



HISTORY

**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS**

NATIONAL CURRICULUM STATEMENT

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

OUR INTENT

By the time our children leave our school, our history provision aims to have enlightened their understanding of Britain's past and the history beyond our shores. We will have taught the children to think more critically, developing a greater perspective to make well-judged conclusions based on historical evidence.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners



HISTORY AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH

Federation Vision for History – Intention for Children

By the time our children leave our school, our history provision aims to have enlightened their understanding of Britain's past and the history beyond our shores. We will have taught the children to think more critically, developing a greater perspective to make well-judged conclusions based on historical evidence.

Big Ideas

- British history – focusing on the earliest times to the present day, including how people and events have influenced and been influenced by the wider world.
- History in the wider world – exploring the nature of ancient civilisations, their expansion, dissolution and how they influenced the world that has been shaped as a result.
- Local history – investigation how the areas above have had an impact on our locality.



Content and Sequencing (Broad, relevant and balanced)

- Significant local historical events (KS1) A full local historical study (KS2)
- Focusing on significant individual's achievements (KS1) Focusing on significant people within significant periods (KS2)
- Changes within living memory (KS1) Extending knowledge beyond 1066 (KS2)
- Events beyond living memory (KS1) A range of studies of time periods rather than just events (KS2)
- Having an awareness of the past (KS1) Having a chronologically secure knowledge of the past (KS2)
- Common words and phrases linked to the passing of time (KS1) Using a wide vocabulary of everyday historical terms (KS2)
- Ask and answer questions that show understanding (KS1) To use a range of sources to construct informed responses (KS2)



Vision for the Federation Learning Principles in History

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Applying their reading and language skills to sort historical opinion from fact and summarise their own findings.	Working collaboratively in class to engage in discussions to deliver conclusions on historical debates.	Through deep investigations children gain a coherent knowledge and understanding of the past.	Through task design all children will be able to explore and dive deeper into the past of our planet.	Using a range of different activities and skill types tailored to engage children within historical studies.	Enabling children to explore a historical topic in more depth through well-planned trips.	Giving children the chance to make their own conclusions and develop a perspective on historical events.	Global links through learning about the impact of historical events and periods in the locality, country and world.
Links with English and Maths  		Progress 		Support 			
Maths: Chronological understanding of times and dates. Reading tables and accessing data from them. English: Working with high quality texts often linked in directly with the topics Reading evidence in order to form opinions Written responses to questions of a historical nature		Historical enquiry is evidenced within books building on from prior knowledge. Historical areas are built on and linked to over the year groups within books. Comparisons to our local, mainland and global history will be seen across the year groups within books.		Everyone has access to the history National Curriculum. Activities adapted in accordance to previous assessment, where a child may not have got the background knowledge from a previous year group. This would be seen in a number of ways from using more visual links, to recapping key vocabulary etc.			

PROGRESSION OF SKILLS

1. Historical Interpretation
2. Historical Enquiry
3. Chronological Understanding
4. Knowledge and Understanding of Events, People and Changes in the Past

HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Knowledge</p>	<p><u>Understanding the Word Past and Present:</u> Talk about the lives of the people around them and their roles in society.</p> <p>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, events encountered in books read in class and storytelling.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes). The lives of significant individuals in the past who have contributed to national and international achievements. Specific focus on Mary Seacole and/or Florence Nightingale in relation to medicine and women's rights. Comparison to be made to modern day. <p>Year 2:</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. Specific focus on Queen Victoria and Osbourne house and her life on the Isle of Wight. Comparisons to be made between Queen Victoria and Queen Elizabeth 2nd. Potential to develop and study further Monarchs pre-dating Queen Victoria. Or a study of Christopher Columbus and Neil Armstrong, investigating the differences and similarities between the two. Events beyond living memory that are significant nationally (Great fire of London). 	<p>Year 3:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p>Year 4:</p> <ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. The Roman Empire and its impact on Britain. 	<p>Year 5:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>Year 6:</p> <ul style="list-style-type: none"> A non-European society that provides contrast with British history – one chosen from: Early Islamic civilisation, including a study of Baghdad c.AD900; The Mayan civilisation c.AD900; Benin (W.Africa) c.AD900 – 1300. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (A local history study link)

HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills		<p><u>Historical Interpretation</u></p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> Start to compare two versions of a past event; Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past. 	<p><u>Historical Interpretation</u></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p><u>Historical Interpretation</u></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.

HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills		<p><u>Historical Enquiry</u></p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p><u>Historical Enquiry</u></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Use a range of sources to find out about the past;</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Begin to undertake their own research.</p>	<p><u>Historical Enquiry</u></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>

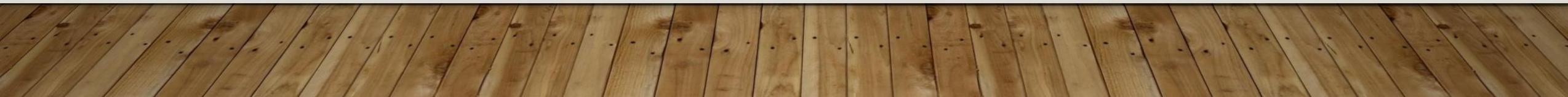
HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills		<p><u>Chronological Understanding</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework.</p> <p>Children can: Sequence artefacts and events that are close together in time;</p> <p>Order dates from earliest to latest on simple timelines; Sequence pictures from different periods;</p> <p>Describe memories and changes that have happened in their own lives;</p>	<p><u>Chronological Understanding</u></p> <p>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.</p> <p>Children can: Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p><u>Chronological understanding</u></p> <p>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.</p> <p>Children can: Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p>

HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Skills		<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <p>Recognise some similarities and differences between the past and the present;</p> <p>Identify similarities and differences between ways of life in different periods;</p> <p>Know and recount episodes from stories and significant events in history;</p> <p>Understand that there are reasons why people in the past acted as they did;</p> <p>Describe significant individuals from the past.</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should note connections, contrasts and trends over time. Children can:</p> <p>Note key changes over a period of time and be able to give reasons for those changes;</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p> <p>Identify key features, aspects and events of the time studied;</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should note connections, contrasts and trends over time. Children can:</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>Examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Vocabulary	Past Last week Yesterday Before ... Plus language specific to current events	Period and topic specific vocabulary: See MTP. Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. 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.	Period and topic specific vocabulary: SEE MTP. Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.	Period and topic specific vocabulary: See MTP. Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.

	Year 1 Shalfleet	Year 1 Yarmouth	Year 2 Shalfleet	Year 2 Yarmouth
Autumn	<p>In-depth study of Guy Fawkes</p> <p>Historical Interpretation-Start to compare two versions of a past event</p> <p>Chronological Understanding- Timeline</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Start to compare two versions of a past event</p>	<p>In-depth study of Guy Fawkes</p> <p>Historical Interpretation-Start to compare two versions of a past event</p> <p>Chronological Understanding- Timeline</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Start to compare two versions of a past event</p>	<p>Knowledge and Understanding- Describe significant individuals from the past Events beyond living memory that are significant nationally Great fire of London</p> <p>Historical Interpretation Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Knowledge and Understanding- Describe significant individuals from the past Events beyond living memory that are significant nationally Great fire of London</p> <p>Historical Interpretation Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented;</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>
Spring	<p>Knowledge and Understanding- In-depth study of influential nurses: Florence Nightingale and Mary Seacole. Study and compare historical medical challenges with challenges.</p> <p>Knowledge and Understanding- In-depth study of famous explorers: Christopher Columbus, Neil Armstrong</p>	<p>Knowledge and Understanding- In-depth study of influential nurses: Florence Nightingale and Mary Seacole. Study and compare historical medical challenges with challenges.</p> <p>Knowledge and Understanding- In-depth study of famous explorers: Christopher Columbus, Neil Armstrong</p>	<p>In-depth study and comparison of Victoria and Elizabeth II Victoria – Elizabeth II Study and comparison of artefacts</p> <p>Chronological Understanding- Timeline Events beyond living memory that are significant nationally- Remembrance Sunday. Armistice Day</p>	<p>In-depth study and comparison of Victoria and Elizabeth II Victoria – Elizabeth II Study and comparison of artefacts</p> <p>Chronological Understanding- Timeline Events beyond living memory that are significant nationally- Remembrance Sunday. Armistice Day</p>
Summer	<p>Grace Darling and lifeboats Historical Interpretation Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Who would live in a light house? Grace Darling and lifeboats Sea safety</p> <p>Knowledge and Understanding of events, people and changes in the past Identify local and National landmarks/places of significance and famous figures associated with them.</p>	<p>Grace Darling and lifeboats Historical Interpretation Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Who would live in a light house? Grace Darling and lifeboats Sea safety</p> <p>Knowledge and Understanding of events, people and changes in the past Identify local and National landmarks/places of significance and famous figures associated with them.</p>	<p>Toys- how have toys changed? Historical Interpretation Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Chronological Understanding Sequence pictures from different periods</p> <p>Knowledge and Understanding of events, people and changes in the past Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods;</p>	<p>Toys- how have toys changed? Historical Interpretation Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Chronological Understanding Sequence pictures from different periods</p> <p>Knowledge and Understanding of events, people and changes in the past Recognise some similarities and differences between the past and the present; Identify similarities and differences between ways of life in different periods;</p>

	Year 3 Shalfleet	Year 3 Yarmouth	Year 4 Shalfleet	Year 4 Yarmouth
Autumn	<p>Historical Enquiry of the Stone Age to the Iron Age</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Use a range of sources to find out about the Stone Age to Iron Age.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Chronological Understanding</p> <p>Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. Children can:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Historical Enquiry of the Stone Age to the Iron Age</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Use a range of sources to find out about the Stone Age to Iron Age.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Chronological Understanding</p> <p>Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. Children can:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Historical Enquiry of the Roman Empire and the invasion of Britain</p> <p>Human & Physical - Identify key features, aspects and events of the time studied Chronological Understanding – Sequence several events</p> <p>Historical Interpretation The Roman Empire and its impact on Britain.</p> <p>Chronological Understanding Sequencing the events of the invasion and change in Britain</p> <p>Knowledge and understanding of events, people and changes in the past Britain before and after the Romans came,</p> <p>Historical Interpretation Boudicca's rebellion.</p>	



	Year 3 Shalfleet	Year 3 Yarmouth	Year 4 Shalfleet	Year 4 Yarmouth
Spring	<p>Historical Interpretation, In-depth study of Pompeii.</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Look at more than two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Knowledge of the past, through studying an account of from Pliny Elder children should be able to:</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p>	<p>Historical Interpretation, In-depth study of Pompeii.</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Look at more than two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Knowledge of the past, through studying an account of from Pliny Elder children should be able to:</p> <p>Find out about the everyday lives of people in time studied compared with our life today;</p> <p>Explain how people and events in the past have influenced life today;</p>	<p>Historical Interpretation – In depth study of South America</p> <p>Historical Enquiry Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information Chronological Understanding – Sequence several events Knowledge and understanding of events, people and changes in the past Natural disasters that have occurred in the region and the impact on the people and the area</p> <p>Knowledge and understanding of events, people and changes in the past Note key changes over a period of time and be able to give reasons for those changes; Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today</p>	<p>Historical Enquiry of the Stone Age to the Iron Age</p> <p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Use a range of sources to find out about the Stone Age to Iron Age.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Chronological Understanding Throughout studying the Stone Age children should continue to develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. Children can:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>



	Year 3 Shalfleet	Year 3 Yarmouth	Year 4 Shalfleet	Year 4 Yarmouth
Summer	<p>Historical Enquiry of the Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world. Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. Knowledge of the Past, through studying the Battle of Thermopylae an in-depth study of King Leonidas, Children should note connections, contrasts and trends over time. Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied;</p> <p>Historical Interpretation Chronological awareness Trojan war Olympics</p> <p>Knowledge and understanding of events, people and changes in the past How we can find out about life through pottery</p>	<p>Historical Enquiry of the Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world. Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. Knowledge of the Past, through studying the Battle of Thermopylae an in-depth study of King Leonidas, Children should note connections, contrasts and trends over time. Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied;</p> <p>Historical Interpretation Chronological awareness Trojan war Olympics</p> <p>Knowledge and understanding of events, people and changes in the past How we can find out about life through potter</p>	<p>Historical Enquiry of Ancient Egypt Use a range of sources to find out about the past Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research</p> <p>Historical Interpretation Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Chronological Understanding - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p> <p>Knowledge of the past, an in-depth study of King Tutankhamen Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today</p>	<p>Historical Enquiry of Ancient Egypt Use a range of sources to find out about the past Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research</p> <p>Historical Interpretation Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Chronological Understanding - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p> <p>Knowledge of the past, an in-depth study of King Tutankhamen Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today</p>

	Year 5 Shalfleet	Year 5 Yarmouth	Year 6 Shalfleet	Year 6 Yarmouth
Autumn	<p>USA</p> <p>Chronological understanding Order an increasing number of significant events Accurately use dates and terms to describe historical events</p> <p>Historical Enquiry -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of American History and/ or culture and make comparisons to the Isle of Wight.</p> <p>Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>USA</p> <p>Chronological understanding Order an increasing number of significant events Accurately use dates and terms to describe historical events</p> <p>Historical Enquiry -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of American History and/ or culture and make comparisons to the Isle of Wight</p> <p>Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>A study of an aspect in British history beyond 1066: WWII focus WW2</p> <p>Chronological understanding Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred; Understand and describe in some detail how the Isle of Wight changed during WW2.</p> <p>Historical Interpretation Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and reflect on these different points of view and how they link to historical fact. Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are. Show an awareness of the concept of propaganda on the British public and the German people.</p> <p>Historical Enquiry Ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information Use a wide range of different evidence to collect information about the past, Knowledge and understanding of events, people and changes in the past -Examine causes and results of great events and the impact these had on the people of Britain and Germany Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children (look at living through the Blitz and evacuation, the island perspective of the war too,</p>	<p>ANGLO SAXONS & VIKINGS</p> <p>Historical Enquiry Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Chronological understanding Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history</p> <p>Historical Interpretation Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Find and analyse a wide range of evidence about the past Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events & the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women & children.</p>

	Year 5 Shalfleet	Year 5 Yarmouth	Year 6 Shalfleet	Year 6 Yarmouth
Spring	<p>ANGLO SAXONS & VIKINGS</p> <p>Historical Enquiry Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Chronological understanding Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history</p> <p>Historical Interpretation Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Find and analyse a wide range of evidence about the past</p> <p>Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events & the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women & children.</p>	<p>ANGLO SAXONS & VIKINGS</p> <p>Historical Enquiry Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Chronological understanding Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Understand and describe in some detail the main changes to an aspect in a period in history</p> <p>Historical Interpretation Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Find and analyse a wide range of evidence about the past</p> <p>Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events & the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women & children.</p>	<p>Historical Interpretation – In depth study of Russia</p> <p>Historical Enquiry Use a wide range of different evidence to collect evidence about the past</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Identify key features, aspects and events of the time studied</p> <p>Chronological Understanding – Sequence several events Knowledge and understanding of events, people and changes in the past</p> <p>Major historical events that have occurred in the region and the impact on the people and the world</p> <p>Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>	<p>Historical Interpretation – In depth study of Russia</p> <p>Historical Enquiry Use a wide range of different evidence to collect evidence about the past</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Identify key features, aspects and events of the time studied</p> <p>Chronological Understanding – Sequence several events Knowledge and understanding of events, people and changes in the past</p> <p>Major historical events that have occurred in the region and the impact on the people and the world</p> <p>Knowledge and understanding of events, people and changes in the past Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>

	Year 5 Shalfleet	Year 5 Yarmouth	Year 6 Shalfleet	Year 6 Yarmouth
Summer	<p>SPACE</p> <p>Historical Enquiry Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Historical Interpretation Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p>Chronological understanding Order and place key historical events on a timeline for the Space looking at the USA and Russia</p> <p>Knowledge and understanding of events, people and changes in the past Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>SPACE</p> <p>Historical Enquiry Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Historical Interpretation Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p>Chronological understanding Order and place key historical events on a timeline for the Space looking at the USA and Russia</p> <p>Knowledge and understanding of events, people and changes in the past Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Historical interpretation in-depth study of The Mayans</p> <p>Historical Enquiry Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Historical Interpretation Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Chronological understanding Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Knowledge and understanding of events, people and changes in the past Children should note connections, contrasts and trends over time</p>	<p>Historical interpretation in-depth study of The Mayans</p> <p>Historical Enquiry Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Historical Interpretation Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Chronological understanding Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Knowledge and understanding of events, people and changes in the past Children should note connections, contrasts and trends over time</p>

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the history subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key history targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the history curriculum and also challenge higher attaining pupils.

The assessment of history is supported by the targets from the history progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNCIATE		KNOWLEDGE	
		Use the keyboard confidently to type a suitable page		Designing to create a digital message and media (using appropriate software)		Describe/ explain my own response to the concept of literature.		Give detailed observations about notable artists', artists' and designers' work	
	INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard effectively		Describe/dance through a dance sequence.		Describe/ explain my own response to the concept of interpretation.		Offer facts about notable artists', artists' and designers' lives;	
		Organise files effectively using folders (or 5)		Continue flexibility, technique and movement in a dance sequence.		Describe/ explain my own response to the concept of character.		SKILLS	
		Operate a software using appropriate controls		Move appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and motifs.		Describe/ explain my own response to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and cross-hatching;	
		Draw and create a picture		Designing to show a concept of pace and timing in their movement.		Describe/ explain my own response to the concept of sacred places.		Digital movement and progression in drawing;	
	DATA							DRAWING	
		Create a graph from a data (with labels and appropriate)		Use the space provided in the movement pattern.		Describe/ explain my own response to the concept of name.		Use a variety of tools and control the most appropriate;	
								Use background to	



FEDERATION CURRICULUM ASSESSMENT



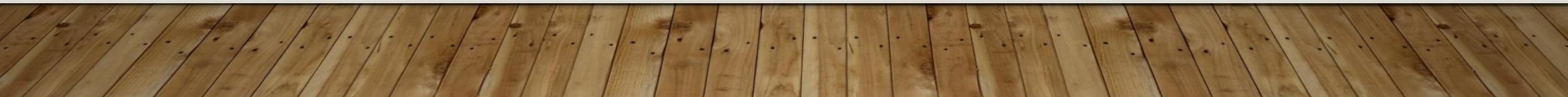
Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

	Computing INFORMATION TECHNOLOGY			PE DANCE		RE COMMUNCIATE		Art KNOWLEDGE		
		Use the keyboard confidently to type at a suitable pace		Organising to rearrange dance movements and motifs (using appropriate choreography)		Describe/ explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;		
	INFORMATION TECHNOLOGY - GENERAL	Use common keyboard shortcuts		Demonstrates chosen movements throughout a dance sequence.		Describe/ explain my own responses to the concept of interpretation.		Offer facts about notable artists', artisans' and designers' lives;		
		Organise files effectively using folders (or 5)		Combines flexibility, techniques and movements to create a floral sequence.		Describe/ explain my own responses to the concept of stewardship		SKILLS		
		Operate a database using more complex searches		Moves appropriately and with the required style in relation to the situation, e.g. using various levels, usage of travelling and motifs.		Describe/ explain my own responses to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and screen-kulaking;		
		Design and create a database		Organising to show a change of pace and timing in their movements.		Describe/ explain my own responses to the concept of sacred places.		Detail movement and progression in drawings;		
	DATA	Create a graph from a data (both database and spreadsheet)		Use the space provided to his maximum potential.		Describe/ explain my own responses to the concept of unity.		Use a variety of tools and material the most appropriate;		
								Use key vocabulary to		



MONITORING AND EVALUATING

Impact of the implementation of the history curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

HISTORY IN YEAR 1 - SHALFLEET

- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION

explode

Bang

Words we think about fireworks

Sparkle.

colourful.

We discussed why we have fireworks night - why would fireworks remind us of Guy Fawkes?

explosions

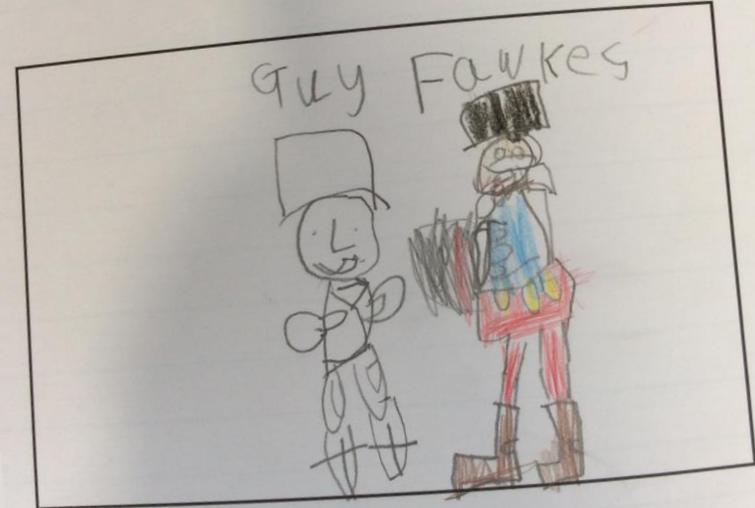
lights

bangs

Name: Gwyn

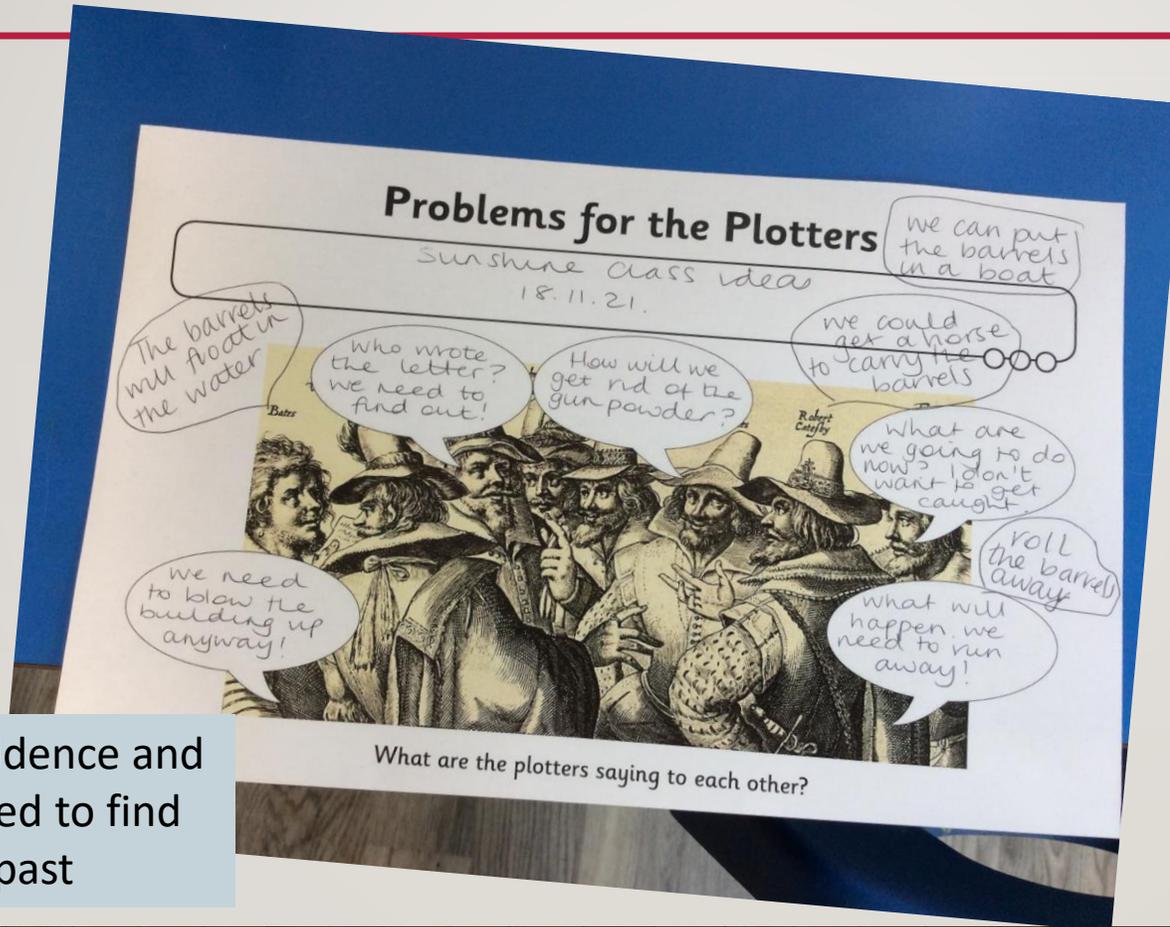
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L.O. To introduce the Gunpowder Plot



Observe and use pictures, photographs and artefacts to find out about the past

➤ HISTORICAL ENQUIRY



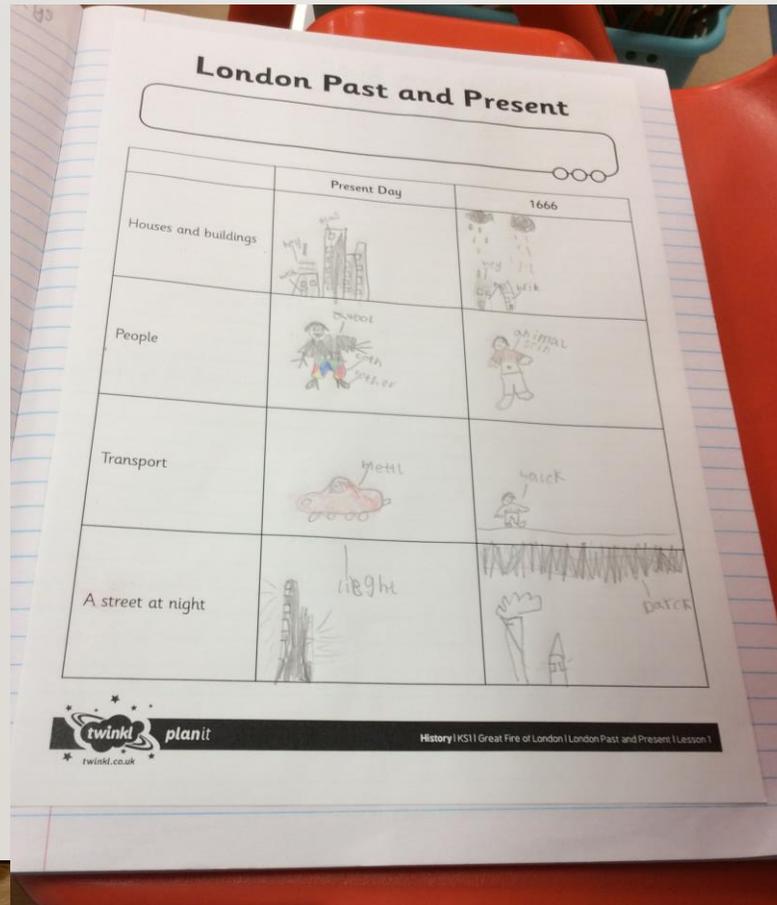
Choose and select evidence and say how it can be used to find out about the past

HISTORY IN YEAR 2 - SHALFLEET

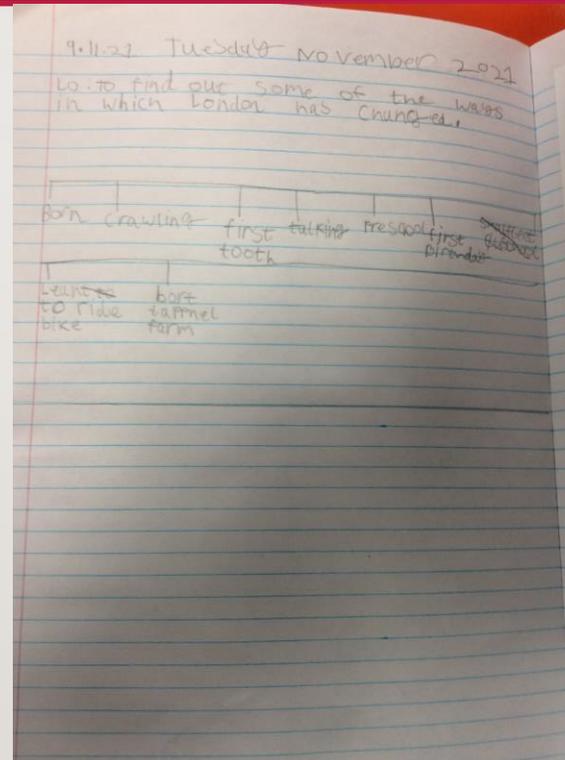
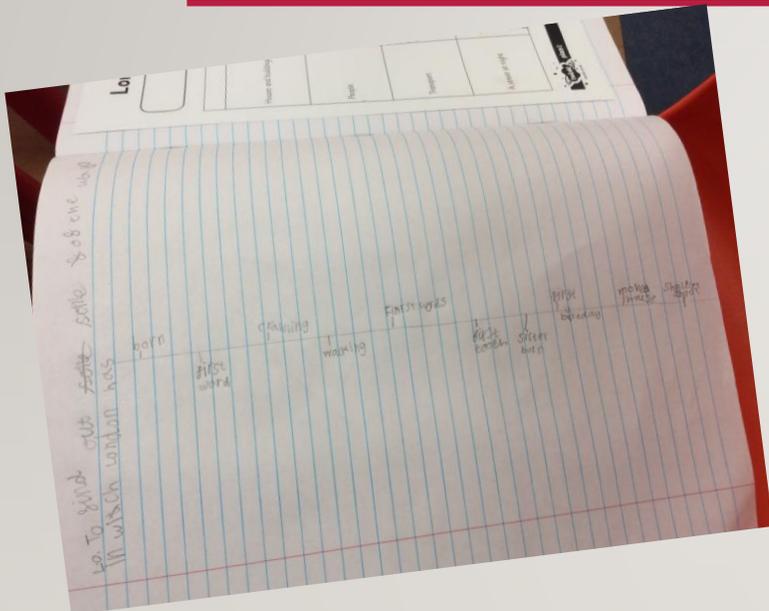
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION

Observe and use pictures, photographs and artefacts to find out about the past

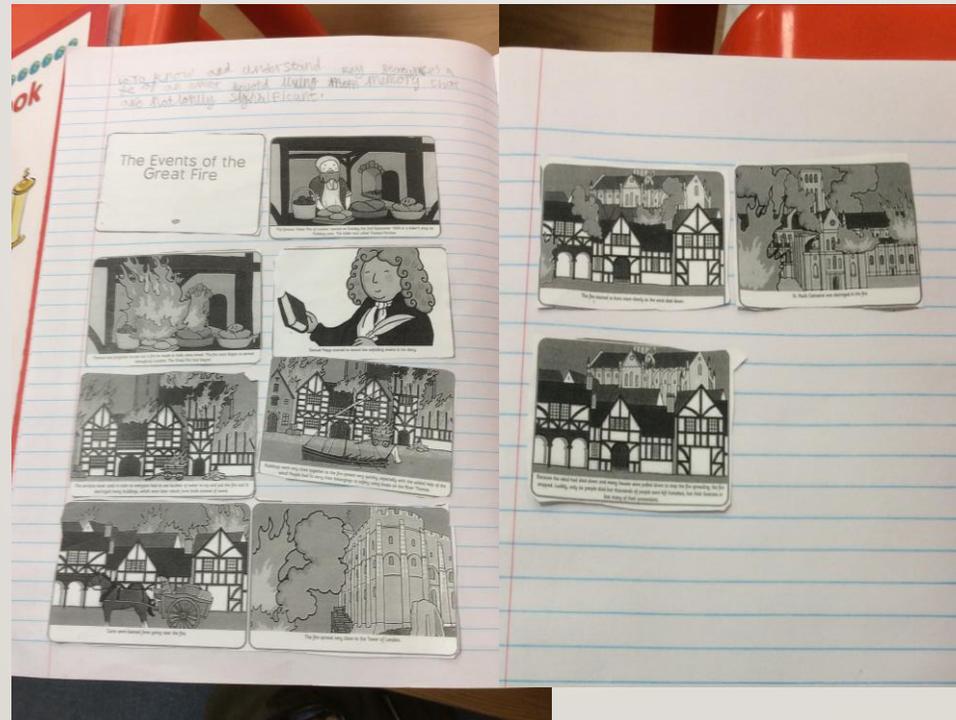


➤ CHRONOLOGICAL UNDERSTANDING



Order dates from earliest to latest on simple timelines

➤ KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST



Know and recount episodes from stories and significant events in history

HISTORY IN YEAR 3 - SHALFLEET

- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL ENQUIRY

Use a range of sources to find out about the past

Most things that are made from plants and animals will rot away over time.

Many things that are man-made will not rot away.

Things made of plastic and glass will not rot away.

For example: wood and paper will rot away. (Paper comes from trees.)

Look around the room you are in. Think about all of the things in it. Now imagine the room being discovered in 10,000 years' time. The building would have fallen down a long time ago, and been buried under soil and earth.

What things in the room do you think would still be there for archaeologists to find? Explain why these things would survive.

I think that the plugs, switches and the compasses and the board and electricity because they are all metal and electricity

What things do you think wouldn't survive for archaeologists to find? Explain why not.

I think that the books and the chairs because they are paper and plastic

primary

secondary

A Gun dated from 1879

RATION BOOK

A ration book from WW2

A History textbook

WORLD OF HEROES AIRBORNE

WW1 computer Game

Anne Frank's Diary

THE GOOD THE BAD THE UGLY

A film about the Wild West

A painting showing Custer's Last Stand

5000 REWARD

APACHE KID

DEAD OR ALIVE

Never in the field of human conflict has so much been owed by so many to so few.

Quote from Prime Minister Winston Churchill 1940

An American poster dated from the 1880's.

World War 2 veteran talking about his experiences in the war.

ENGLAND V SCOTLAND

Football Programme

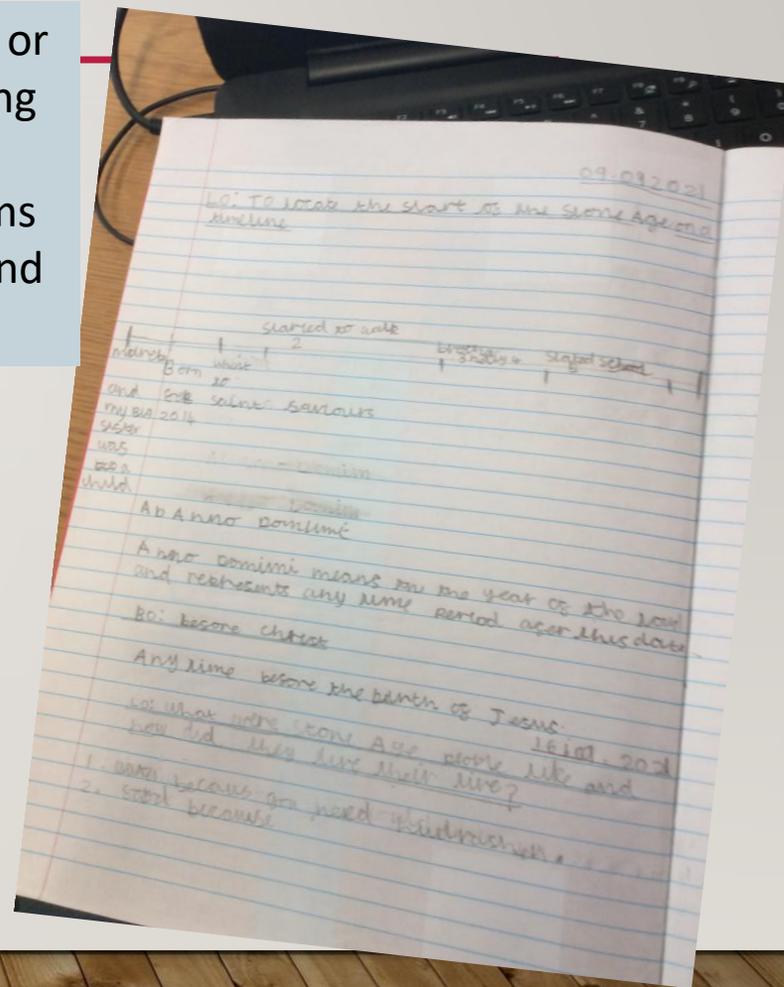
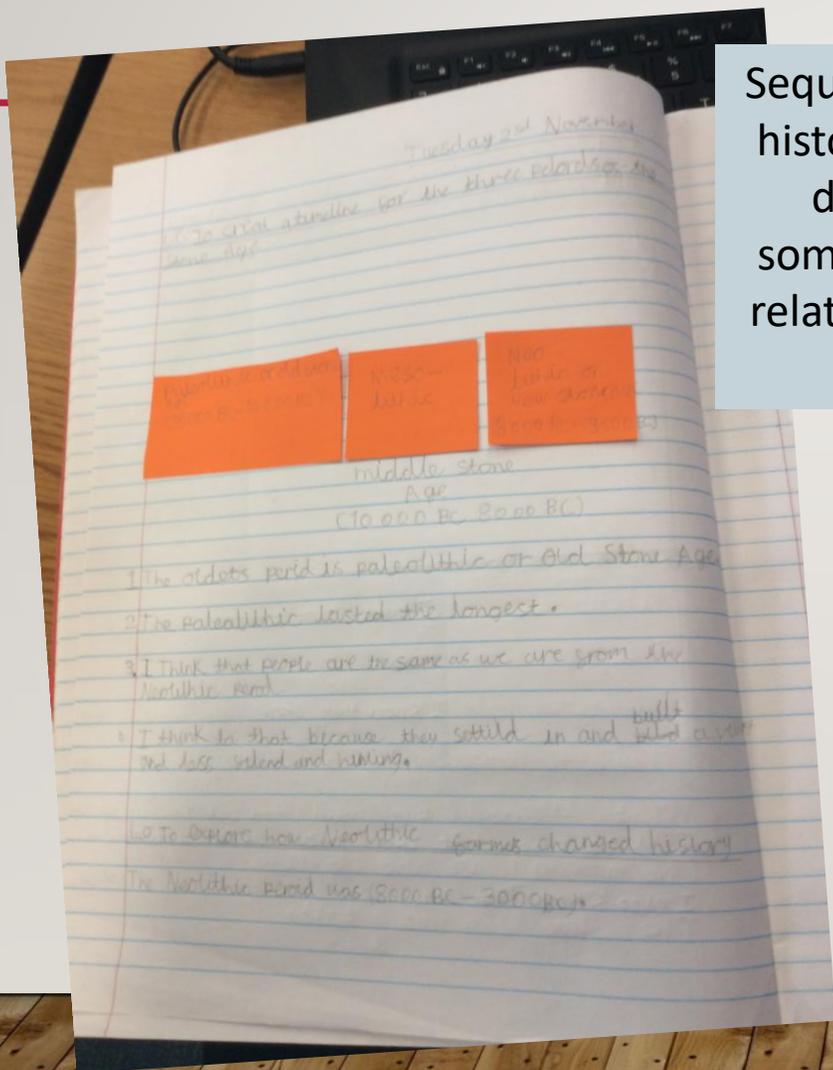
A Highlander's Broadsword

Coins from the 1850s and 1860's

Fossilised bones of a saber-toothed cat (Smilodon). Died out about 11,000 years ago

➤ CHRONOLOGICAL UNDERSTANDING

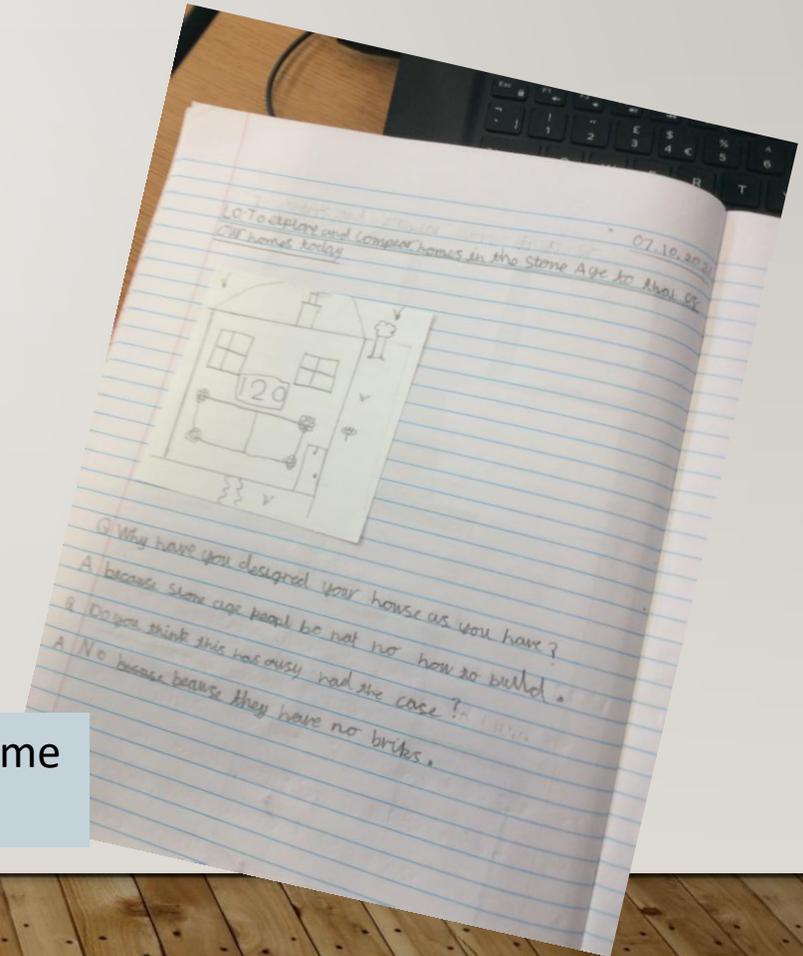
Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time



➤ KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST



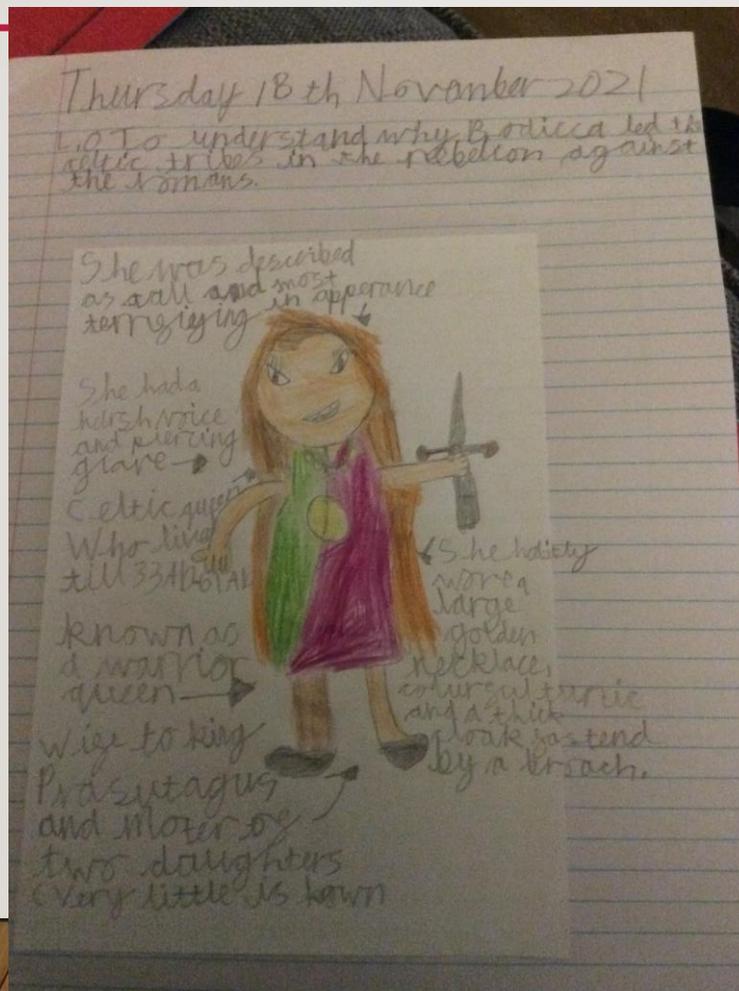
Find out about the everyday lives of people in time studied compared with our life today



HISTORY IN YEAR 4 - SHALFLEET

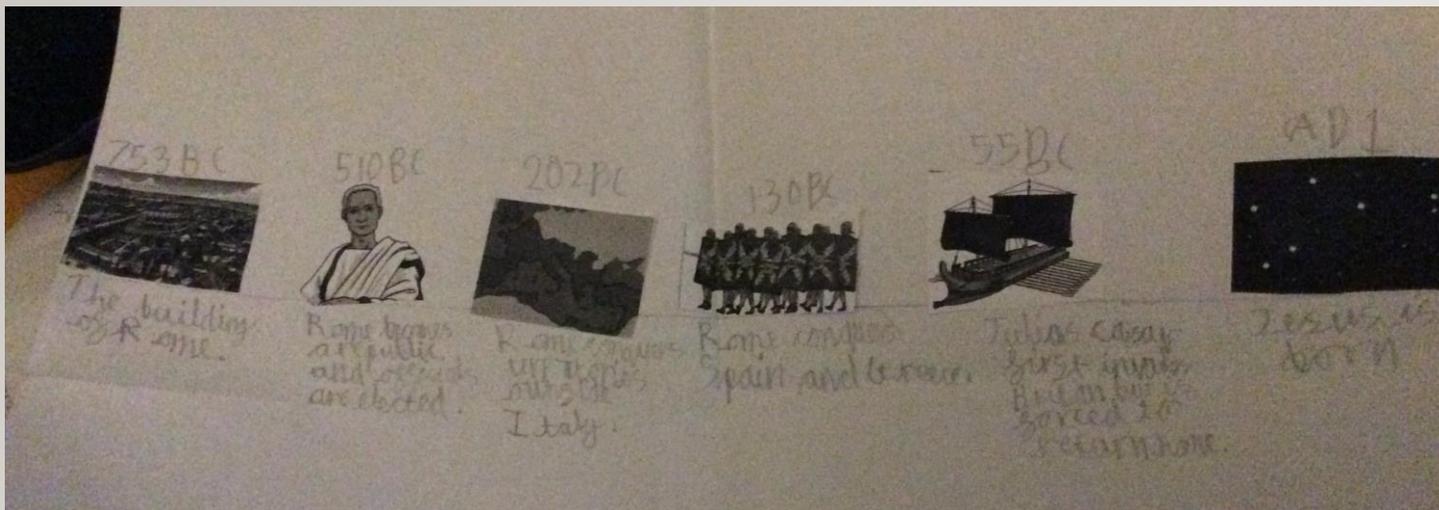
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL ENQUIRY



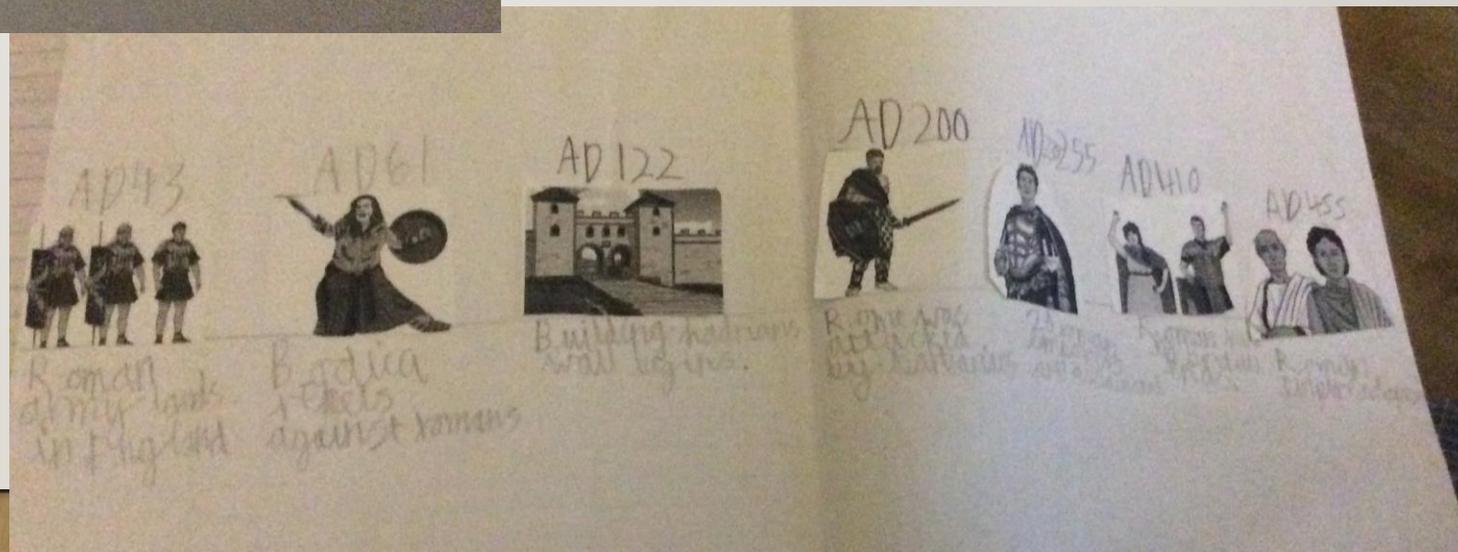
Use a range of sources to find out about the past

➤ CHRONOLOGICAL UNDERSTANDING



Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time

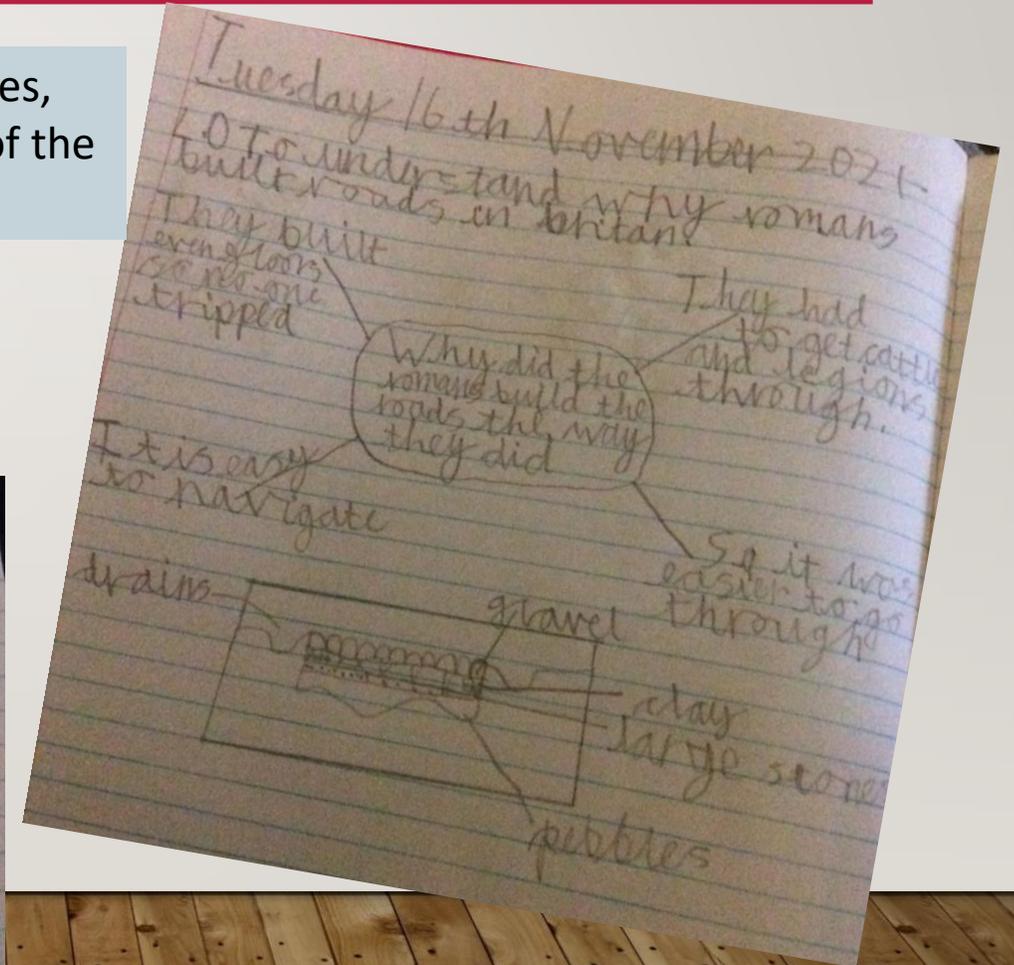
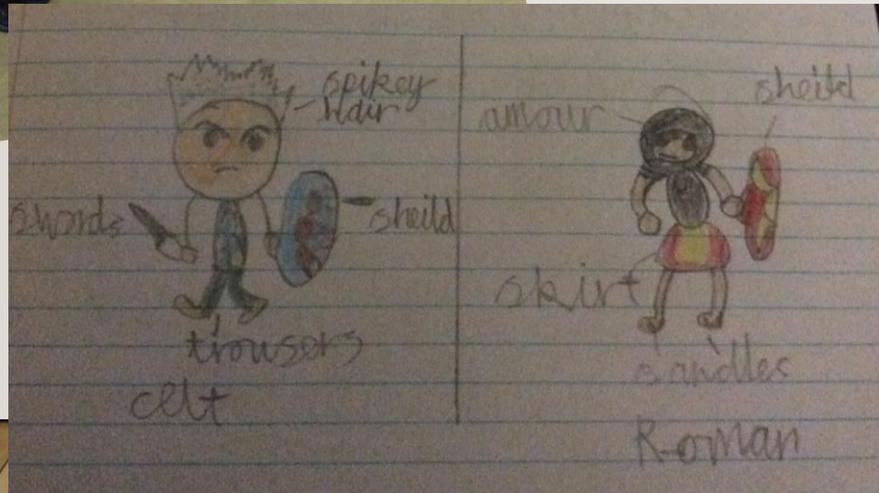
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).



➤ KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST



Identify key features, aspects and events of the time studied.



HISTORY IN YEAR 5 - SHALFLEET

- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION

Monday 15th November 2021

To use a range of sources to find out about the past

To write a summary based on the story about 'The Man who walked between the towers'

- The Twin Towers New York City ✓
- They were the tallest building in NYC ✓
- August 7th 1974 ✓
- Philippe Petit walked between them ✓
- Now the Towers are gone ✓

The ^{dear} devil



In August 7th 1974 Philippe Petit walked between the Twin Towers that still under construction. They planned it ^{in the year} before and

It was the tallest Tower in NYC and he wanted to walk it.

In Paris He loved to ride his Unicycle and juggling on it ^{with fire} would give the end of it.

If he saw 3 oranges he would juggle them and if he saw a gap between the Towers he would tight rope across it.



and he loved to balance things while on a tight rope everyone loved him everyone cheering and moving

Review of lesson

The source that I found the most valid was the interview with Philippe Petit and the most interesting was Photograph

T.V report (primary)
The book (secondary)
The Movie trailer (Secondary)
Photographs (Primary)
Interview with Philippe Petit (Primary) ✓



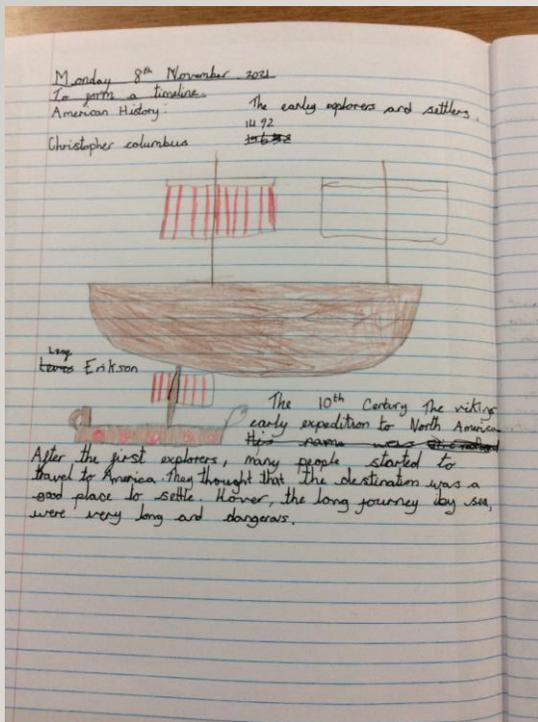
^{the tower}
At 1 o'clock, Philippe Petit sneaked up wearing a building equipment, carrying 140 pounds of wire. They shot a wire over to the other tower it took 3 hours to set up and at dawn he walked the tight rope he walked up and down 8 times before he got arrested. Years later the Twin Towers were destroyed.

I used a book, short movie, interview and a video clip

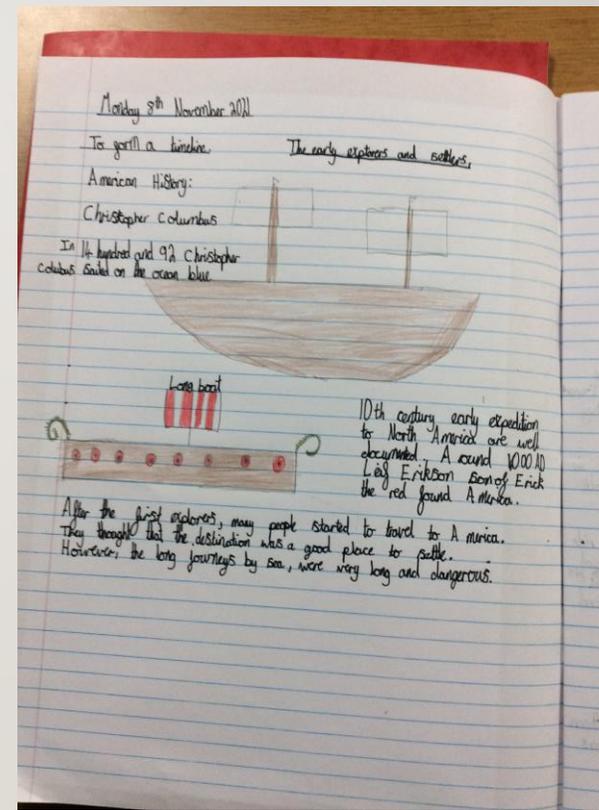
The sources used to learn about the book interview with Philippe's story were:
news report with live footage, a film trailer, Photographs ✓

Start to understand the difference between primary and secondary evidence and the impact of this on reliability

➤ CHRONOLOGICAL UNDERSTANDING



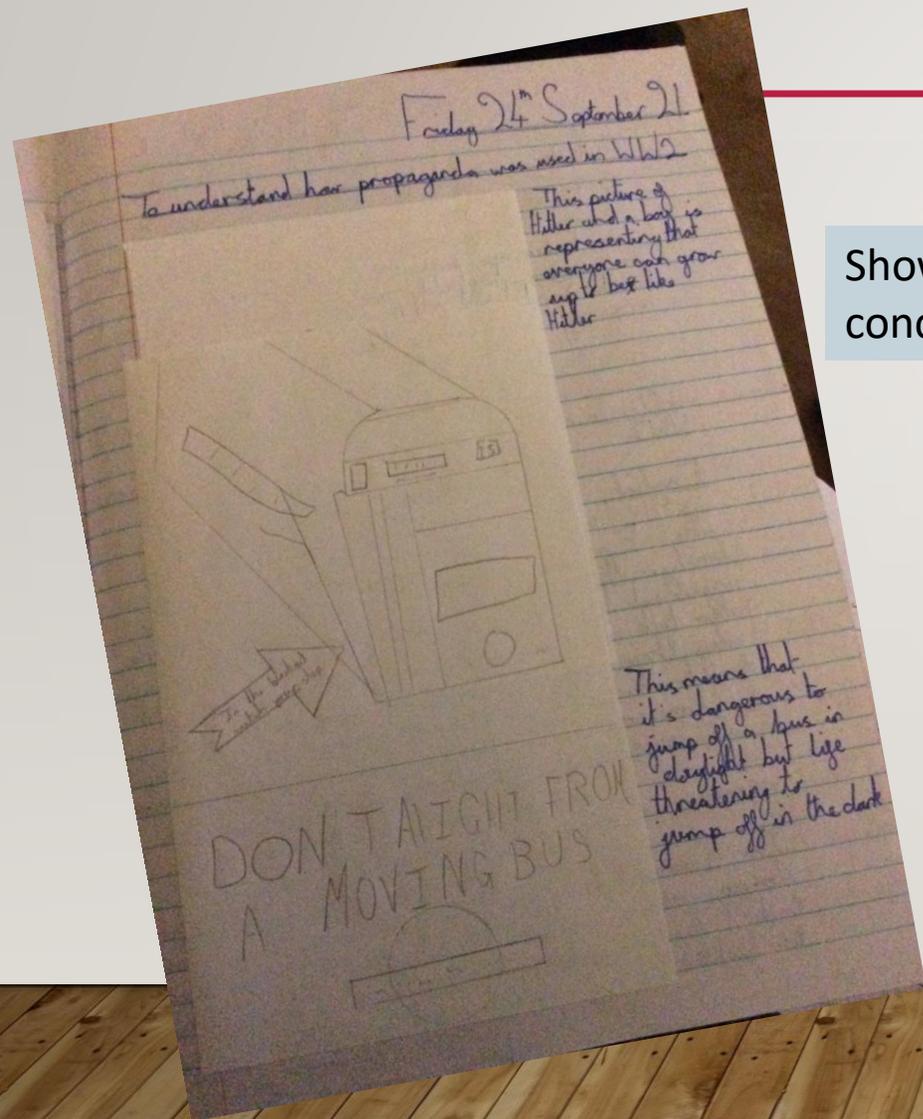
Accurately use dates and terms to describe historical events



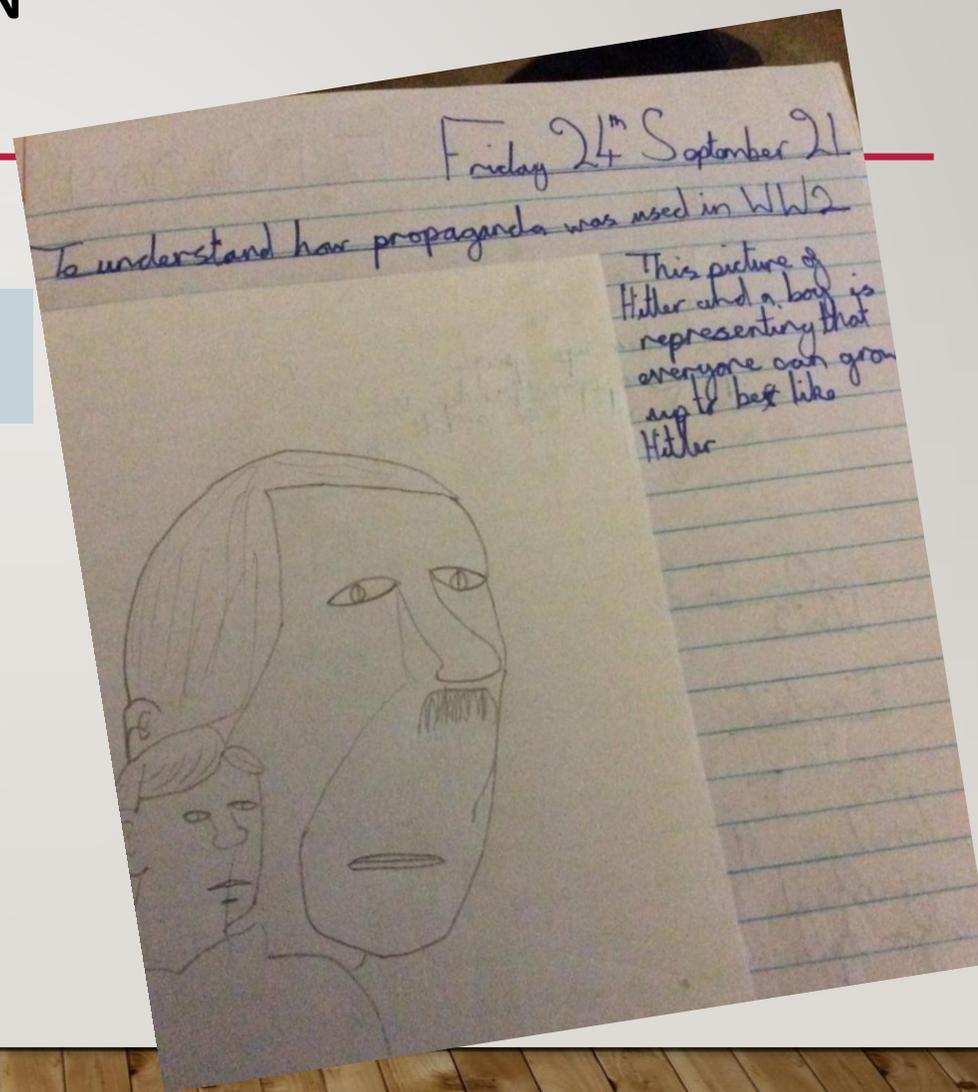
HISTORY IN YEAR 6 - SHALFLEET

- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION



Show an awareness of the concept of propaganda



➤ HISTORICAL ENQUIRY

Wednesday 6th October 2021
To explore the lives of Germans during WW2

Rationing was kept to a minimum as Hitler knew cut-backs during the 1st World War led to a political worst.

There were some problems early in the war, although the main restrictions were not until 1942.

Consumer goods brought in from France helped reduce shortages.

Food was rationed straight away in 1939 but Germans didn't experience shortages until 1944.

Parks and gardens were dug up to make vegetable patches.

General life from France helped reduce shortages.

Notes

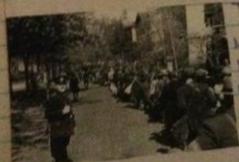
- The German people had suffered terribly during both the First World War, 1914-1918, and the Great Depression in the early 1930s.
- A large part of the Nazis' appeal in the elections in 1933 was that they promised 'bread and work' and to make Germany's economy strong again.

Hitler aimed for full employment.

Jews



This picture is of two Jews. The Jews had to wear a yellow star so that anyone around knew who they were. Different religions had different stars.



This picture is of all the Jews who had to leave their homes. They went to a poor place to live and most of them starved.

Women

- Discrimination against women in the workforce had to stop in the late 1930s as Germany moved closer to war.
- A woman's duty was to serve the Führer at home or in the war effort and she was expected to do her bit.
- The Nazis worried when the birth rate didn't increase as much as they wanted.
- Women were encouraged to concentrate on the three K's: Children, Church, Kitchen.

The Hitler Youth's aim was to prepare young boys for the army.

Maths questions asked school pupils to work out how many bombs could be carried by different planes.

Youth organisations in Nazi Germany

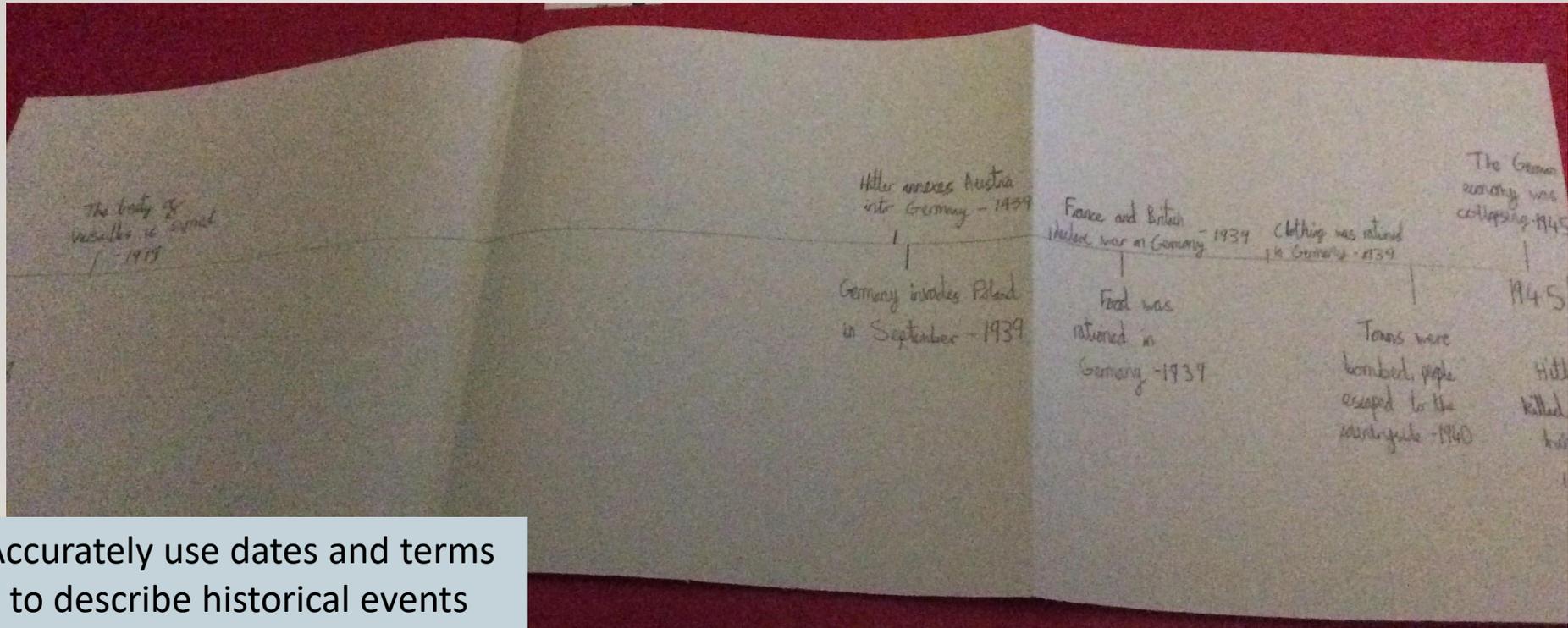
- Boys were getting into uniforms
- Girls were a mixture of blue skirts, white blouses and heavy marching shoes
- The Hitler Youth
- The League of German Maidens
- Some physical activity, but mostly domestic
- A curriculum centred on physical education and practical life experience
- To aim was to produce German boys to be future soldiers
- Prepare German girls for future motherhood

In 1933, all Jewish teachers were removed from non-Jewish schools.

The school curriculum was fully controlled by the Nazi state and all subjects included Nazi ideology.

Select relevant sections of information to address historically valid questions and construct detailed, informed responses

➤ CHRONOLOGICAL UNDERSTANDING



Accurately use dates and terms to describe historical events

➤ KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST

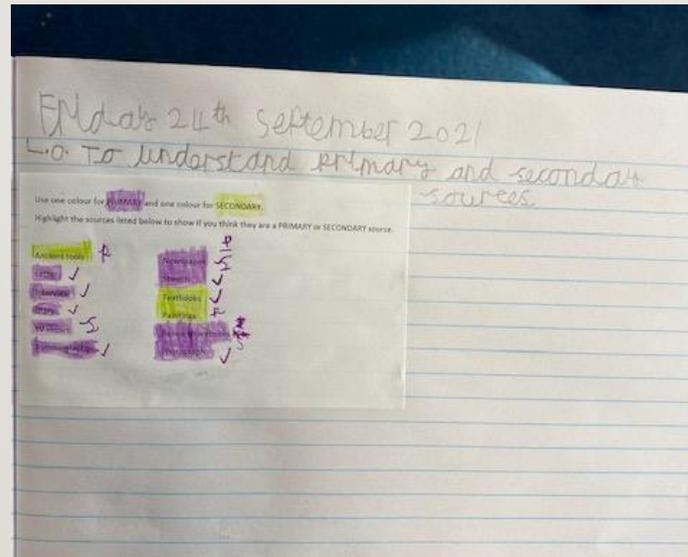


Identify key features, aspects and events of the time studied.

HISTORY IN YEAR 3 - YARMOUTH

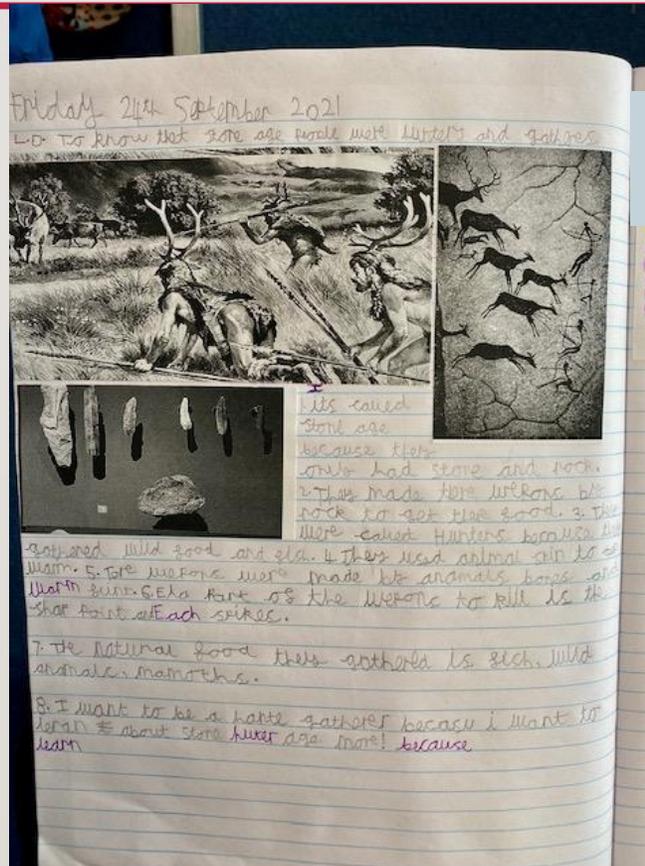
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION



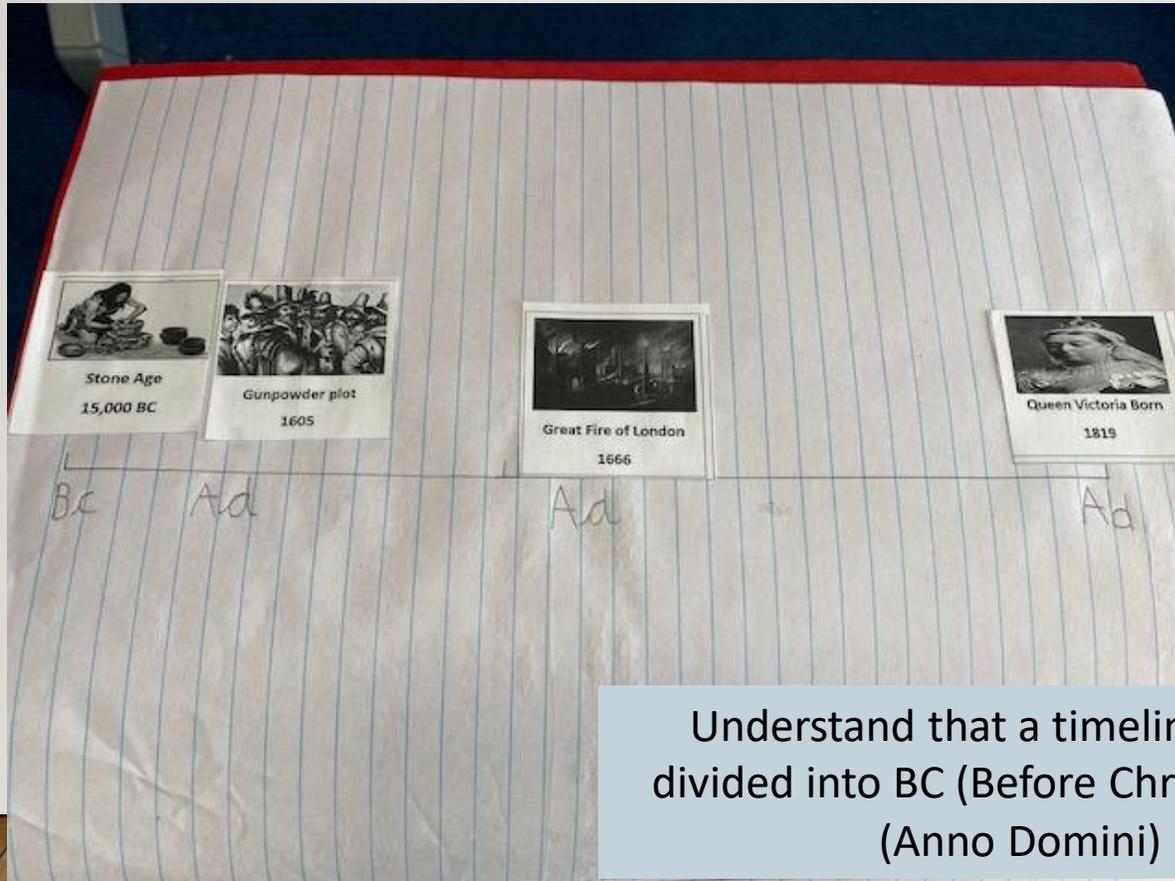
Investigate different accounts of historical events

➤ HISTORICAL ENQUIRY



Use a range of sources to find out about the past

➤ CHRONOLOGICAL UNDERSTANDING



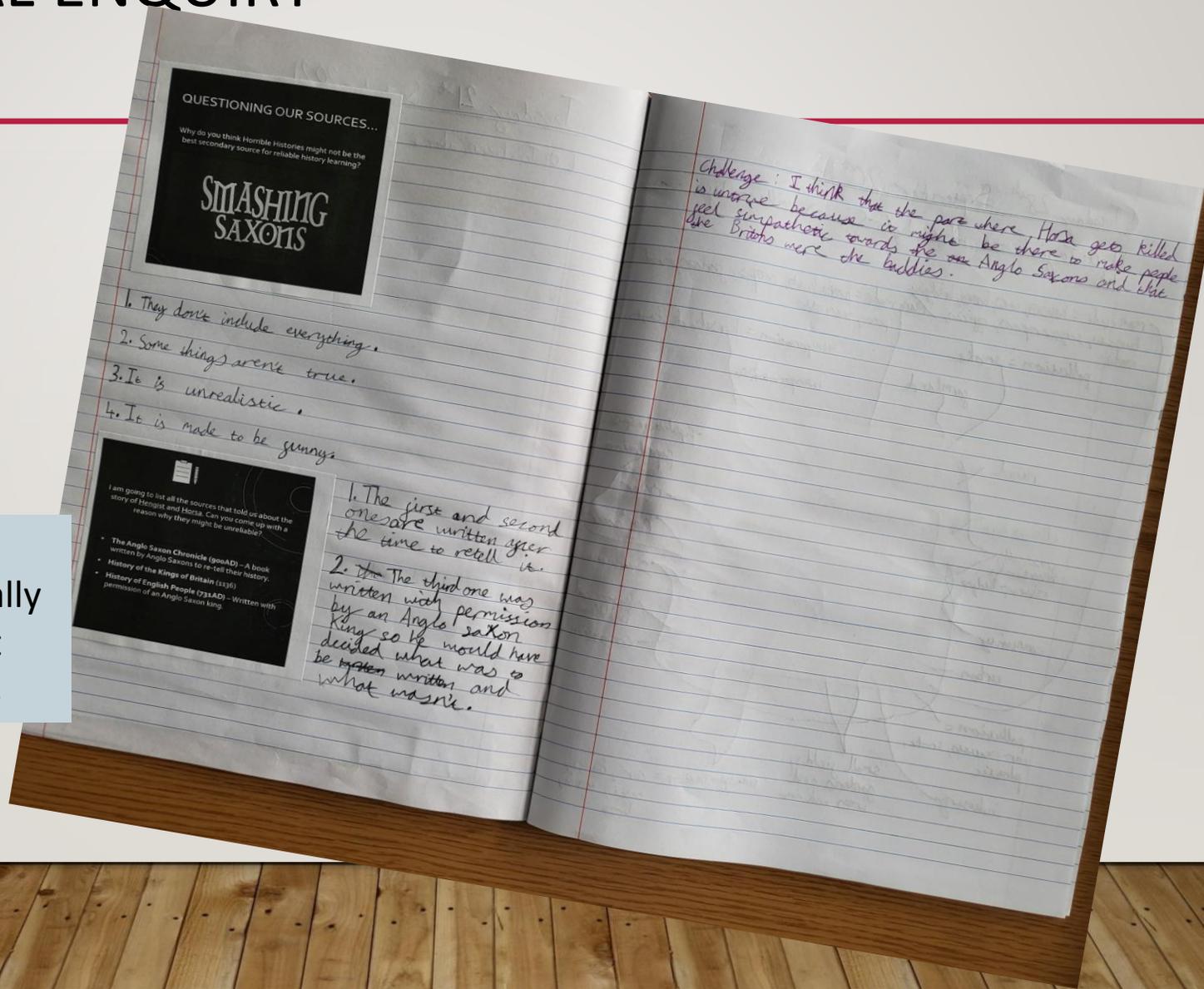
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

HISTORY IN YEAR 6 - YARMOUTH

- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

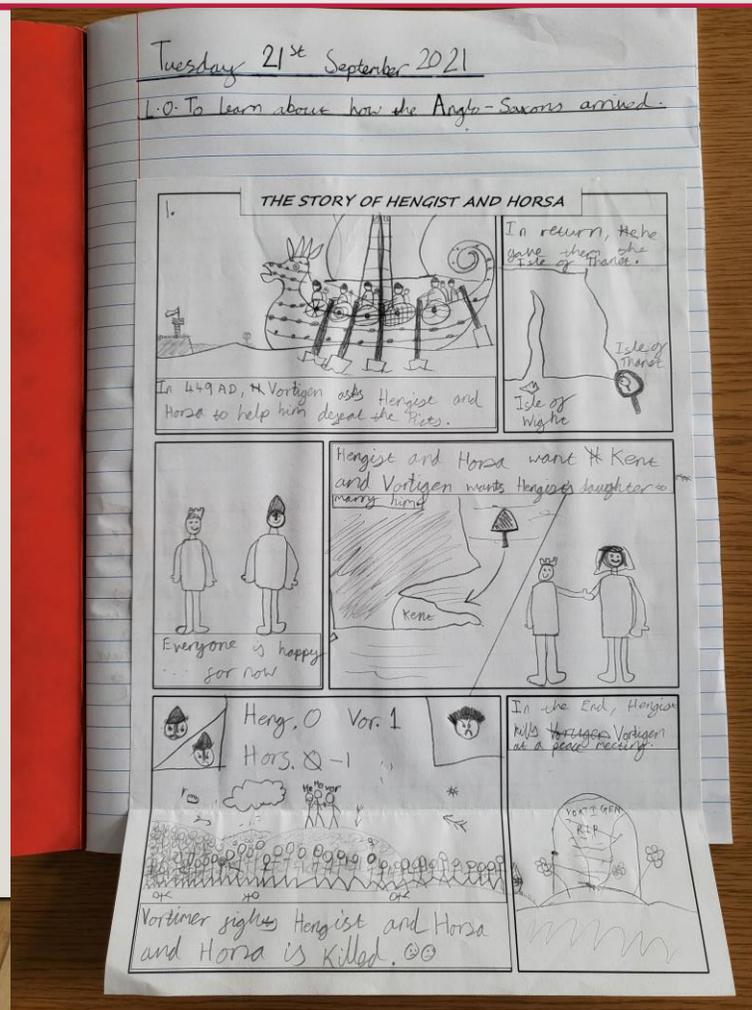
➤ HISTORICAL ENQUIRY

Select relevant sections of information to address historically valid questions and construct detailed, informed responses



➤ CHRONOLOGICAL UNDERSTANDING

Understand and describe in some detail the main changes to an aspect in a period in history



➤ KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST

Use appropriate historical terms such as culture, religious, social, economic and political when describing the past

