated</p>	<p>How is Charles similar/different to Roman leader?</p> <p>Traditions? Power? Clothing? Status?</p>
Year 5	<p>OPTION 1: Compare Coronation of Charles to King Edgar [Anglo-Saxon] <i>“The earliest detailed account of a coronation in England comes from 973 when the Anglo-Saxon King Edgar was crowned in a lavish ceremony in Bath. The coronation rituals have altered little in their essentials in over a thousand years.”</i></p> <p>OPTION 2: Did Alfred deserve the title Great? – Debated as he wasn’t king of all England!</p>	<p>How is Charles similar/different to Roman leader?</p> <p>Traditions? Power? Clothing? Status?</p>
Year 6	<p>Y6 - Which King Charles was the most significant? Debate – divide class into 3 groups and they inform the rest of the class about their King, but create a debate across the class:</p> <p>C1 - no, made mistake C2 - learnt from father, helped at GFOL C3 – Current King, Set of photographs</p>	

What are our actions for this academic year?

- To roll out the visual symbols for the substantive and disciplinary concepts to ensure they are being promoted regularly in the children's lessons and the symbols are visible in their learning outcomes.
- To continue monitoring the teaching and learning of History – pupil voice, book flick, drop ins.