



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 and Wellbeing

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

Conscious Community, Community Map, Cultural Capital

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

The curriculum as the entire planned learning experience

Components

Lessons

Topics

Events/Trips

Environment

Enrichment/Inspire

Partnerships

Teaching for Learning

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

Approaches

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

EYFS/National Curriculum

CLL

PSED

PD

Literacy

Maths

UW

EAD

Eng

Ma

Sci

Comp

D&T

Hist

Geo

A&D

Music

PE

MFL

PSHE

RE

Successful Learning

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

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

Our curriculum impact can be measured 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
Knowledge	<p><u>Understanding the Word Past and Present:</u></p> <p>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		<u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: 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.	<u>Historical Interpretation</u> Children should understand how our knowledge of the past is constructed from a range of sources. Children can: 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.	<u>Historical Interpretation</u> Children should understand how our knowledge of the past is constructed from a range of sources. Children can: 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. Children can: 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. 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 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. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can: 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		<u>Knowledge and understanding of events, people and changes in the past</u>	<u>Knowledge and understanding of events, people and changes in the past</u>	<u>Knowledge and understanding of events, people and changes in the past</u>
		Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:	Children should note connections, contrasts and trends over time. Children can:	Children should note connections, contrasts and trends over time. Children can:
		Recognise some similarities and differences between the past and the present;	Note key changes over a period of time and be able to give reasons for those changes;	Identify and note connections, contrasts and trends over time in the everyday lives of people;
		Identify similarities and differences between ways of life in different periods;	Find out about the everyday lives of people in time studied compared with our life today;	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
		Identify similarities and differences between ways of life in different periods;	Explain how people and events in the past have influenced life today;	Examine causes and results of great events and the impact these had on people;
		Know and recount episodes from stories and significant events in history;	Identify key features, aspects and events of the time studied;	
		Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

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

AUTUMN PLANNING



Shalfleet
Reception



Shalfleet Year 1
GUY FAWKES



Shalfleet Year 2
FIRE OF LONDON



Shalfleet Year 3
STONE AGE



Shalfleet Year 6
WORLD WAR 2



Yarmouth
Reception



Yarmouth Year 1-
GUY FAWKES



Yarmouth Year 2
FIRE OF LONDON



Yarmouth Year 3
STONE AGE

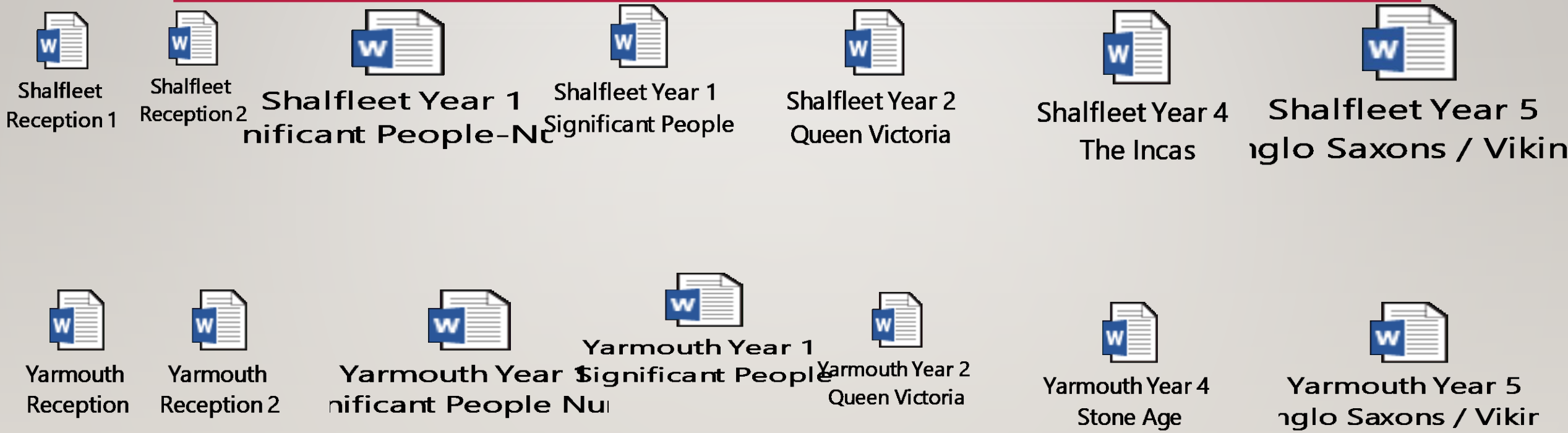


Yarmouth Year 5-
USA



Yarmouth Year 6
ANGLO SAXONS

SPRING PLANNING



SUMMER PLANNING



Shalfleet
Reception 1



Shalfleet
Reception 2



Shalfleet Year 2
Toys



Shalfleet Year 3
Ancient Greece



Shalfleet Year 4
Ancient Egypt



Shalfleet Year 5
Space



Shalfleet Year 6
The Mayans



Yarmouth
Reception 1



Yarmouth
Reception 2



Yarmouth Year 2
Toys



Yarmouth Year 3
Ancient Greece



Yarmouth Year 4
Ancient Egypt



Yarmouth Year 5
Space



Yarmouth Year 6
The Mayans

OVERVIEW OF TEACHING OF HISTORY IN THE FEDERATION



History overview
2021

	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-</p> <p>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-</p> <p>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 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 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.</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 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.</p> <p>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.</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 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.</p> <p>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</p> <p>Chronological Understanding – Sequence several events</p> <p>Historical Interpretation</p> <p>The Roman Empire and its impact on Britain.</p> <p>Chronological Understanding</p> <p>Sequencing the events of the invasion and change in Britain</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>Britain before and after the Romans came,</p> <p>Historical Interpretation</p> <p>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</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Children 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>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>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.</p> <p>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</p> <p>Trojan war Olympics</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>How we can find out about life through pottery</p>	<p>Historical Enquiry of the Ancient Greeks</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Children 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>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>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.</p> <p>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</p> <p>Trojan war Olympics</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>How we can find out about life through potter</p>	<p>Historical Enquiry of Ancient Egypt</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>Historical Interpretation</p> <p>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 -</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>Knowledge of the past, an in-depth study of King Tutankhamen</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 Enquiry of Ancient Egypt</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>Historical Interpretation</p> <p>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 -</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>Knowledge of the past, an in-depth study of King Tutankhamen</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>

	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,</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 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</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>

	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;</p> <p>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;</p> <p>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.

<div>  <div> FEDERATION CURRICULUM ASSESSMENT  </div> </div>									
Y	Computing			PE		RE		Art	
	INFORMATION TECHNOLOGY			DANCE		COMMUNICATE		KNOWLEDGE	
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to recognise the basic movements and motifs (using appropriate choreography)		Describe/ explain my own response to the concept of language		Give detailed observations about notable artists', craftsman' and designers' work	
		Use common keyboard shortcuts		Describe/ explain my own response to the concept of interpretation				Offer facts about notable artists', craftsman' and designers' lives	
		Organise files effectively using folders (or S)		Describe/ explain my own response to the concept of interpretation				SKILLS	
	DATA	Describe a data set using appropriate measures		Measure appropriately and with the required skills in relation to the stimulus, e.g. using a range of tools, maps of location and motifs		Describe/ explain my own response to the concept of quality		Use a variety of techniques to add effects, e.g. shading, reflection, labelling and cross-linking	
		Design and create a data set		Describe/ explain my own response to the concept of interpretation				Design and create a data set	
		Create a graph from a data set (both data sets and appropriate labels)		Describe/ explain my own response to the concept of interpretation				Use a variety of tools and techniques to add effects	
								Use a variety of tools and techniques to add effects	



FEDERATION CURRICULUM ASSESSMENT



Key area
of subject

Individual
target

Insert
names of
individuals
not
achieving
target

Key sub-
area of
subject

Y E	Computing INFORMATION TECHNOLOGY			PE DANCE		RE COMMUNICATE		Art KNOWLEDGE		
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to recognise dance movements and multi-faceted expression when moving		Describe/ explain my own response to the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;		
		Use common keyboard shortcuts		Demonstrates simple movements throughout a dance sequence.		Describe/ explain my own response to the concept of interpretation.		Offer facts about notable artists', artisans' and designers' lives;		
		Organise files effectively using folders (up to 5)		Combines flexibility, technique and movement to create a floral sequence.		Describe/ explain my own response to the concept of stewardship		SKILLS		
		Generate a database using more complex queries		Moves appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and ending.		Describe/ explain my own response to the concept of justice.		DRAWING	Use a variety of techniques to add effects, e.g. shading, reflections, halftone and cross-hatching;	
	DATA	Design and create a database		Beginning to show a change of pace and timing in their movements.		Describe/ explain my own response to the concept of sacred places.			Depict movement and progression in drawings;	
		Create a graph from a data (both database and spreadsheet)		Use the space provided to his maximum potential.		Describe/ explain my own response to the concept of music.			Use a variety of tools and select the most appropriate;	
									Use key vocabulary in	

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 EYFS- SHALFLEET

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

➤ HISTORICAL INTERPRETATION



Making Windsor Castle

➤ HISTORICAL ENQUIRY



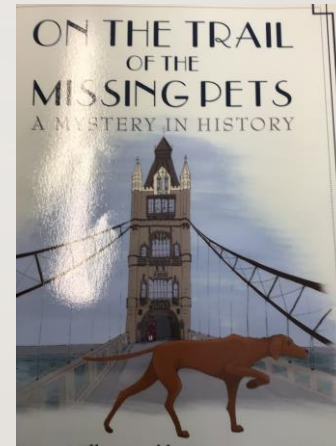
Learning about the Queen



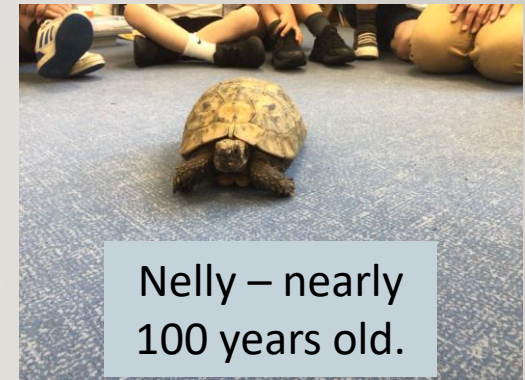
➤ CHRONOLOGICAL UNDERSTANDING



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

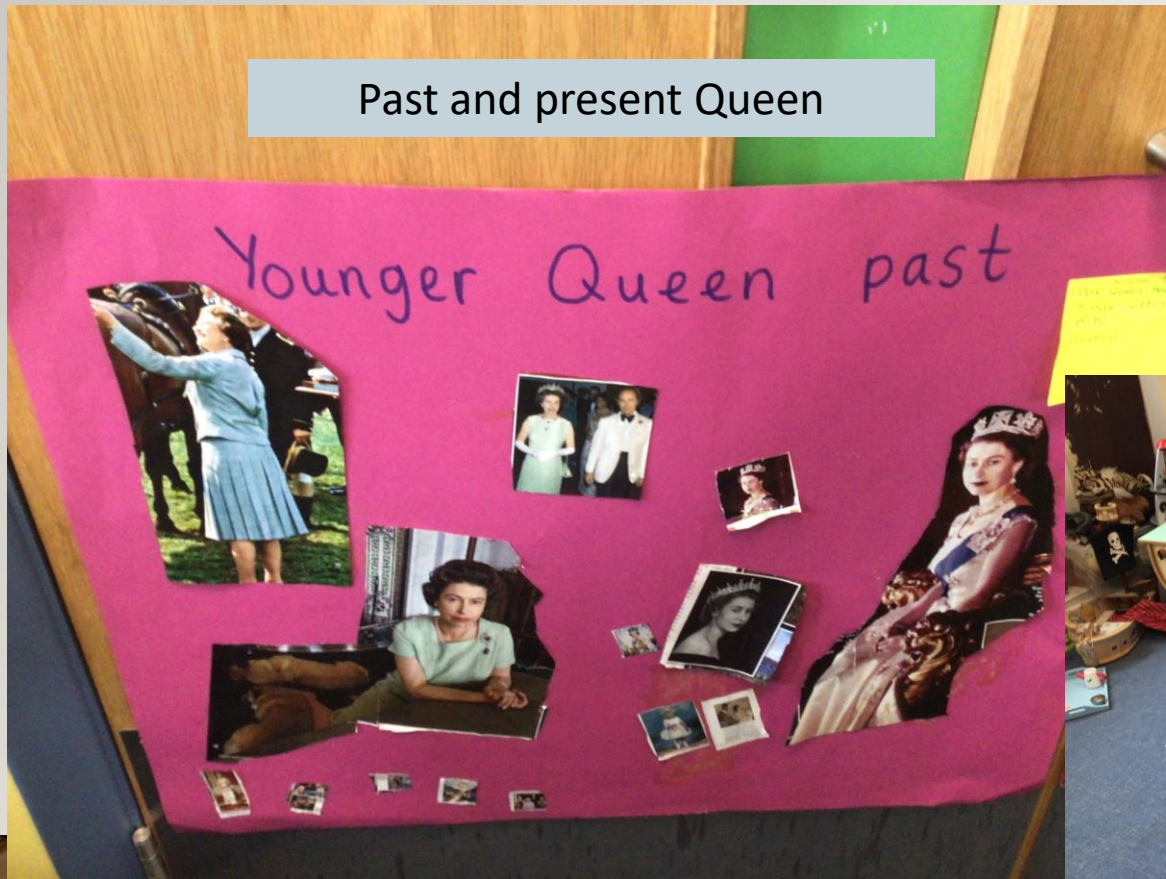


Lost posters made to link with the Historical text of Missing Pets



Nelly – nearly 100 years old.

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



Making jubilee medals

HISTORY IN YEAR 1 - SHALFLEET

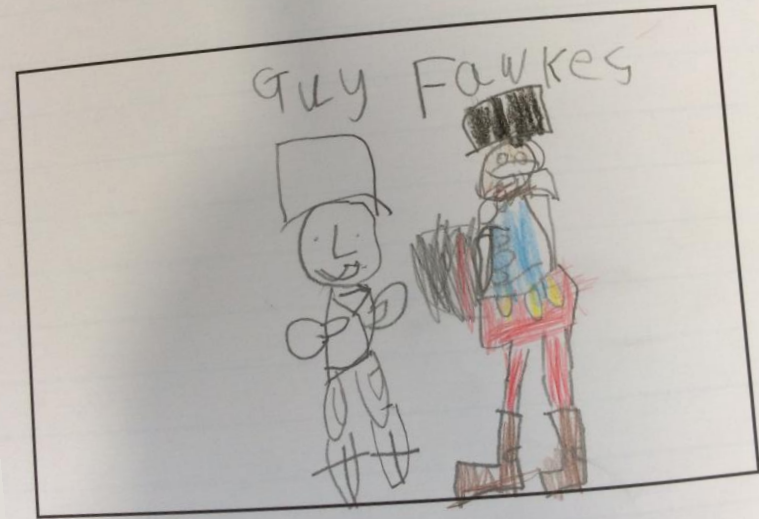
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION

explode Bang
Words we think about fireworks
Sparkle colourful

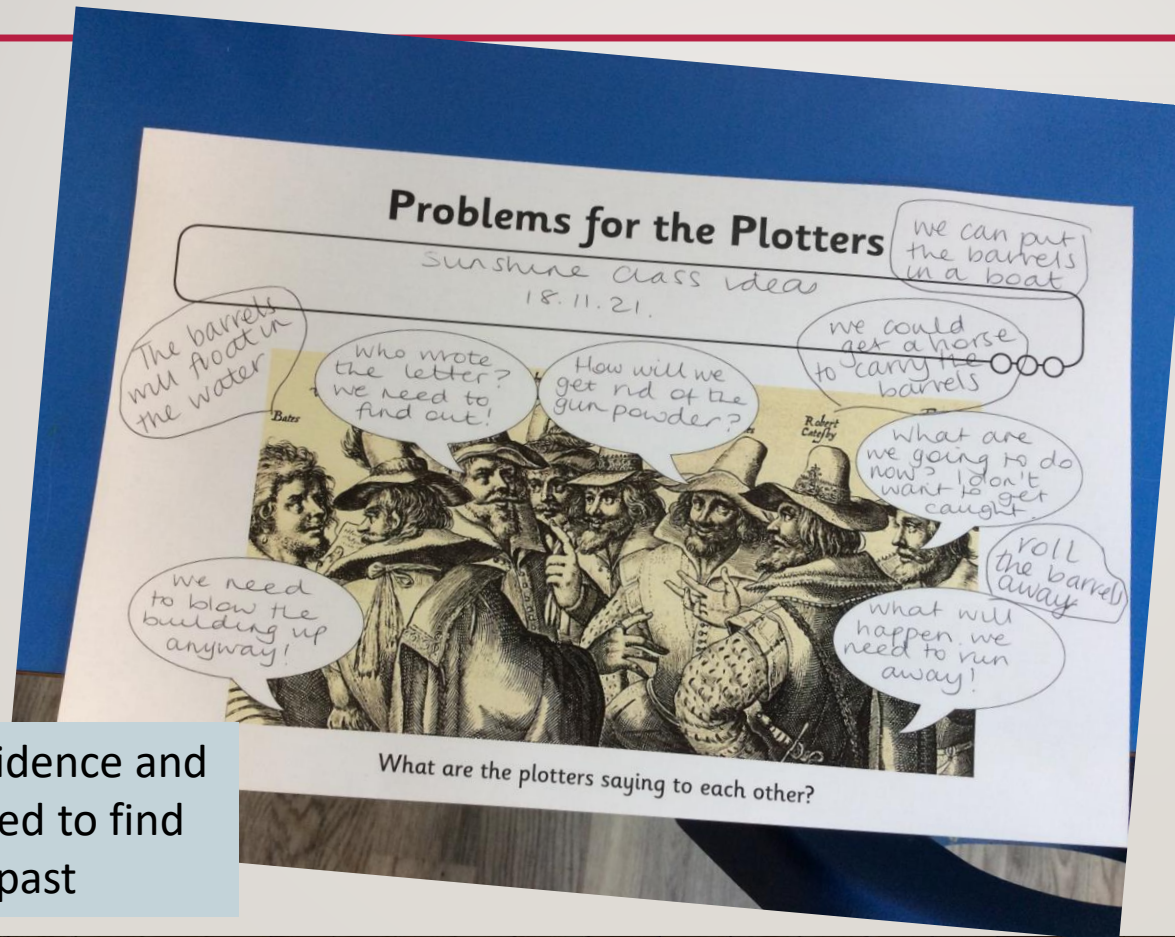
We discussed why we have fireworks night - why would fireworks remind us of Guy Fawkes?
explosions bangs
lights

Name: Gwyn Date: 10.11.21
L.O. To introduce the Gunpowder Plot

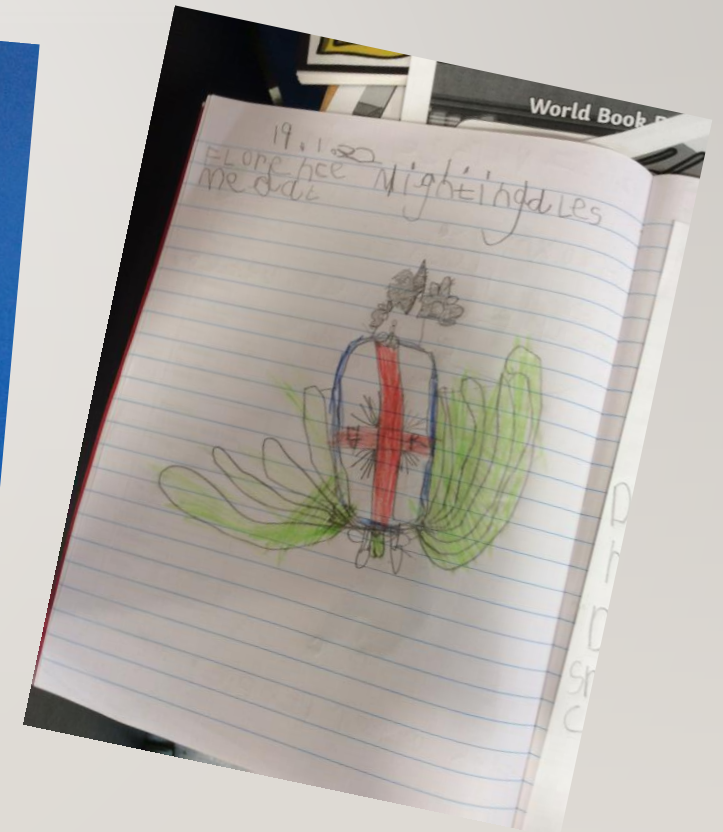


Observe and use pictures, photographs and artefacts to find out about the past

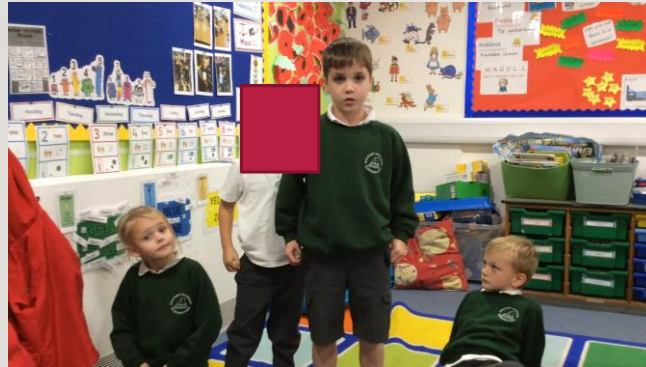
➤ HISTORICAL ENQUIRY



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

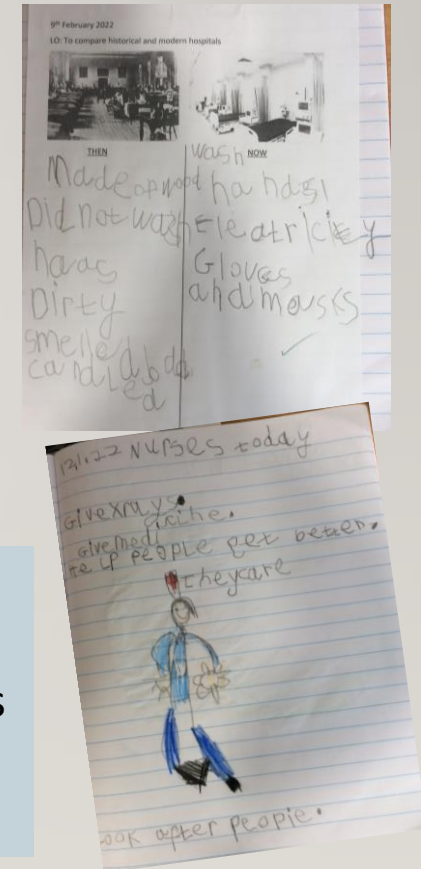
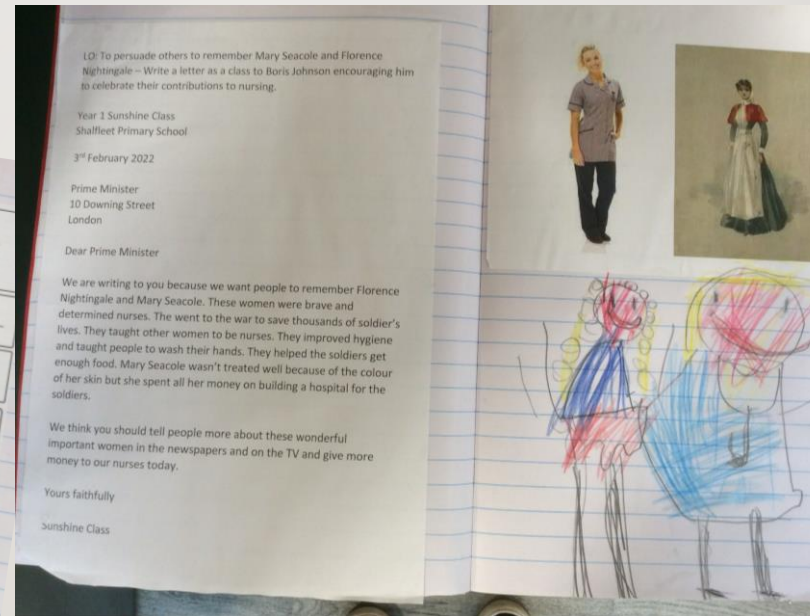
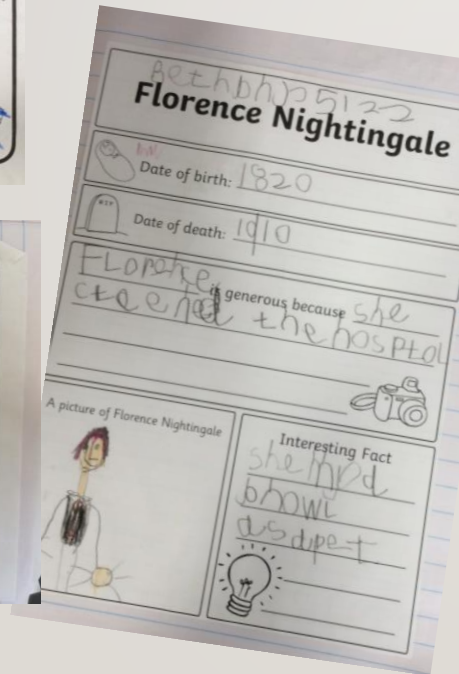
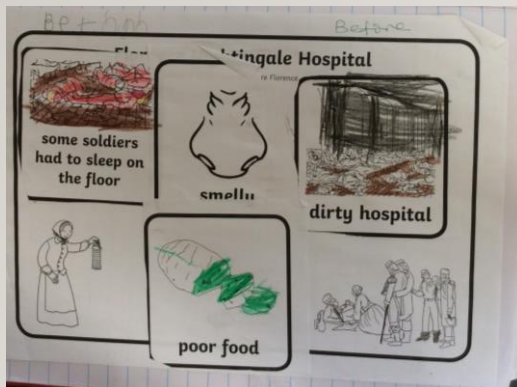
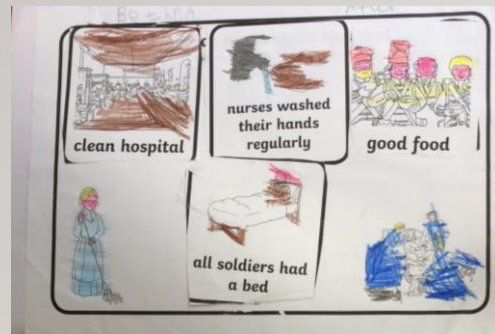


➤ CHRONOLOGICAL UNDERSTANDING



Recount episodes from
significant events in history

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



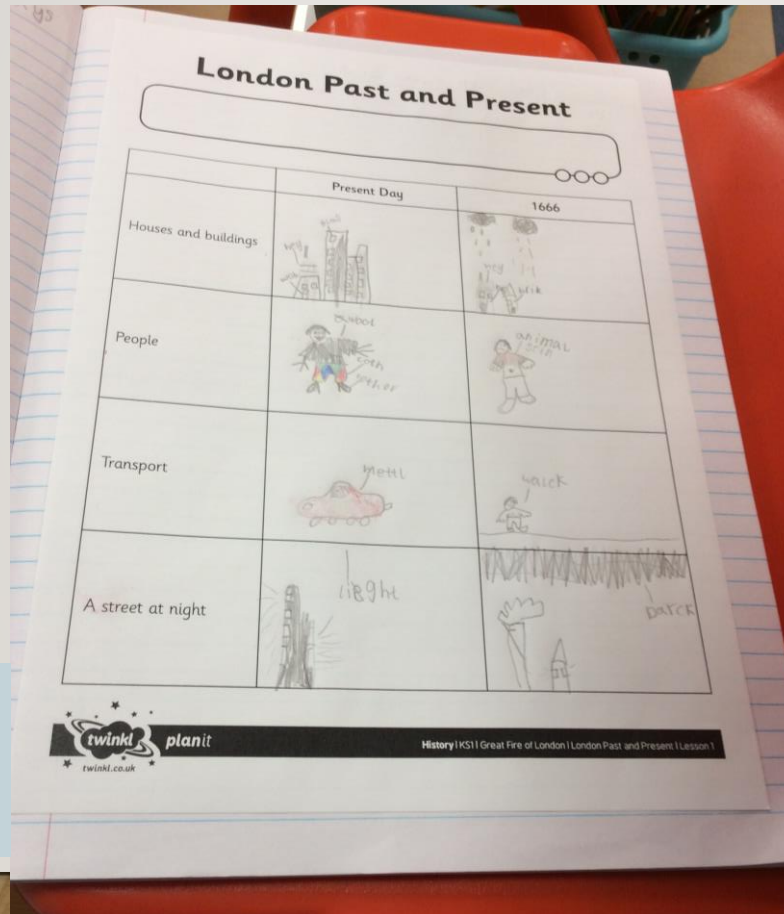
Describe significant individuals from the past

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



History Feedback- 30.06.22

Here are three teddy bears. Which one would have been played with by your Grandparents? Which one would have been played with by your parents? Which one might you be playing with now?

Explain your reasons



I think this one was one my Grandparents ~~parents~~ would have played with.



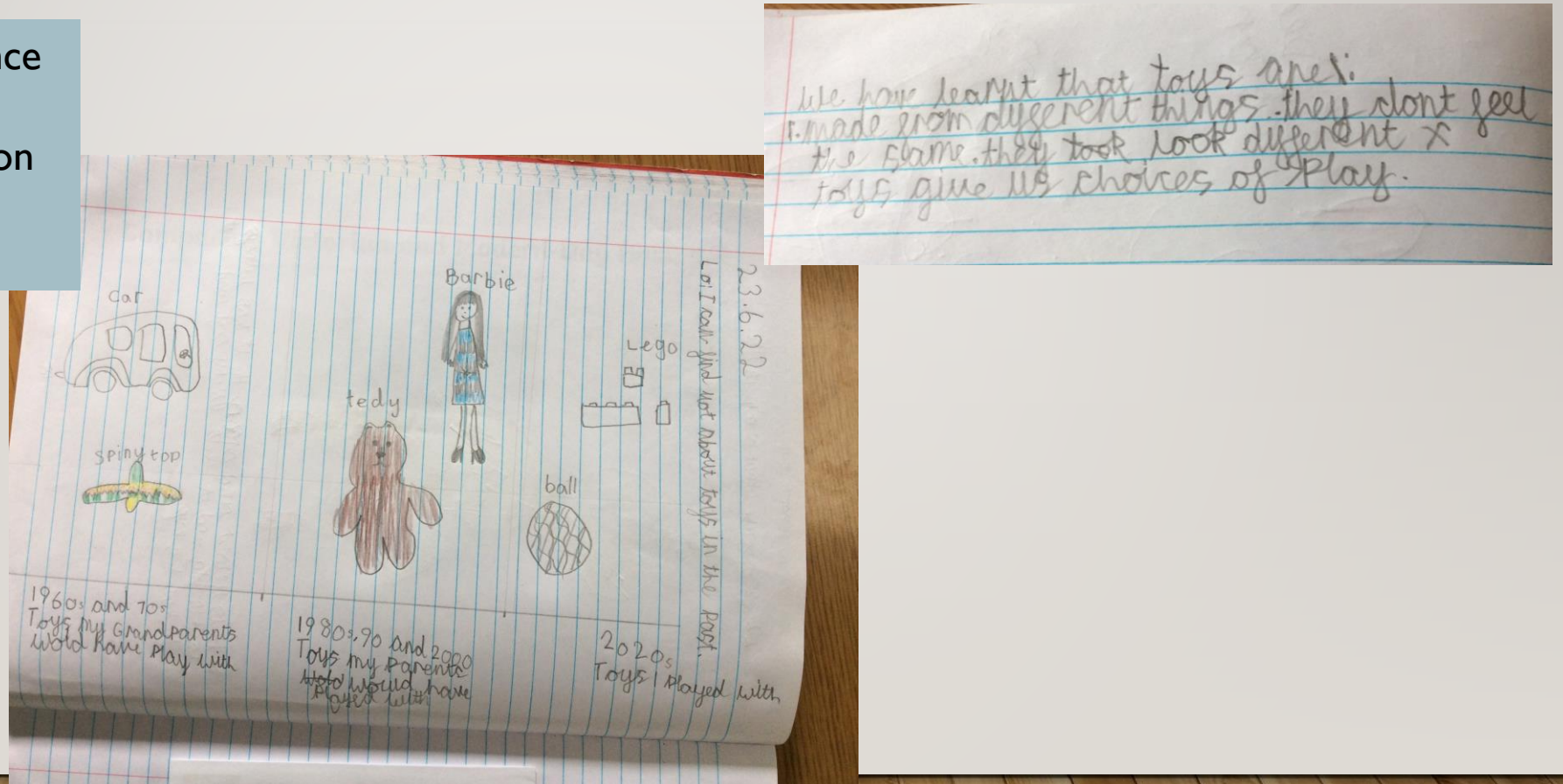
I ~~do~~ think this one was one my ~~Grandparents~~ Parents would have played with.



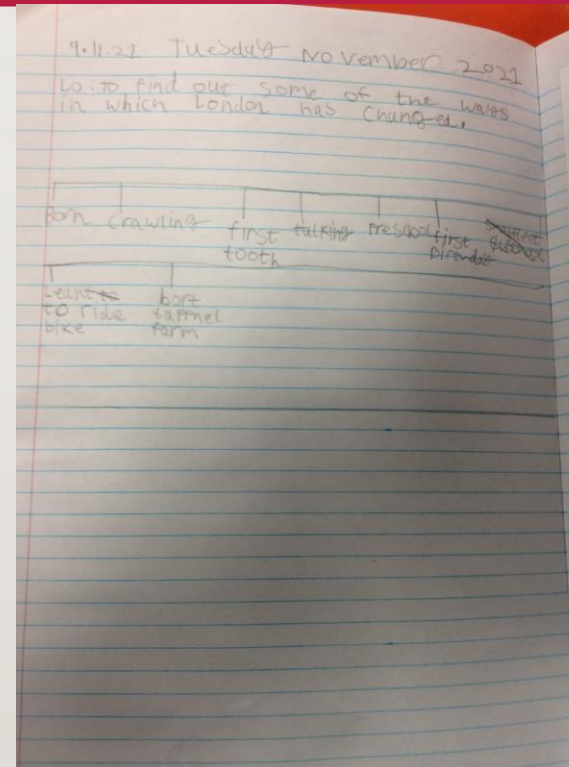
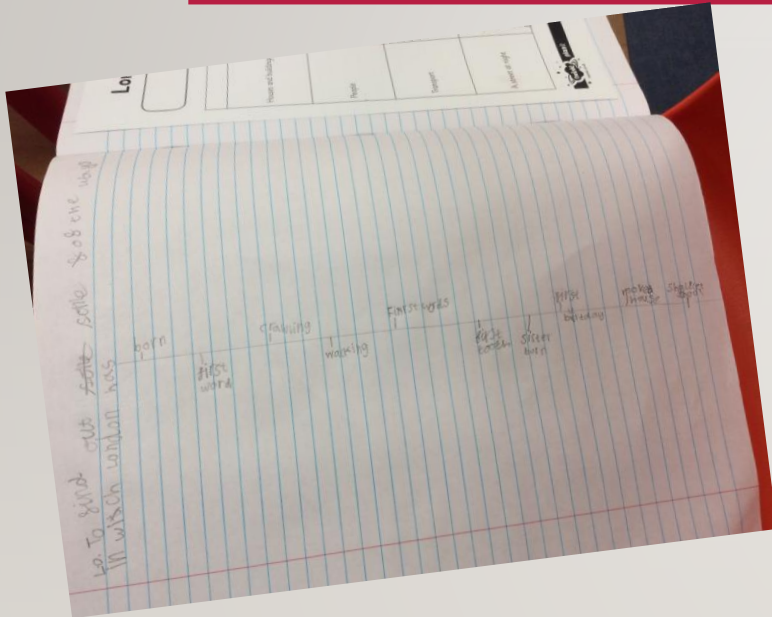
I think this one is one I ~~would~~ would have played with.

➤ HISTORICAL ENQUIRY

Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations

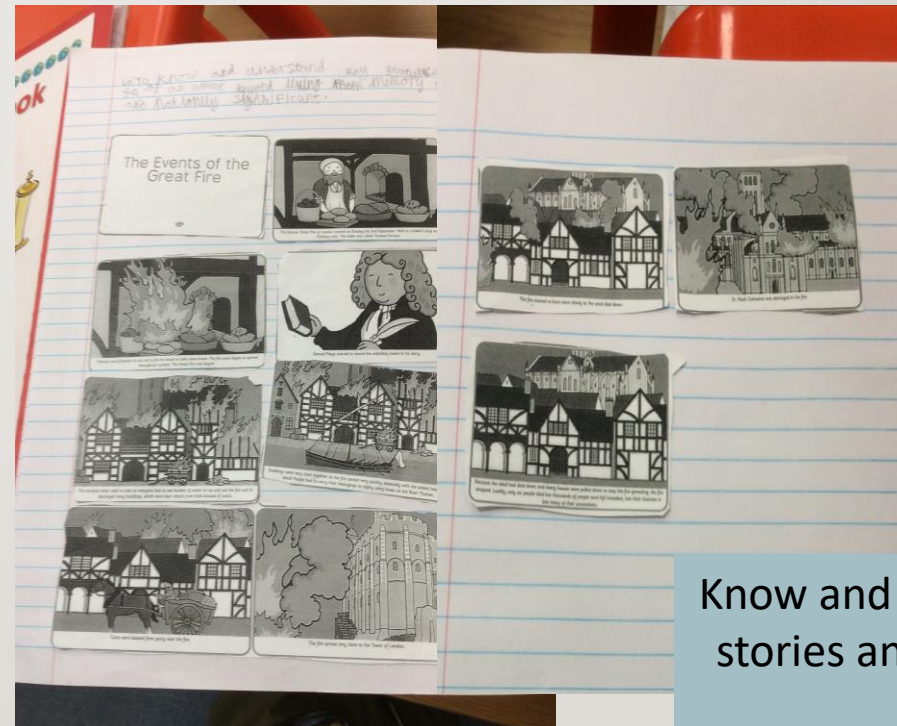
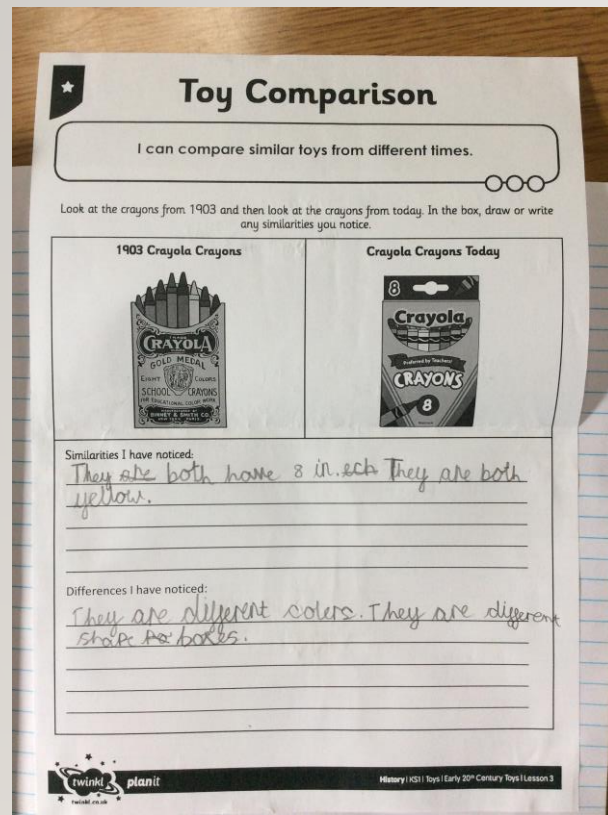


➤ CHRONOLOGICAL UNDERSTANDING



Order dates from earliest to latest on simple timelines

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

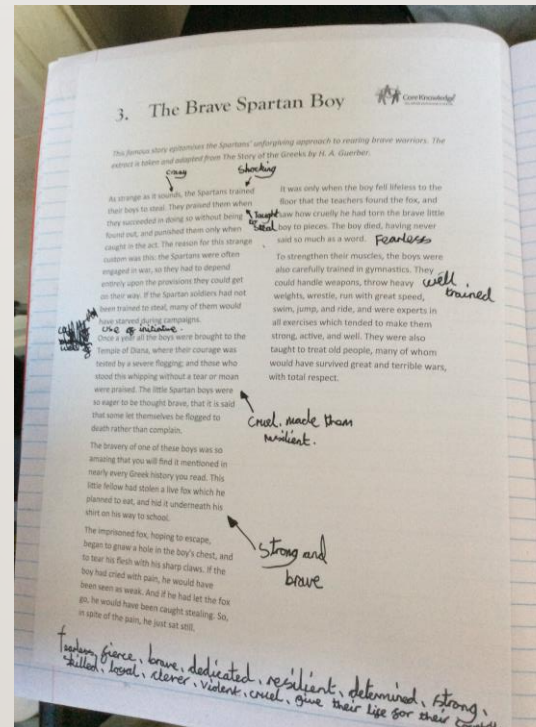


Know and recount episodes from stories and significant events in history

HISTORY IN YEAR 3 - SHALFLEET

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

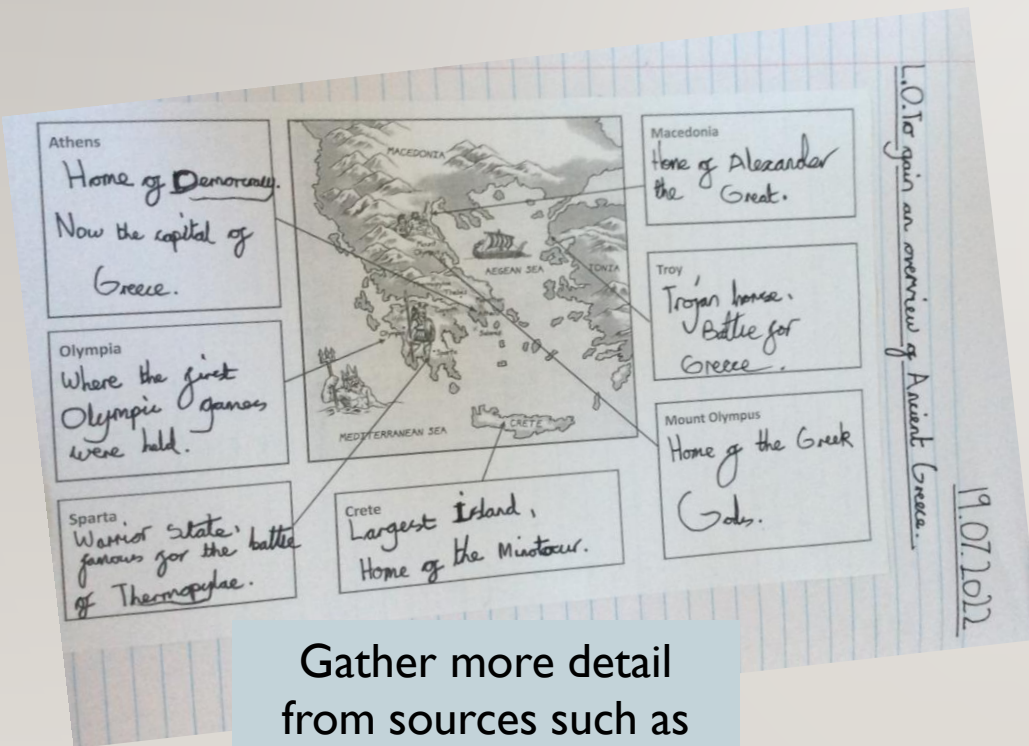
➤ HISTORICAL INTERPRETATION



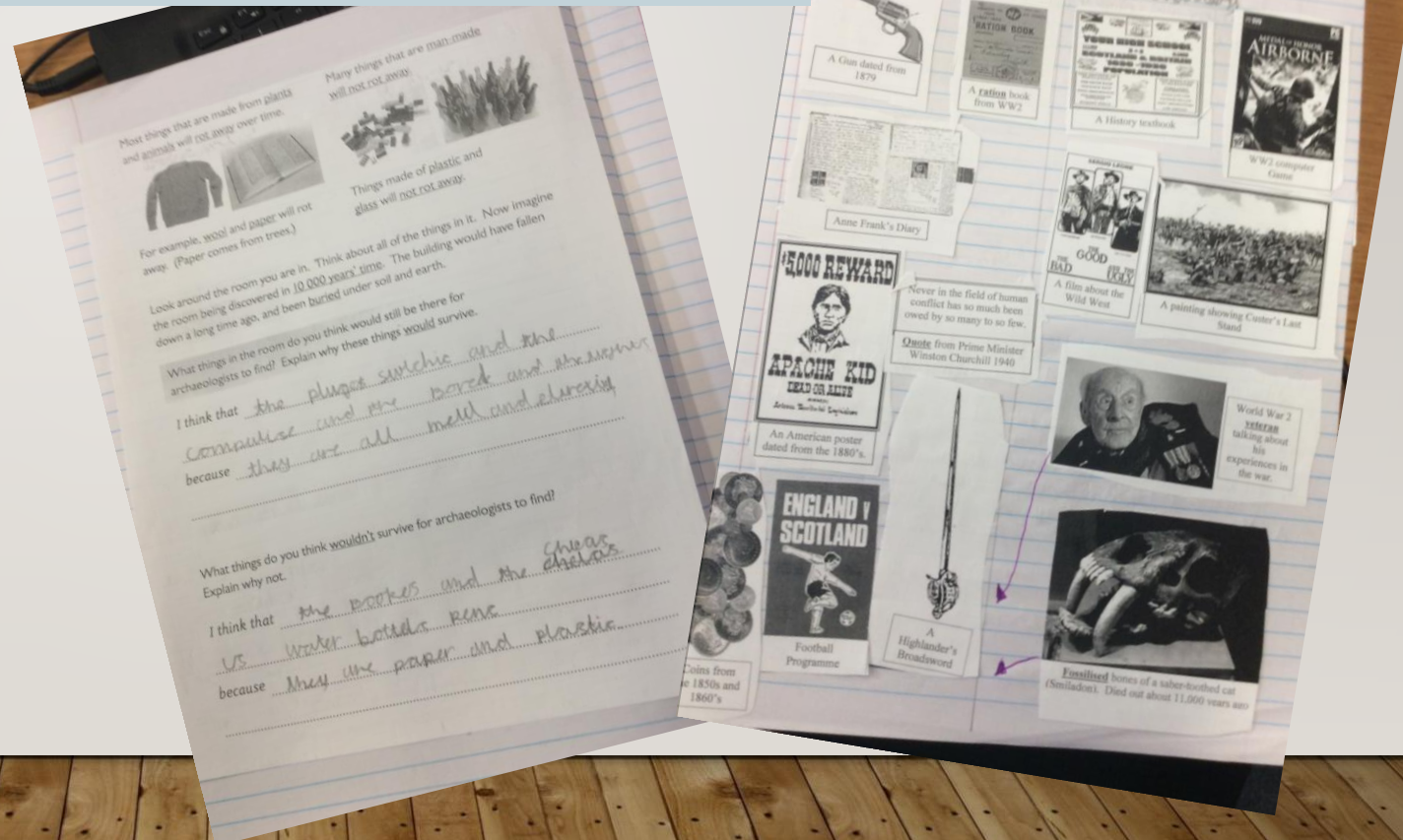
Investigate different accounts of historical events

➤ HISTORICAL ENQUIRY

Use a range of sources to find out about the past

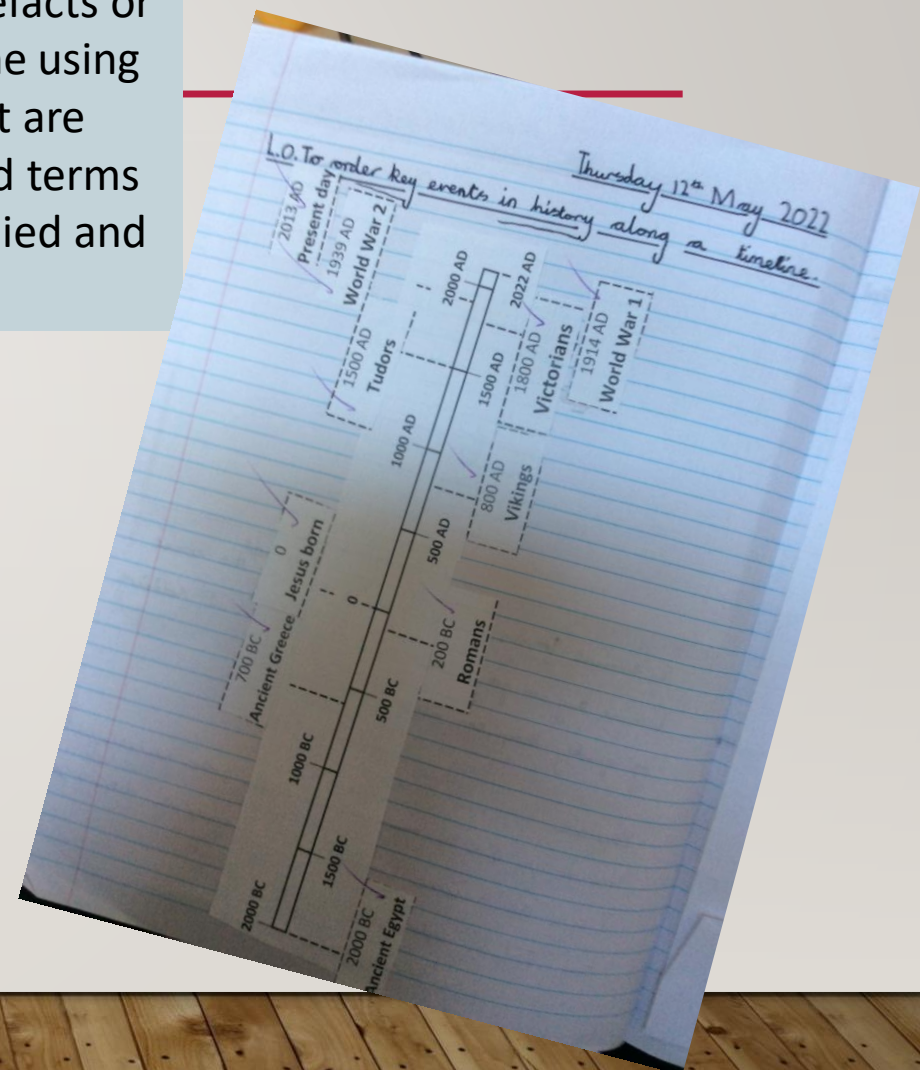
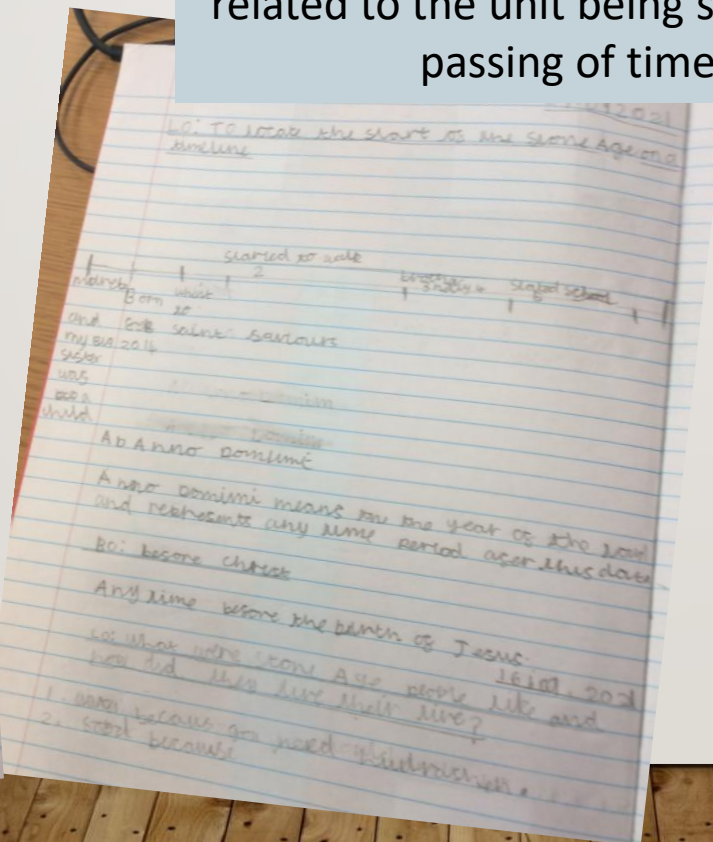
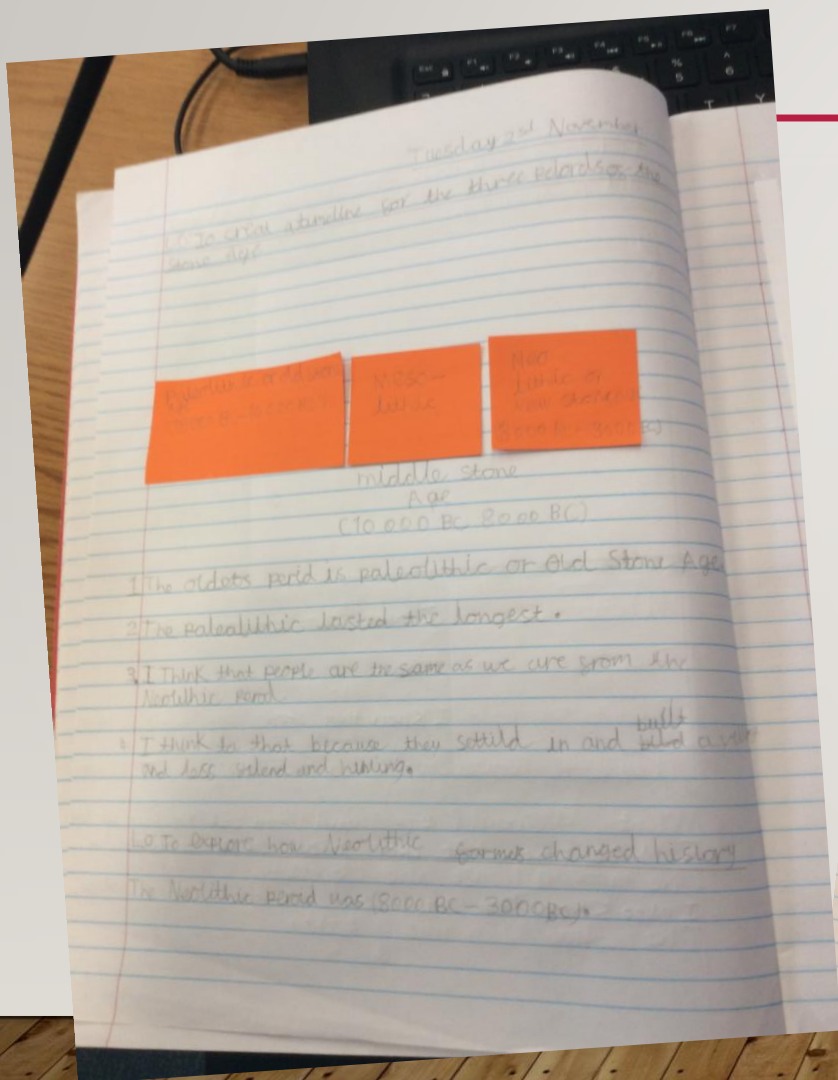


Gather more detail from sources such as maps to build up a clearer picture of the past

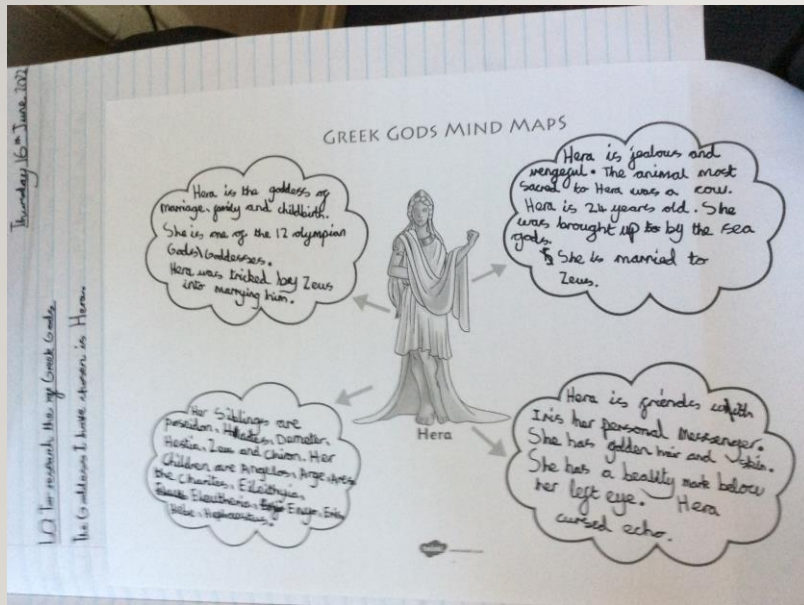


CHRONOLOGICAL UNDERSTANDING

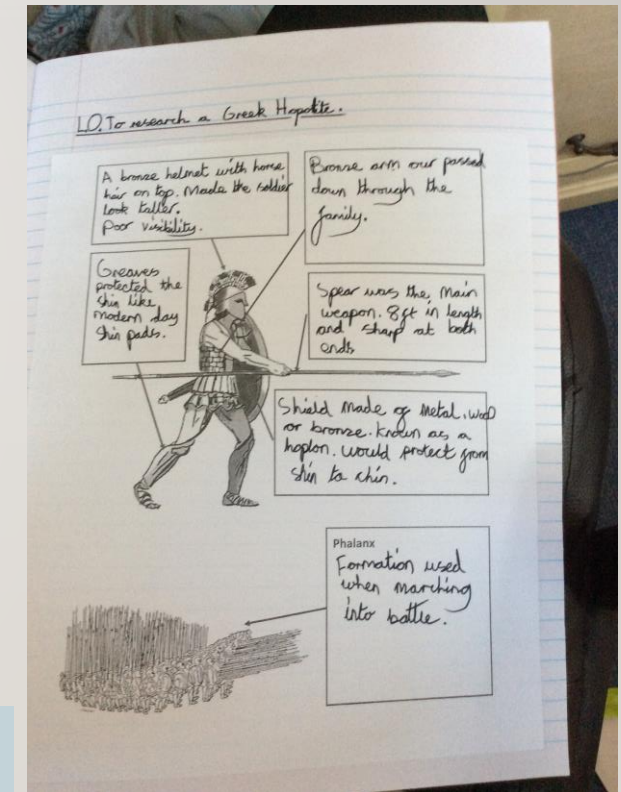
Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time



➤ 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

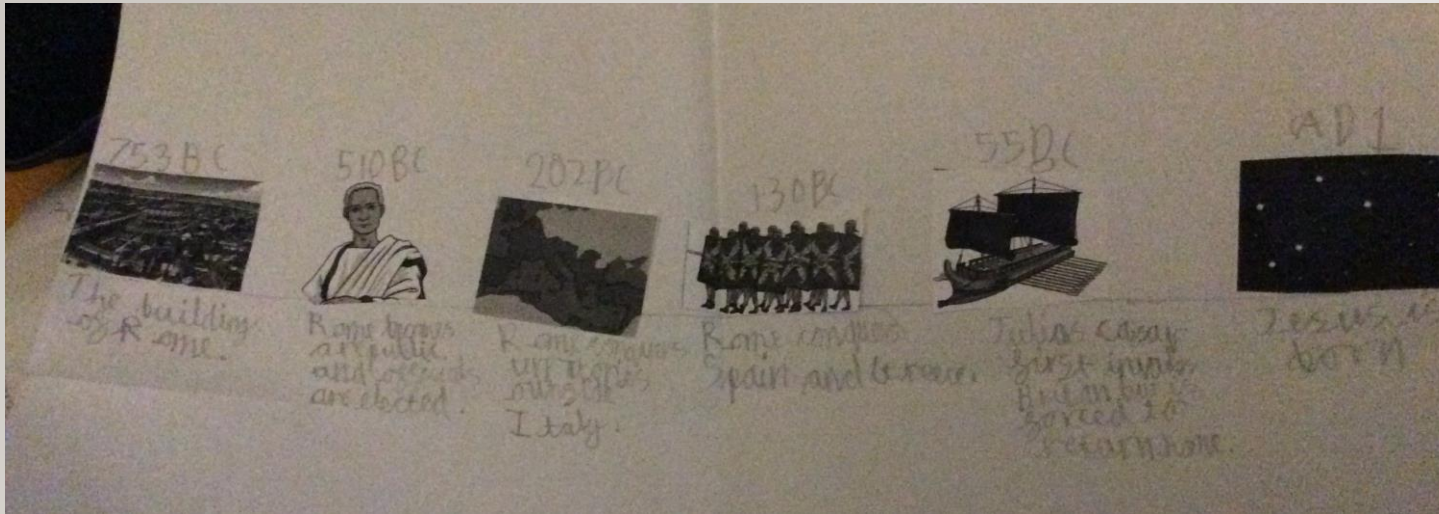
➤ HISTORICAL INTERPRETATION



➤ 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



Find and analyse a wide range of evidence about the past

➤ HISTORICAL ENQUIRY



What can be found in an Anglo Saxon village or hamlet? How do the people use their environment?

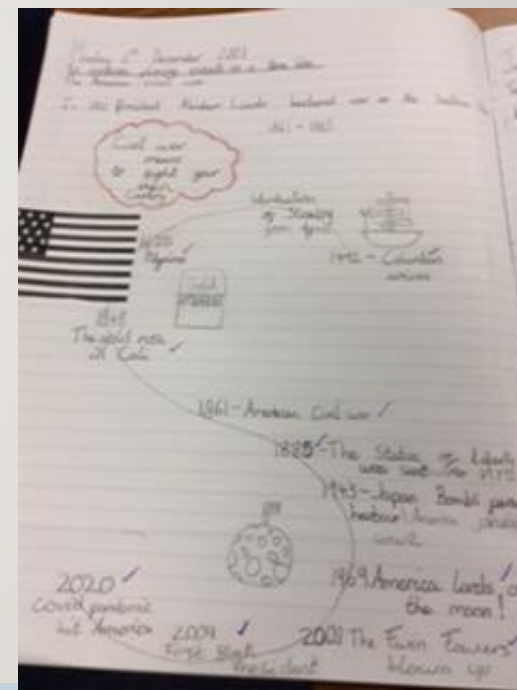
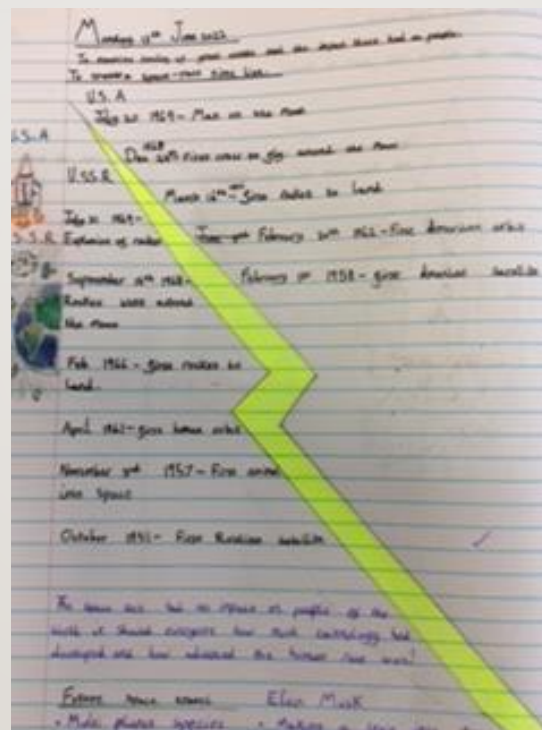
Investigate their own lines of enquiry by posing historically valid questions to answer



➤ CHRONOLOGICAL UNDERSTANDING



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



Accurately use dates and terms to describe historical events

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



Anglo-Saxon
Burial Beliefs

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children



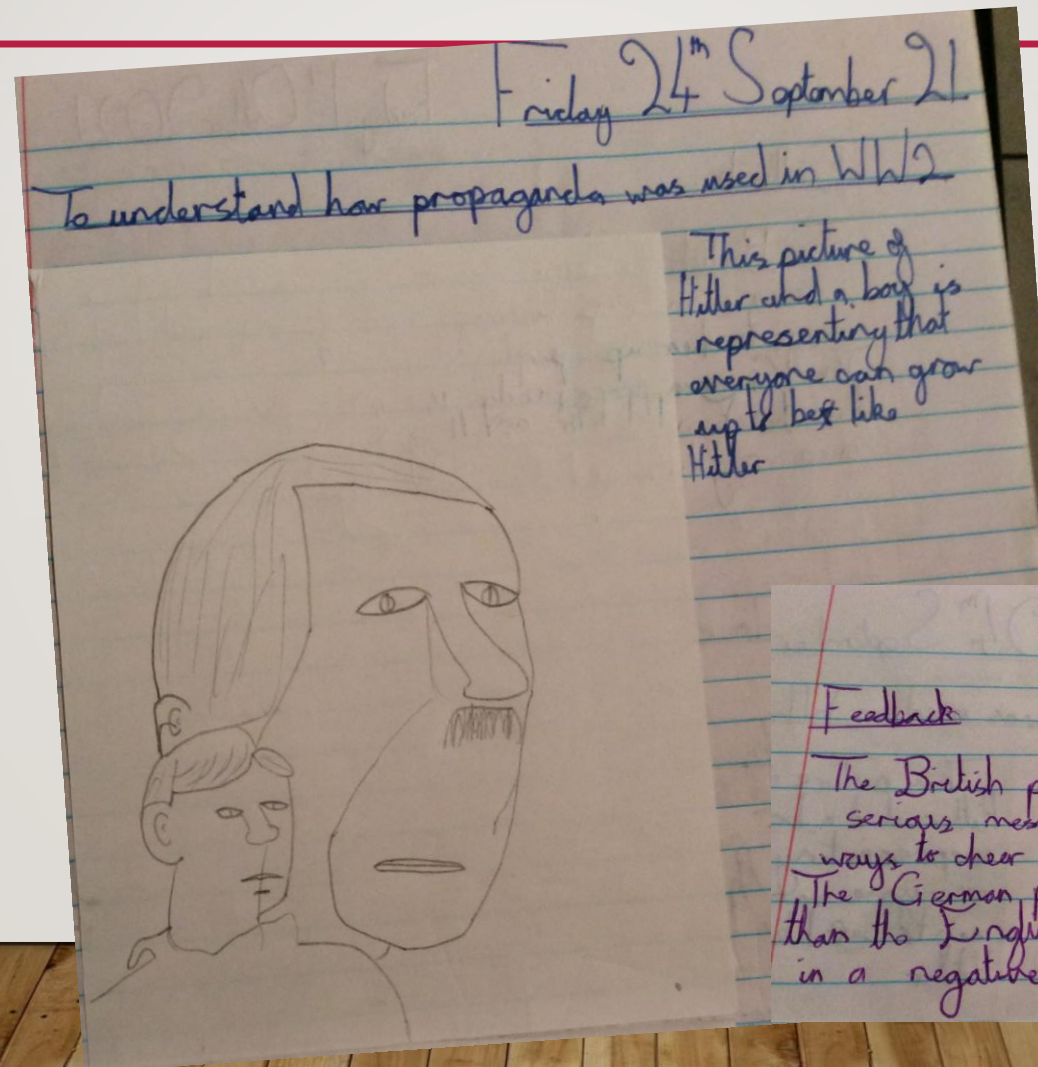
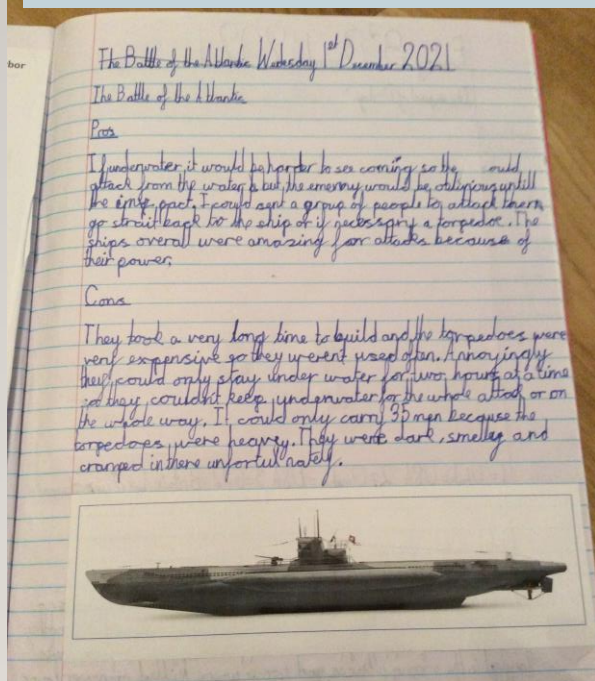
Viking Day – children re-enacted a battle!

HISTORY IN YEAR 6 - SHALFLEET

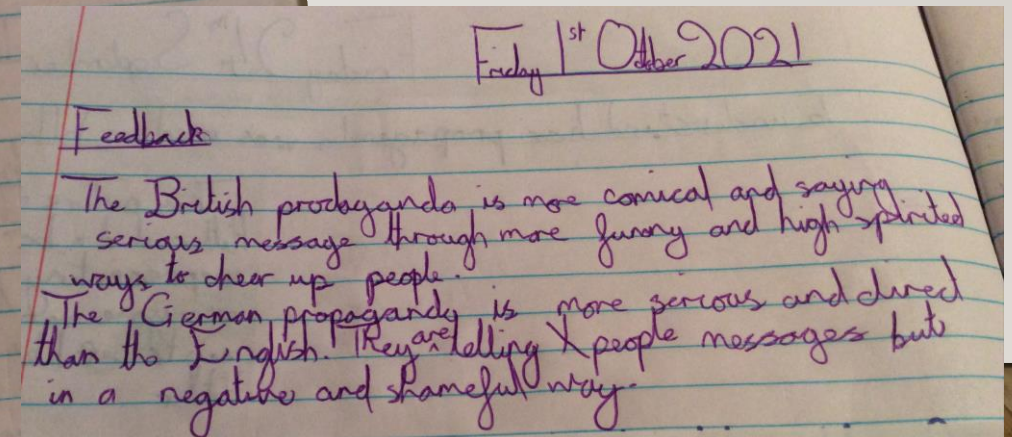
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION

Find and analyse a wide range of evidence about the past

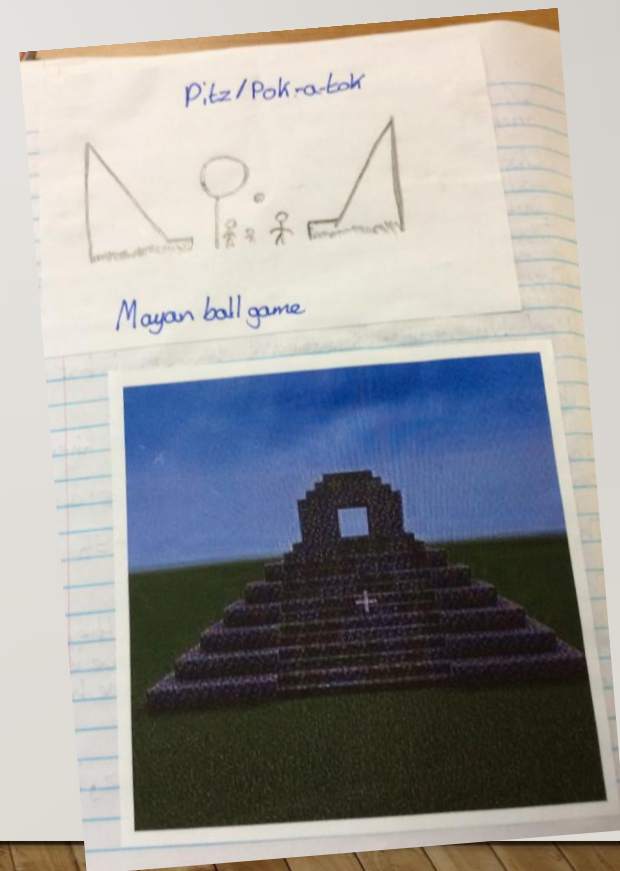
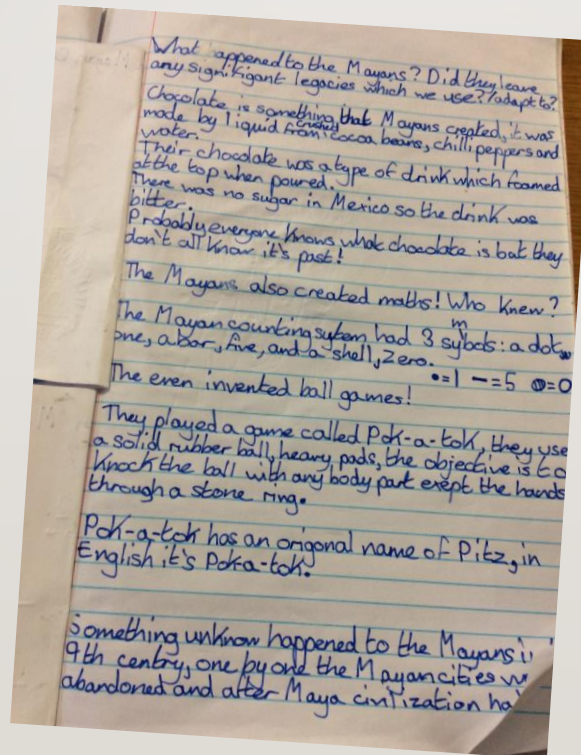


Show an awareness of the concept of propaganda

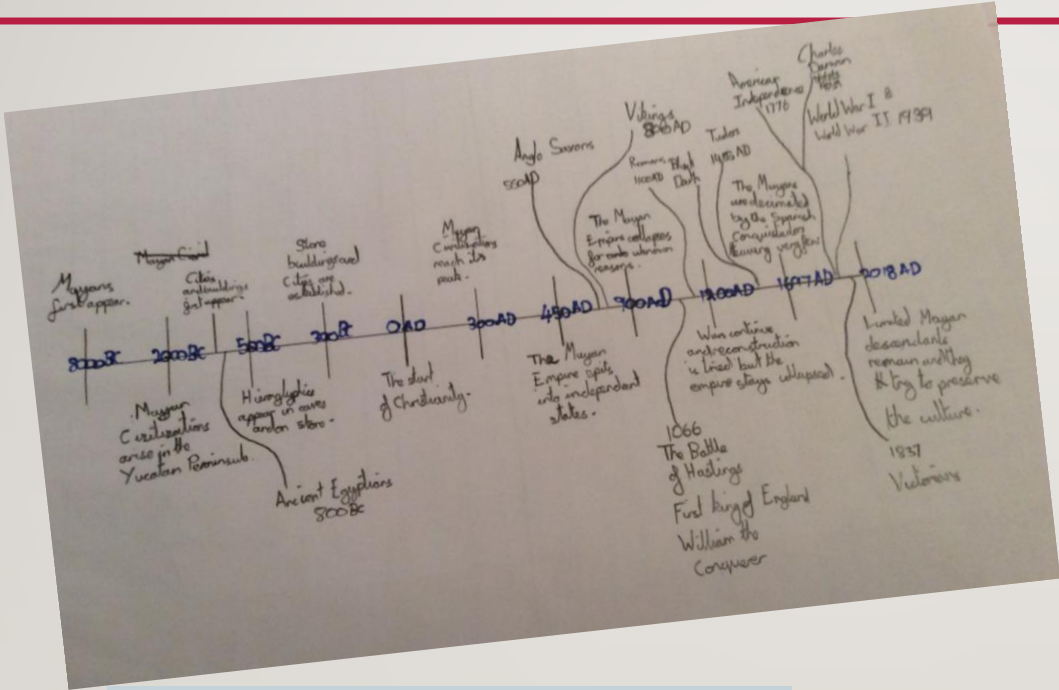


➤ HISTORICAL ENQUIRY

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

What was the effect of WW2 on the people of Britain.
Make do Do and Mend.

During WW2 people were encouraged to 'Make Do and Mend' which meant people were told to be more resourceful and not throw away things that could be useful. People would use things that weren't useful for one purpose and change them into things useful for another purpose.

After the war, everyone became more resourceful of the things they have and giving them a second life.

Keep calm and carry on

During WW2, it there were hard times but people had to carry on and live life as normally as they could. They were encouraged to be normal despite bomb raids happening frequently. For instance, a shop keeper would still sell their rations even if half of the town was destroyed as their still mouths to feed.

Family life


Family life changed dramatically during war times. Men would be fighting in mainland Europe for their king and country whilst women had to work extra hard doing the jobs that men would have done to keep their family fed and cared. Children would have to do the jobs women did: keeping the house clean and tidy, looking after younger siblings (if they had them) and also try to enjoy being a child.

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Wednesday 15 June 2022

How do the beliefs of the ancient Maya compare with different religious beliefs today? Can you find any similarities?

Children's Lib



They believed that they had to make the temples really tall so that the gods didn't have to bend as far to the golden things. It was made out of stone.

their pyramids are made out of sandstone, and are a similar shape to a mayan temple.


Our churches are made out of stone like the mayans, but the shape of our church is really different.

Mayan beliefs

But they believed that the gods were made of mud, but they thought that we were created from mud and water. They thought that we were made from human flesh and blood but the gods thought that they were to use it they made them like gods. Mayans believed in gods like Chaac, Kukulcan, Itzamna, and Ahau.

What happened to the Mayans? All they have nothing left except the ruins which we visit today.

From the late through the end of the 16th century, something happened to the Maya civilization. In 1517, Spanish soldiers came to the Yucatan Peninsula. They were looking for gold and silver. They found the ruins of the Mayans. They were very surprised. They found that the Mayans were still there. They found that the Mayans were still using the same gods. They found that the Mayans were still using the same beliefs. They found that the Mayans were still using the same way of life.

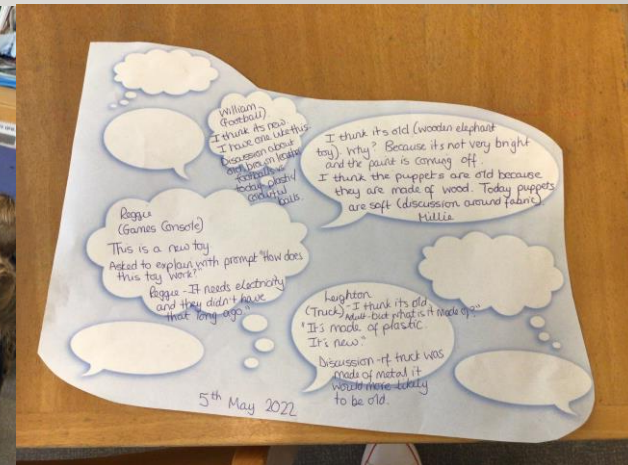
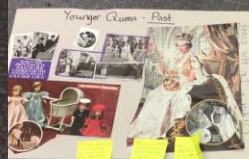


Identify key features, aspects and events of the time studied.

HISTORY IN EYFS - YARMOUTH

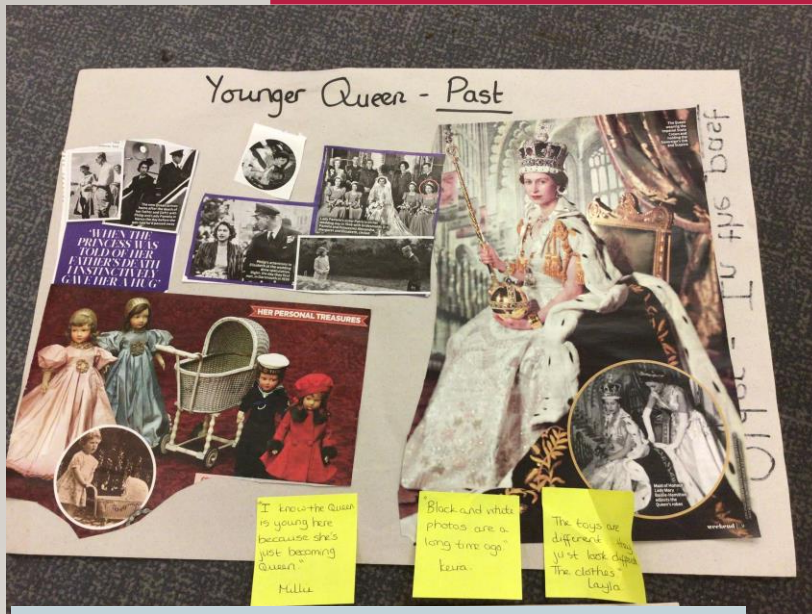
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION



Children talk about past and present events in their lives and lives of family.

➤ HISTORICAL ENQUIRY



Children talk about the Queen.



Children talk about the features of their environment.



Children discussing St. George's helmet.

➤ CHRONOLOGICAL UNDERSTANDING



Children talk about past and present events in their lives and lives of family.



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



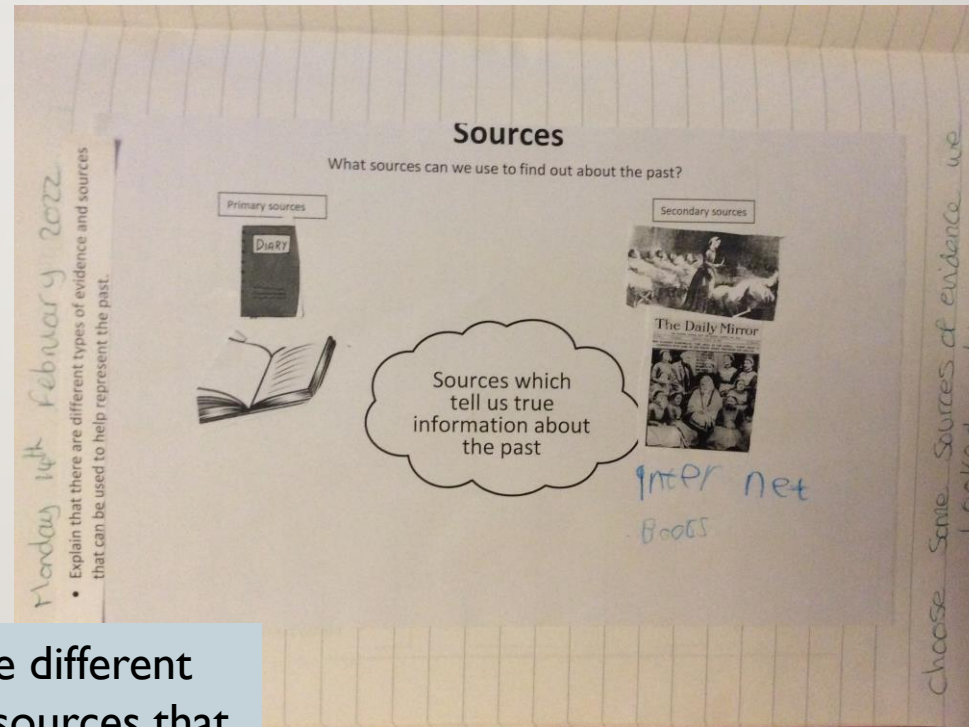
Children explore Yarmouth Castle.



HISTORY IN YEAR 1 - YARMOUTH

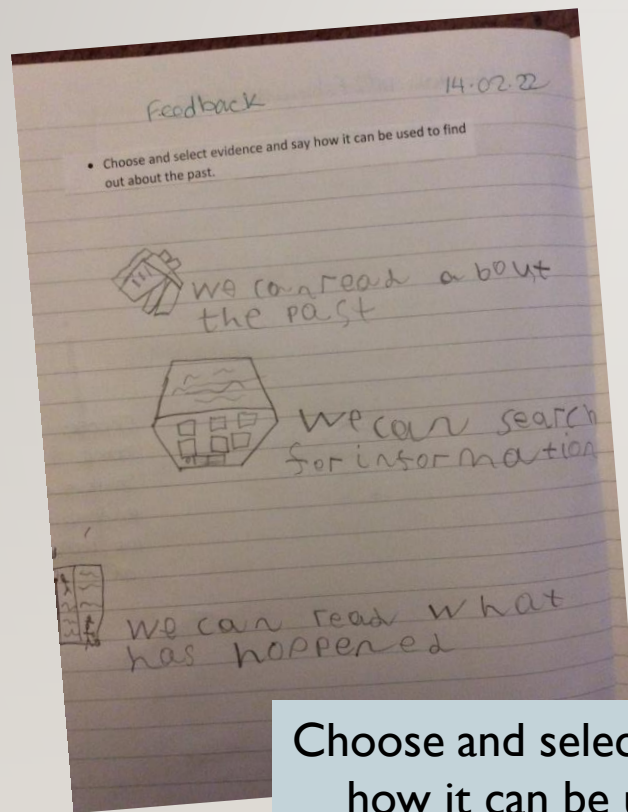
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION



Explain that there are different types of evidence and sources that can be used to help represent the past.

➤ HISTORICAL ENQUIRY









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

Wednesday 12th January 2022

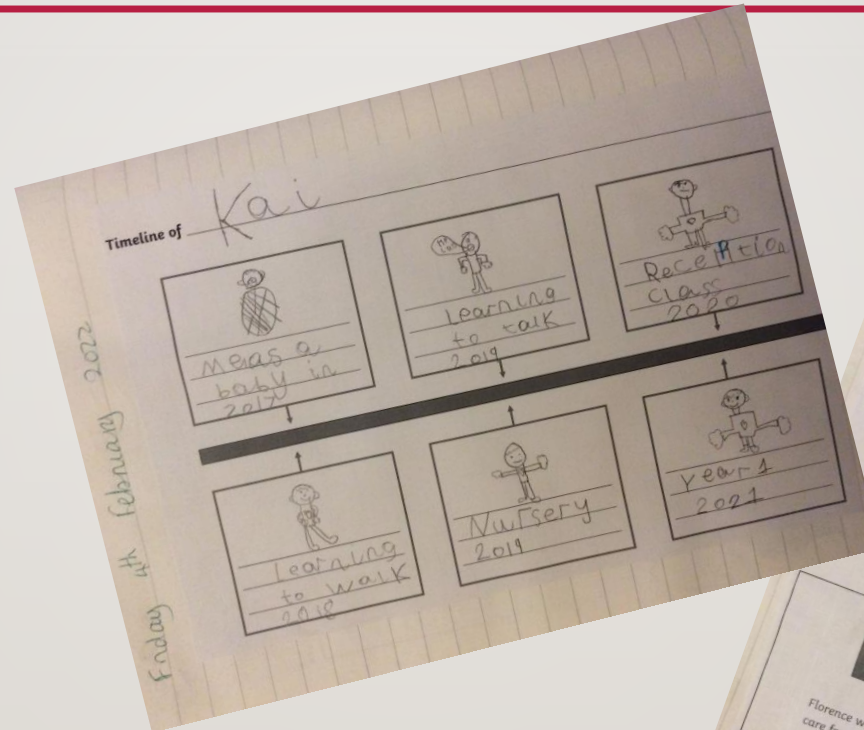
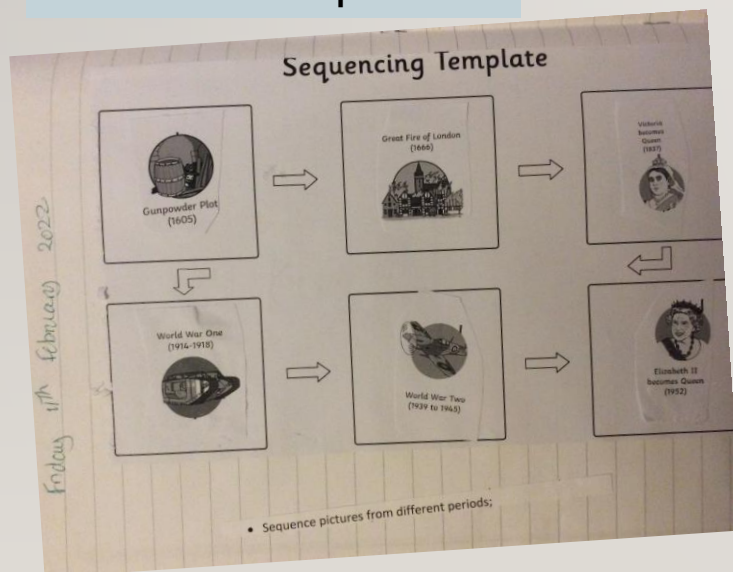
Hospital Improvements

Match the problem to the solution that Florence Nightingale found.

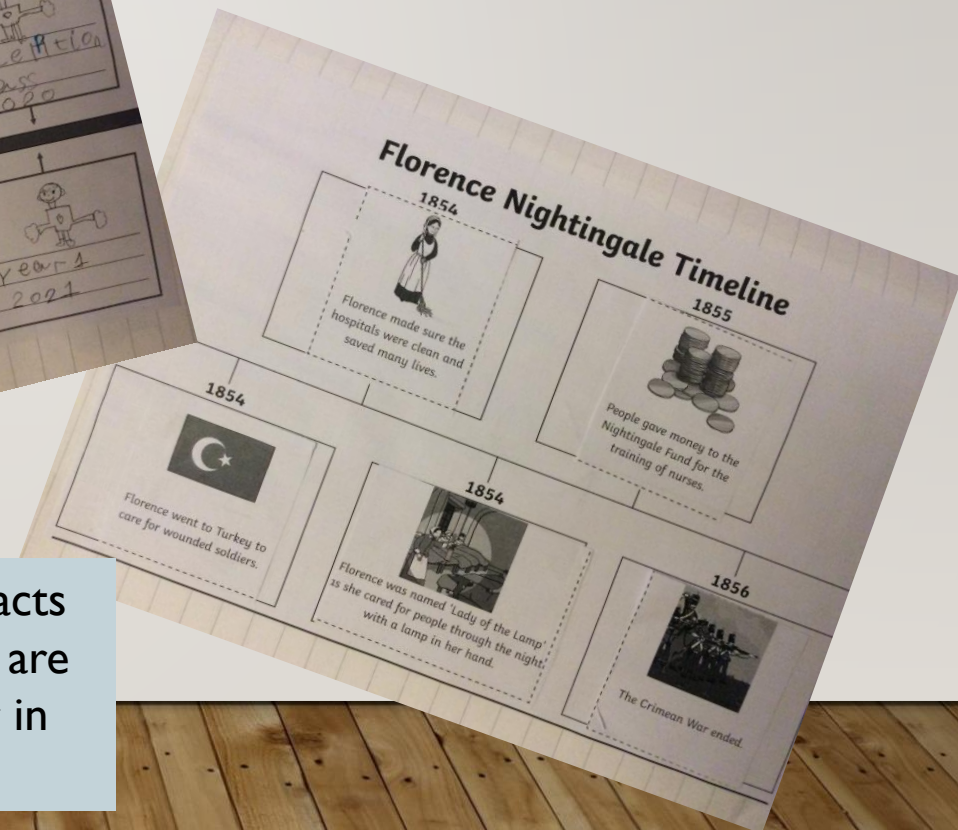
Problem: The hospitals didn't have enough supplies to look after the soldiers.	Solution: 
Problem: The soldiers didn't have enough food.	Solution: 
Problem: The hospitals didn't have enough medicine and bandages.	Solution: 
Problem: The soldiers weren't looked after very well.	Solution: 
Problem: The soldiers didn't have clean clothes.	Solution: 
Problem: The hospitals were very dirty.	Solution: 

➤ CHRONOLOGICAL UNDERSTANDING

Sequence pictures
from different periods.











Sequence artefacts
and events that are
close together in
time



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

Identify similarities and differences between ways of life in different periods;

Florence Nightingale	Mary Seacole
	
	
	
	

Handwritten notes on the right: Tuesday 1st February 2022, L.O To compare lives of nurses


Identify similarities and differences between ways of life in different periods.

Recognise some similarities and differences between the past and the present.


Tuesday 18th January 2022

• Recognise some similarities and differences between the past and the present;

Comparing Victorian and Modern-Day Hospitals



Modern hospital



Victorian hospital

What is different about hospitals now, compared to Victorian hospitals? Write what is different and what is the same about them in the table. Use the key words to help you.

What is the same?	What is different?
they have beds there's medicine	clean bedding they're clean


Thursday 20th January 2022

Mary Seacole

Date of birth: 1805
Date of death: May 14th 1882

Mary is significant because she helped the soldiers and she brought skin

A picture of Mary Seacole



Interesting Facts

she was a nurse
plants for medicines
the soldier called her Mother Seacole

5/1/22


Florence Nightingale

Date of birth: 12th May 1820

Date of death: 1910

Florence is significant because she made the hospitals cleaner.

A picture of Florence Nightingale



Interesting Fact

In 1846 she became a nurse

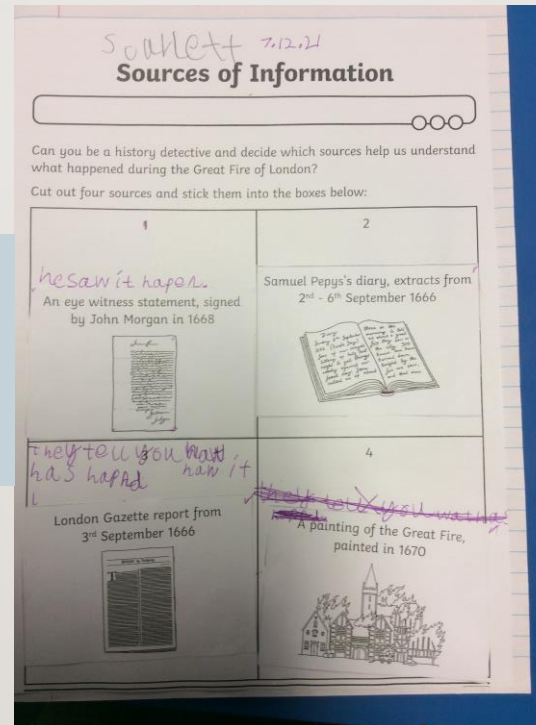
The lives of significant individuals in the past who have contributed to national and/or international achievements. Specific focus on Mary Seacole and/or Florence Nightingale in relation to medicine and women's rights. Comparison to be made to modern day.

HISTORY IN YEAR 2 - YARMOUTH

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

➤ HISTORICAL INTERPRETATION

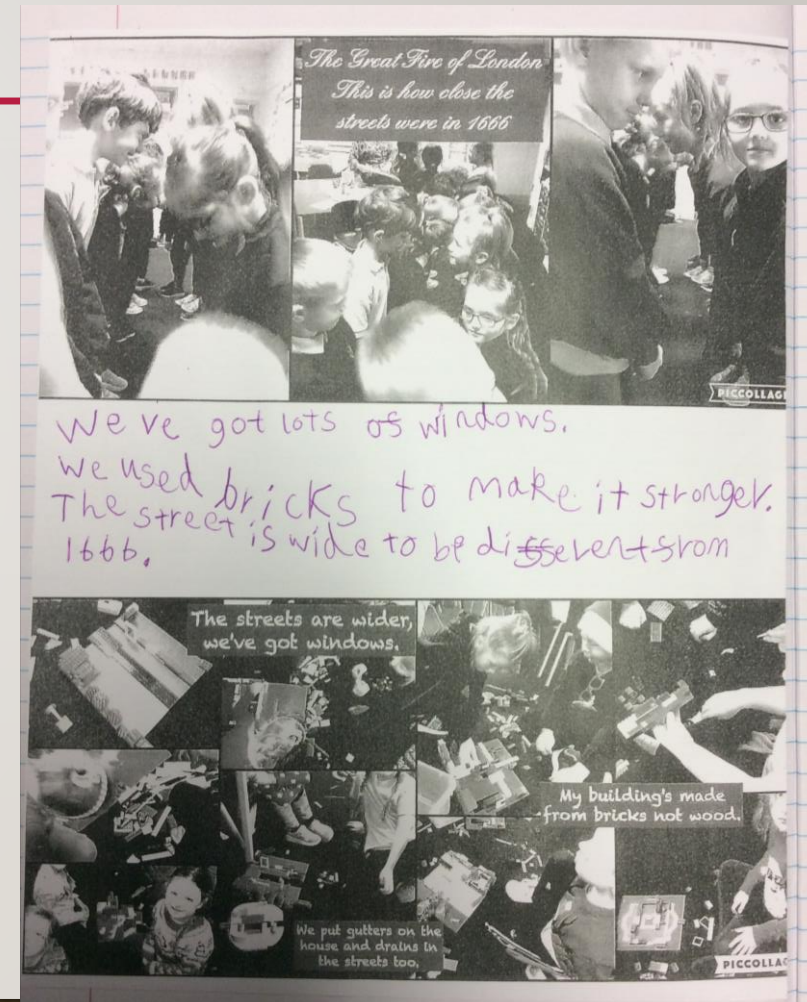
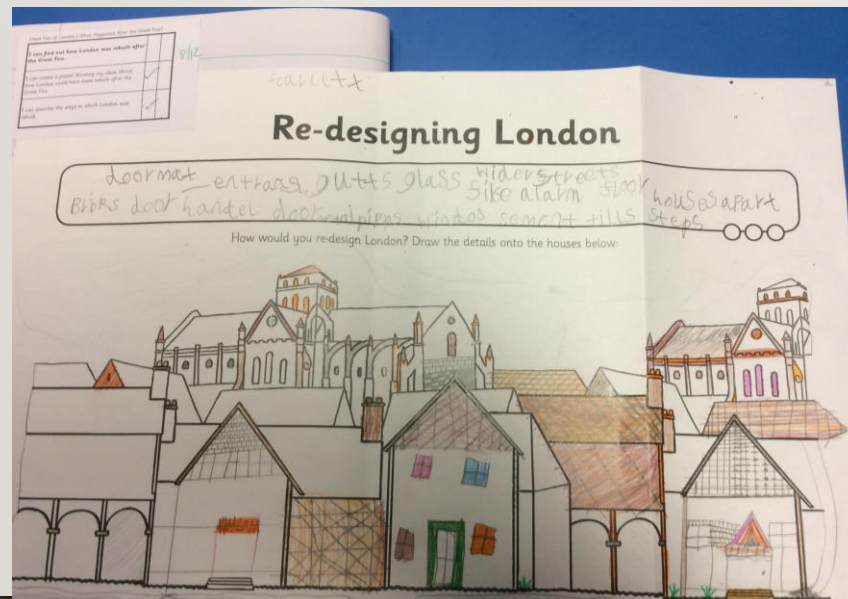
Explain that there are different types of evidence and sources that can be used to help represent the past



➤ HISTORICAL ENQUIRY

Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations

Following their investigation into The Great Fire of London and how close the houses were built, the children explored how they would re-design London.



➤ CHRONOLOGICAL UNDERSTANDING

L.O. To sequence the events of the gunpowder plot in chronological order



The Catholics were mad at King James and plotted to kill him.



Guy Fawkes was asked by his friend to blow up the Houses of Parliament while the King was inside.



King James didn't like Catholics and told them to all leave the country.



Someone sent a letter to warn the King not to go to the Houses of Parliament on November 5th.



The plotters hid gunpowder in the cellar under the Houses of Parliament.



Guy Fawkes hid with the gunpowder on November 5th ready to blow it up.



Guy Fawkes was captured before he blew up the Houses of Parliament.

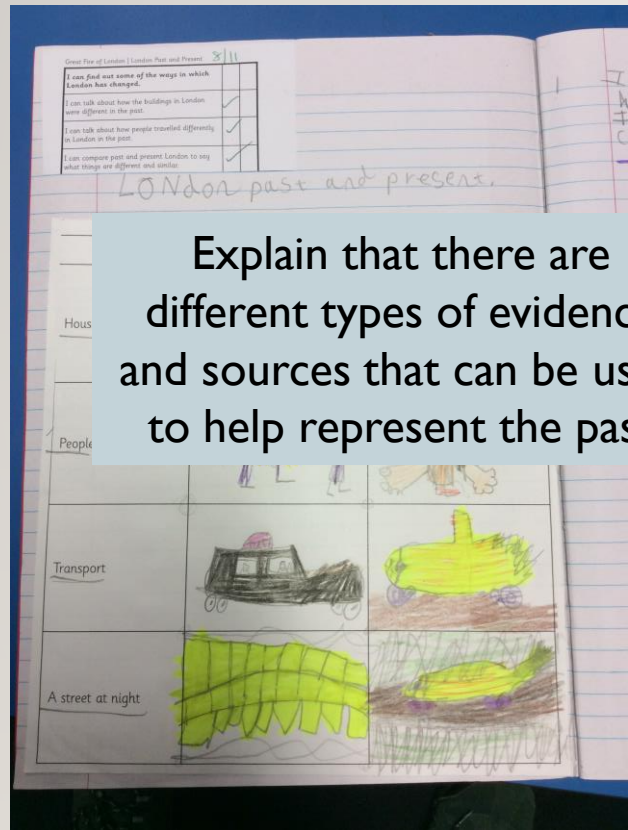


King James executed Guy Fawkes for plotting to kill him.

We looked at artefacts and events that are close together in time. We put events in order on a simple timeline.

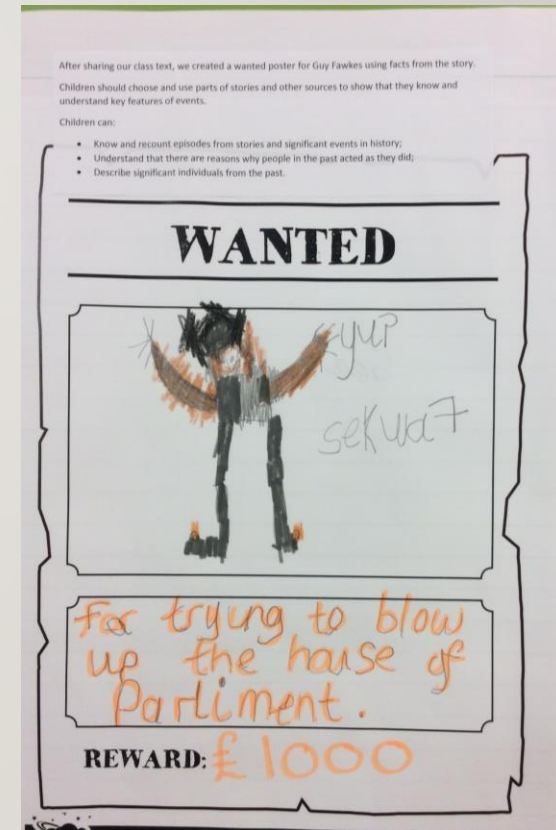
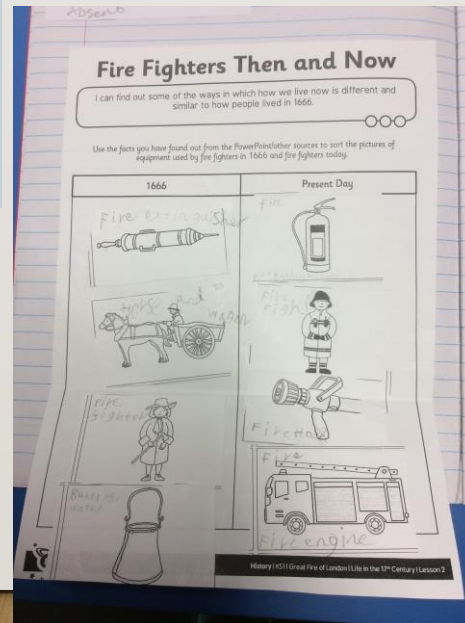
Sequence
artefacts and
events that are
close together
in time

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



Explain that there are different types of evidence and sources that can be used to help represent the past

Identify similarities and differences between ways of life in different periods



HISTORY IN YEAR 3 - YARMOUTH

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

➤ HISTORICAL INTERPRETATION

• **Gathering Evidence from Ancient Greek Pottery** •

To explore the Olympics in ancient Greek times through examining primary sources.

Look at the photographs of ancient Greek pots showing images of athletes. What clues can you gather about the Olympic Games in ancient Greece by looking at the images on the pots? Discuss the seven photographs with your group. Use the table below to record some of your findings in note form.

What sports did the ancient Greeks take part in?	What equipment did the athletes need to take part in the sports shown?	What did the competitors wear on their feet and on their bodies?	Who else can you see in the pictures apart from competitors?	Who do you think, from looking at the images, was allowed to compete in the ancient Greek Olympics?	Can you see any musical instruments? If so, what do you think they are for?
running long jump Discus Boxing choreography	challenge weights Discus glove wrestling	naked and bare feet	official musician trainer		Flute to go to retrieve

Challenge: Can you ask your own question about the ancient Greek Olympic Games and find some clues to help answer it?

was there a seven rule to be able to compete in the olympics

Investigate different accounts of historical events

➤ HISTORICAL ENQUIRY

Begin to undertake their own research

L.O To learn about Skara Brae

File
Skara Brae

Where is Skara Brae?
Orkney Islands
Scotland

Facts about Skara Brae:
1250-500 BC.
1930- excavated.
Prehistoric
Queen and Prince Phillip.
10 houses!
2 beds
Flashing toilets.
Paint Pots
Jewellery

Primary source - the remains of Skara Brae

What can you see?

Shelves
Bed
Firepit

- Firepit
- Beds
- Stone shelves/dresser

Use secondary sources (books and the internet) to help you find out more about Skara Brae. Write any extra information found in your History books.

Useful websites:
www.bbc.co.uk/scotland/learning/primary/skara_brae/
www.educationscotland.gov.uk/scotlandshistory/earlypeople/skara_brae/
<http://primaryfacts.com/2424/skara-brae-facts-and-information-about-the-neolithic-settlement/>

True or false?

1. The people at Skara Brae used stone and flint tools
2. The people made bowls and other containers from pottery
3. They ate meat and shellfish
4. They tried to make their homes as comfortable as

Friday 6th May

L.O. To An introduction to Ancient Greece

What do I want to find out?

1. How did the Ancient Greeks live?
2. What did their houses look like?
3. Did they make pots?

UNITED KINGDOM

ANCIENT GREECE

L.O. To research a Greek Hoplite.

A bronze helmet with horse hair on top. Made the soldier look taller. Poor visibility.

Bronze arm and passed down through the family.

Greaves protected the legs like modern day shin pads.

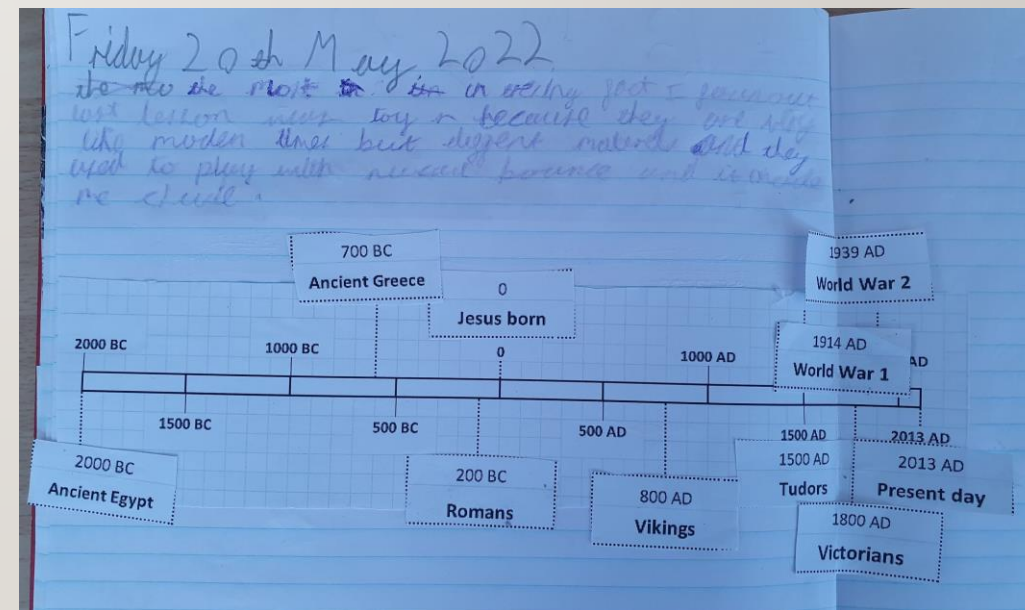
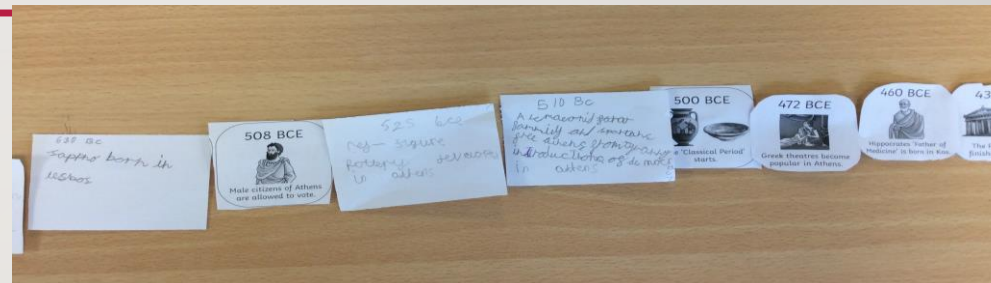
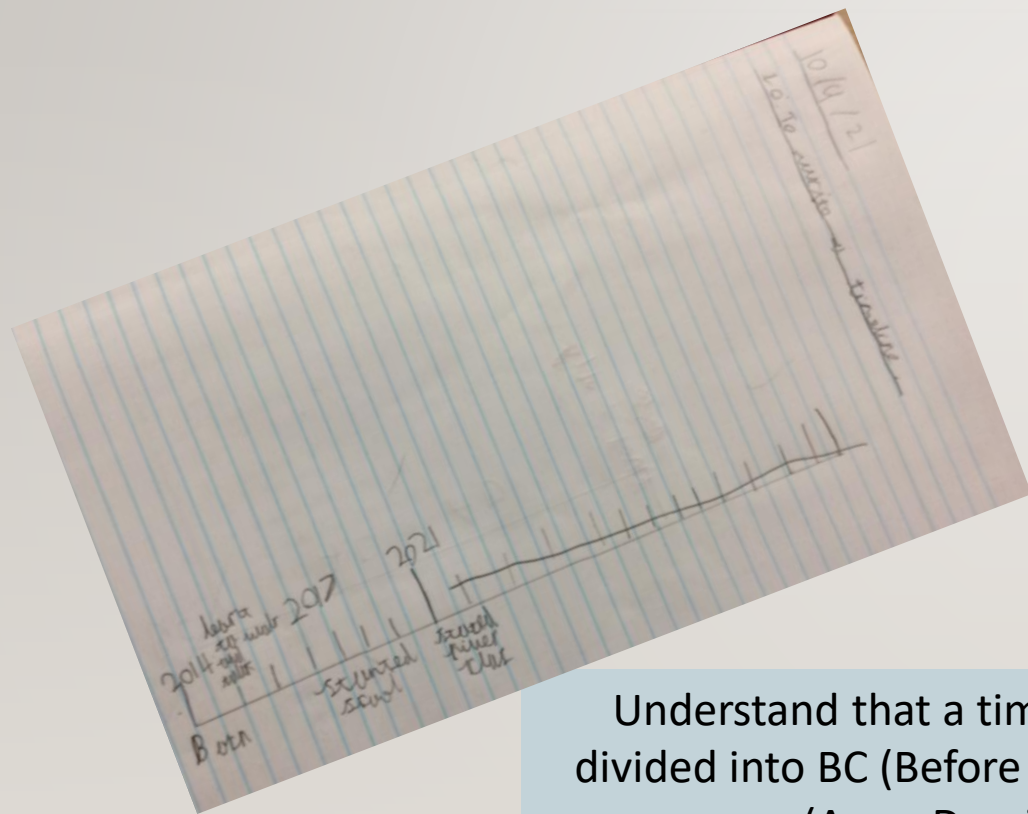
Spear was the main weapon. 8ft in length and sharp at both ends.

Shield made of metal and or bronze. Known as a hoplon. Would protect from shin to chin.

Pistons formation used when marching into battle.

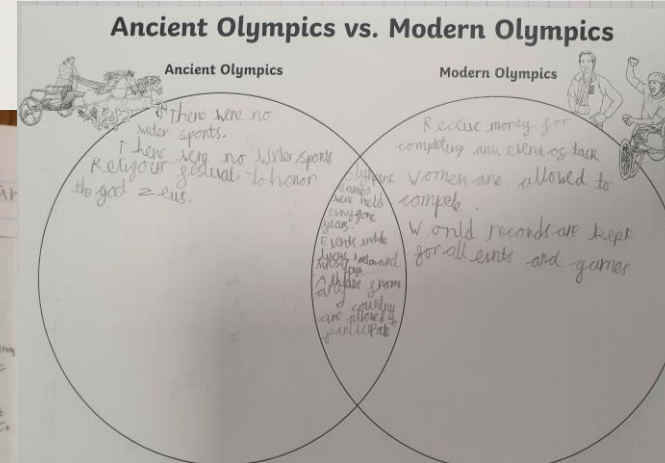
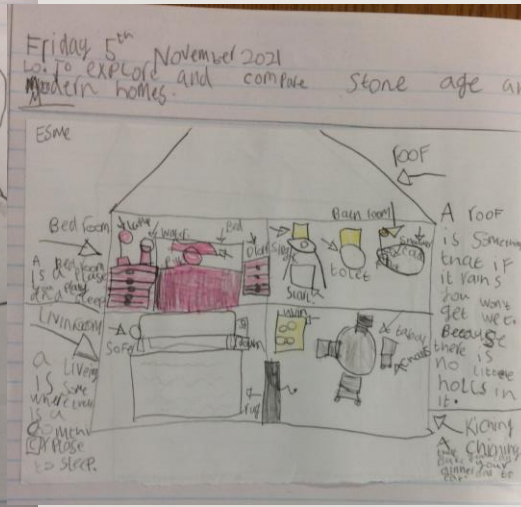
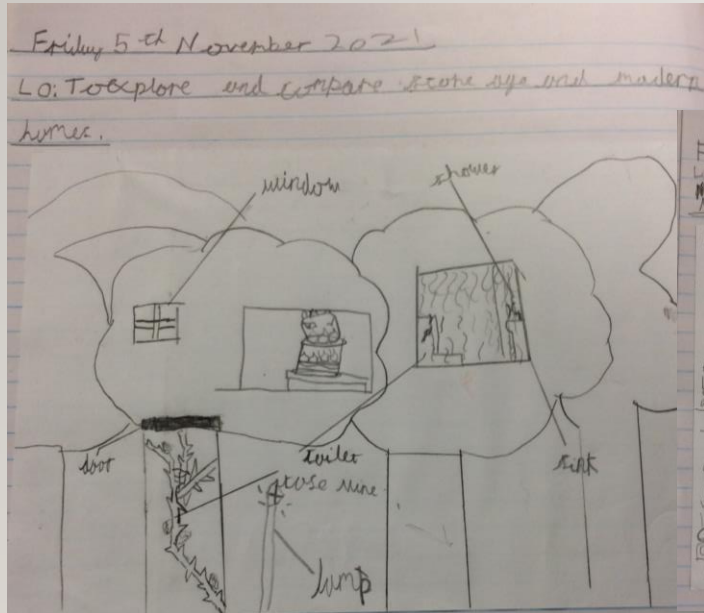
Use a range of sources to find out about the past

➤ CHRONOLOGICAL UNDERSTANDING



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

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

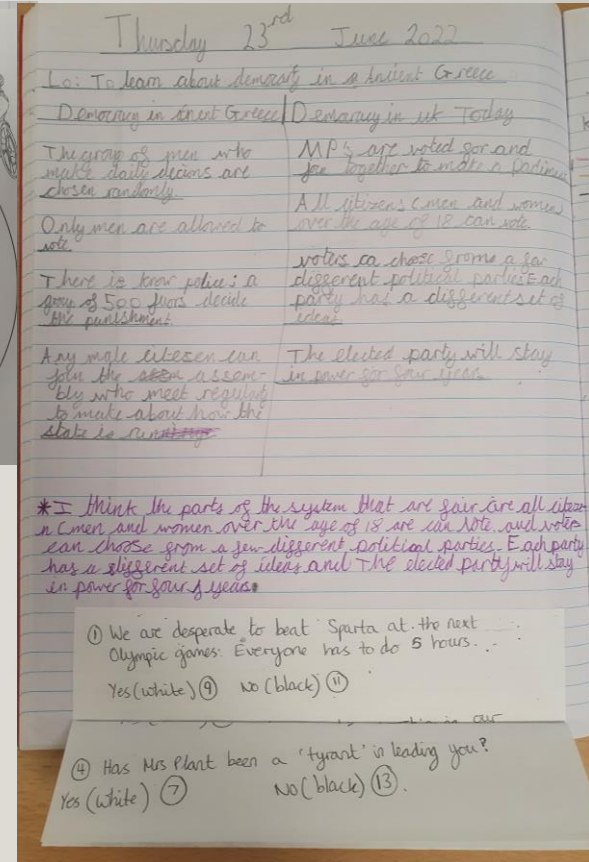


Stone Age

Comparing and Contrasting Settings

Compare and contrast a Stone Age camp and a modern home. Are there any aspects that are the same?

A Stone Age Camp	Both Homes	A Modern Home
Woolly and dark	Woolly and dark	Woolly and dark
Coat	Coat	Coat
Girl in the mud	Girl in the mud	Girl in the mud
Has bones	Has bones	Has bones
Animal skin	Animal skin	Animal skin



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

HISTORY IN YEAR 4 - YARMOUTH

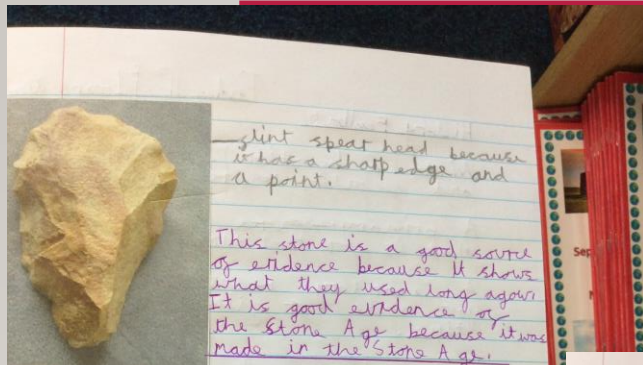
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION



➤ HISTORICAL ENQUIRY

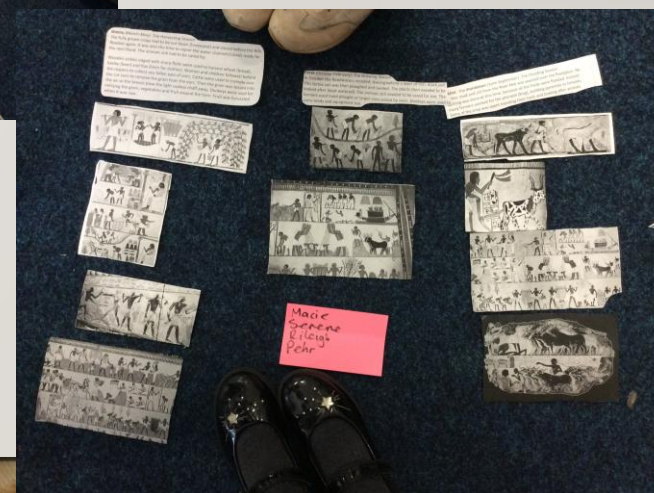
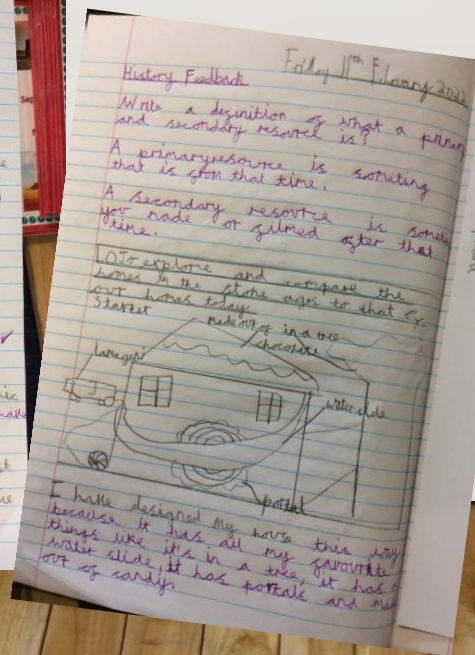
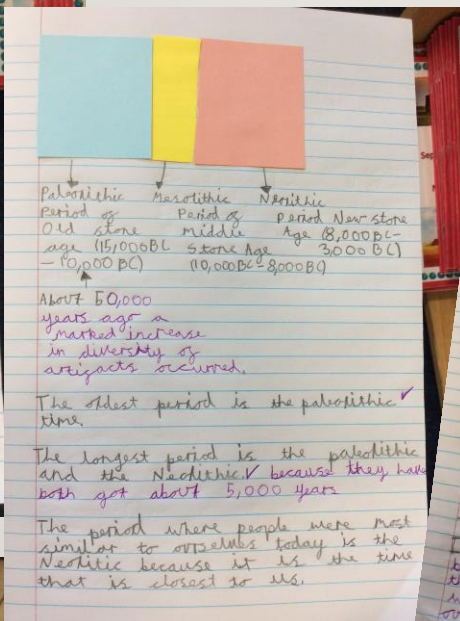
Use a range of sources
to find out about the
past



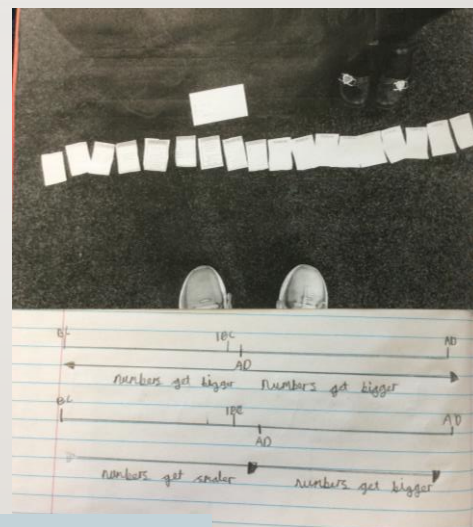
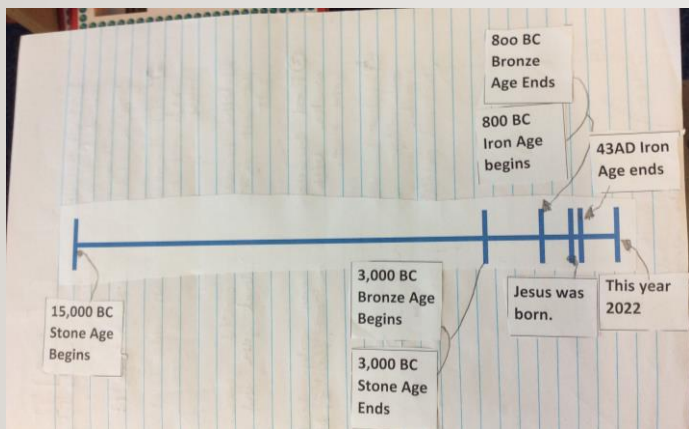
Primary sources of evidence for the Stone Age.

- stone axes
- antlers
- woolly mammoth hair preserved in ice
- pottery
- tombs - long barrow / round barrow
- bones
- smoothing stone
- flint spear / arrow heads
- cave paintings

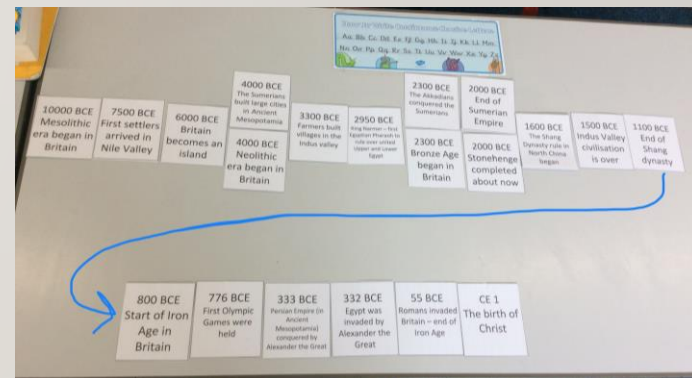
Why will we not see as many secondary sources? There is not as much primary sources of evidence. Not many primary sources of living things have rotted away. No records made at the time apart from some art



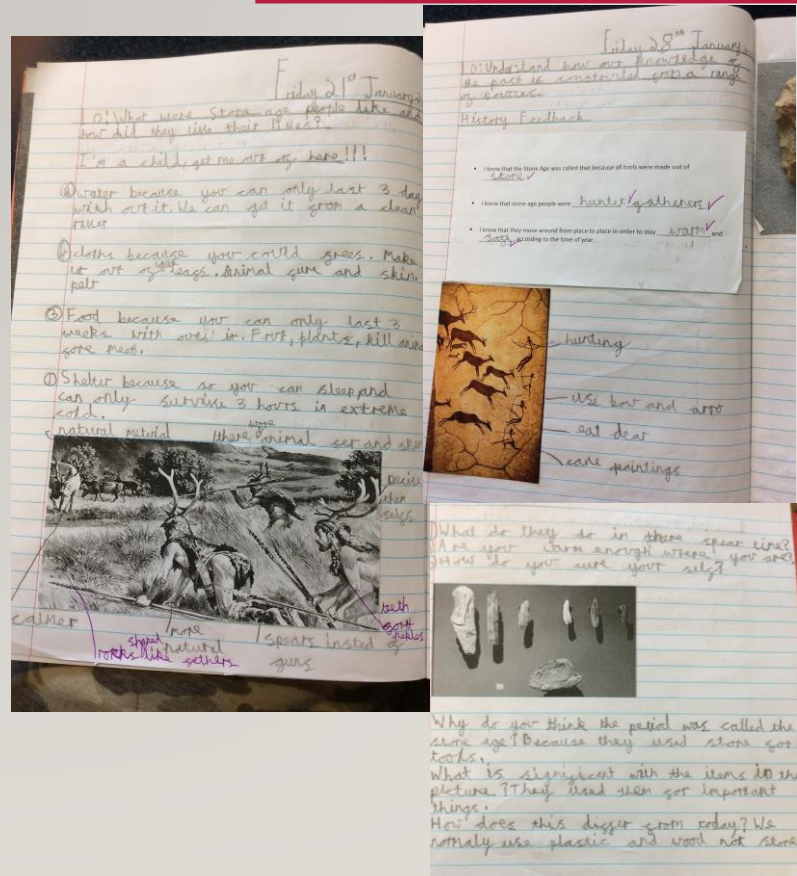
➤ CHRONOLOGICAL UNDERSTANDING



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

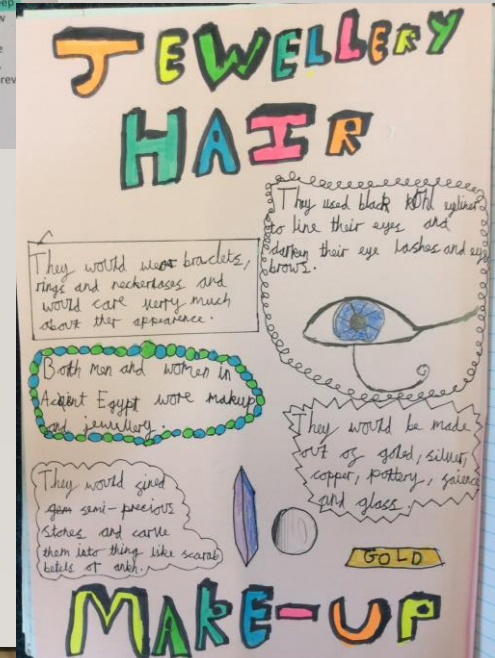


Identify key features, aspects and events of the time studied.

Jewellery hair and make-up
The Ancient Egyptians cared about their appearance. They bathed regularly. Both men and women in Ancient Egypt wore a lot of jewellery. It was made of gold, silver, copper, pottery (clay), faience (heated crushed quartz - a form of glass), glass & semi-precious stones such as turquoise & lapis lazuli. They wore necklaces, bracelets, earrings, beaded collars, rings & charms called amulets. Even poor people wore necklaces or collars, mostly made of clay beads or copper.

Rich men and women shaved their heads (it helped keep you cool) or had short hair and wore wigs for special occasions. The fashions varied over time from long flowing wigs to shorter curly wigs. The peasantry kept their own hair cut short. Men's heads were partially shaved; they kept a ponytail on one side called the 'side lock of youth'. Wig making was a skilled job and also there were barbers who shaved people (their heads as well as men's beards).

Ancient Egyptian men and women wore makeup. They used black kohl eyeliner to line their eyes and darken their eye lashes & eye brows. This helped keep flies away too. They coloured their eye lids with blue or green eye shadow made from powdered minerals & used red ochre (a kind of clay) on their cheeks & lips. Henna dye was also used to colour their lips and nails. Face cream was made from animal fat & plant oils & perfume from plant oils, flowers & scented wood. Scented oil was rubbed over the body to help prevent their skin from drying out in the fierce sunshine. Ancient Egyptians had polished metal mirrors to help them apply their makeup.

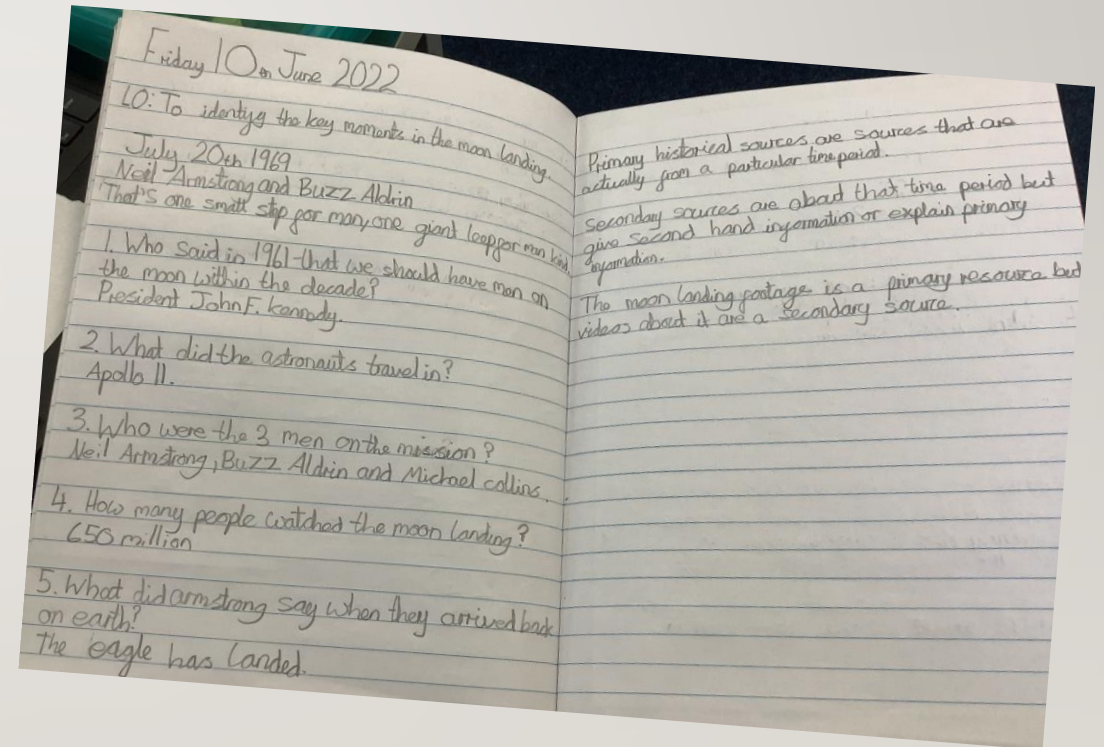
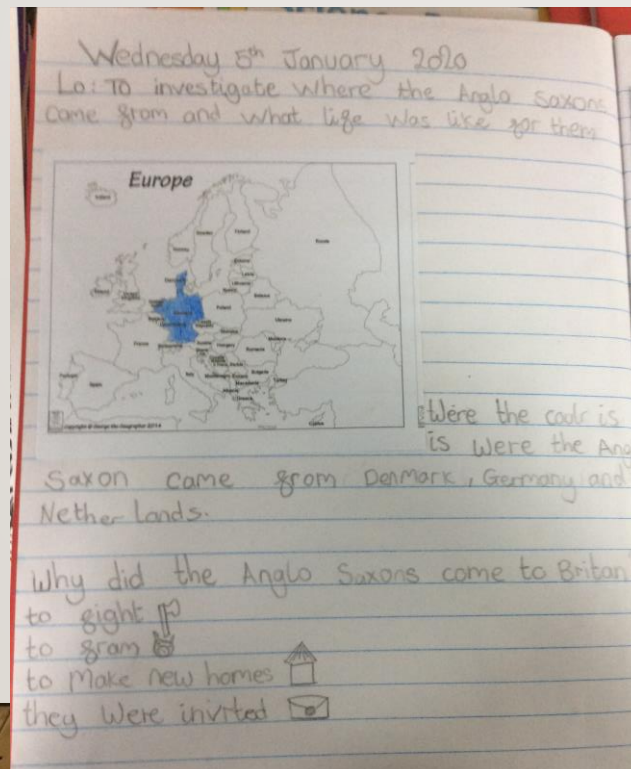
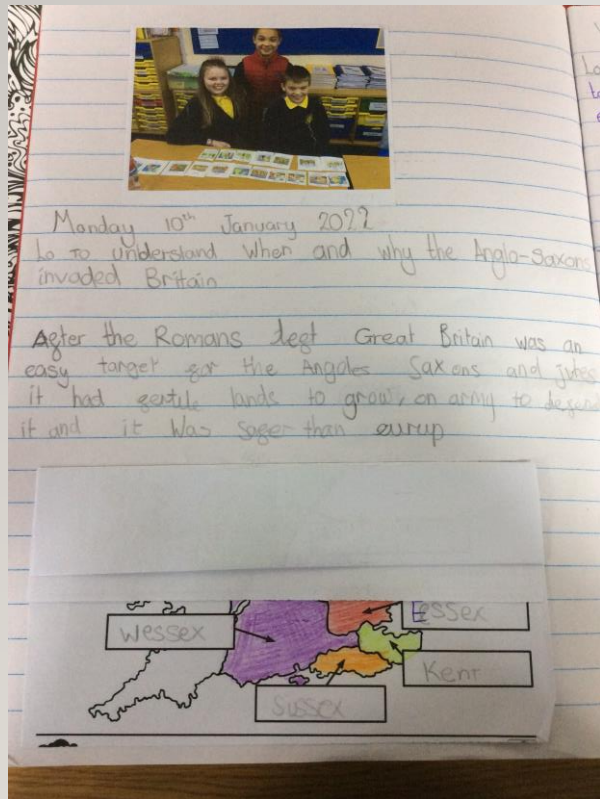


HISTORY IN YEAR 5 - YARMOUTH

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

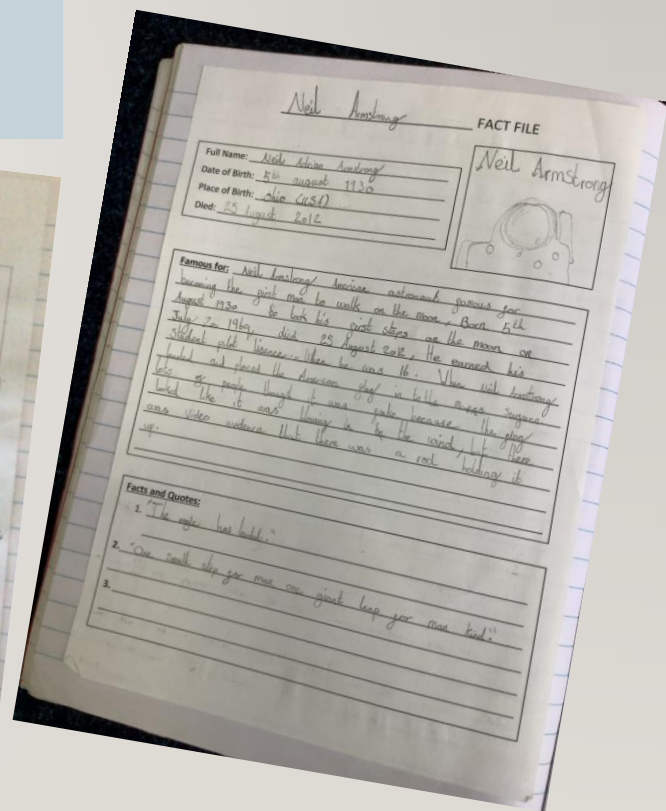
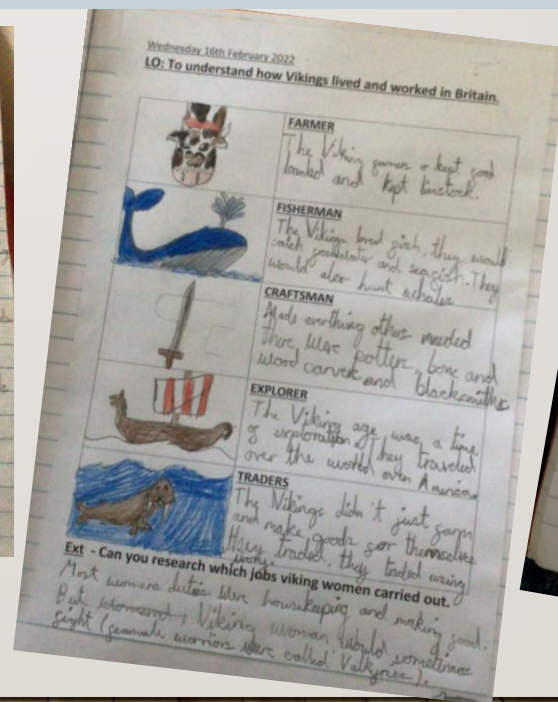
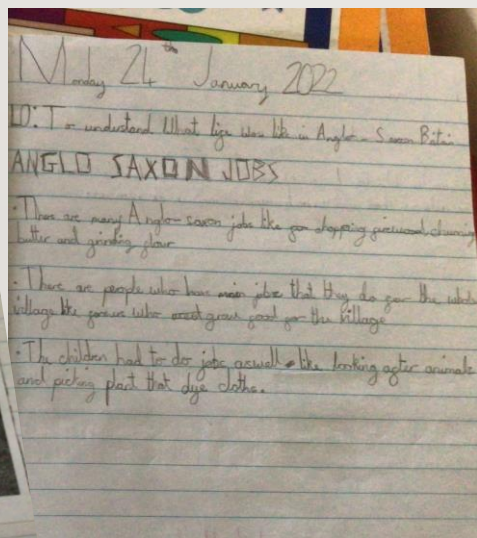
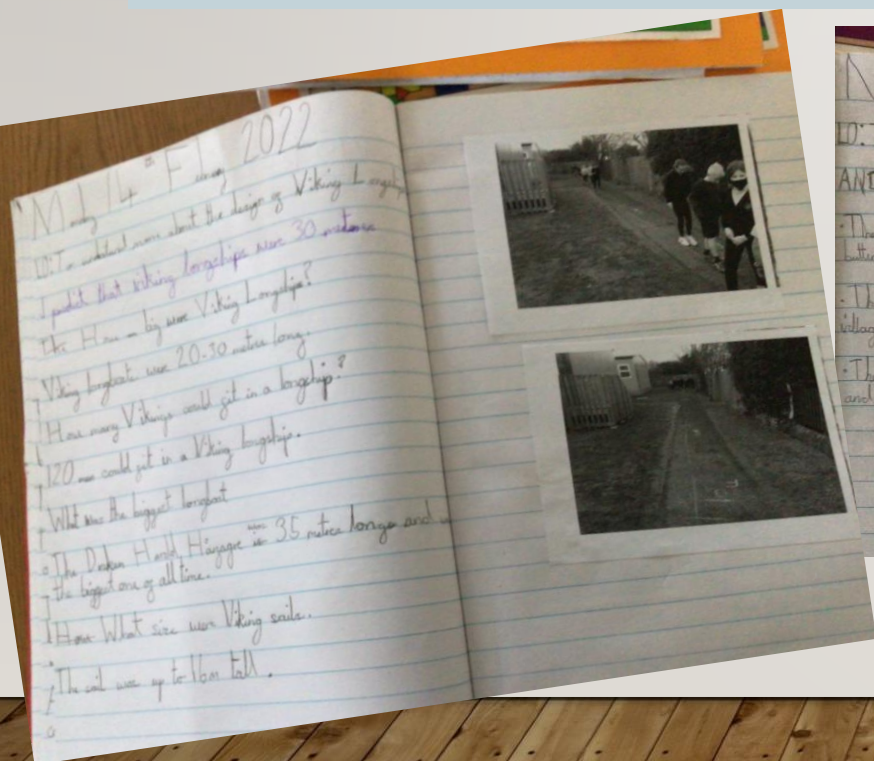
➤ HISTORICAL INTERPRETATION

Find and analyse a wide range of evidence about the past.



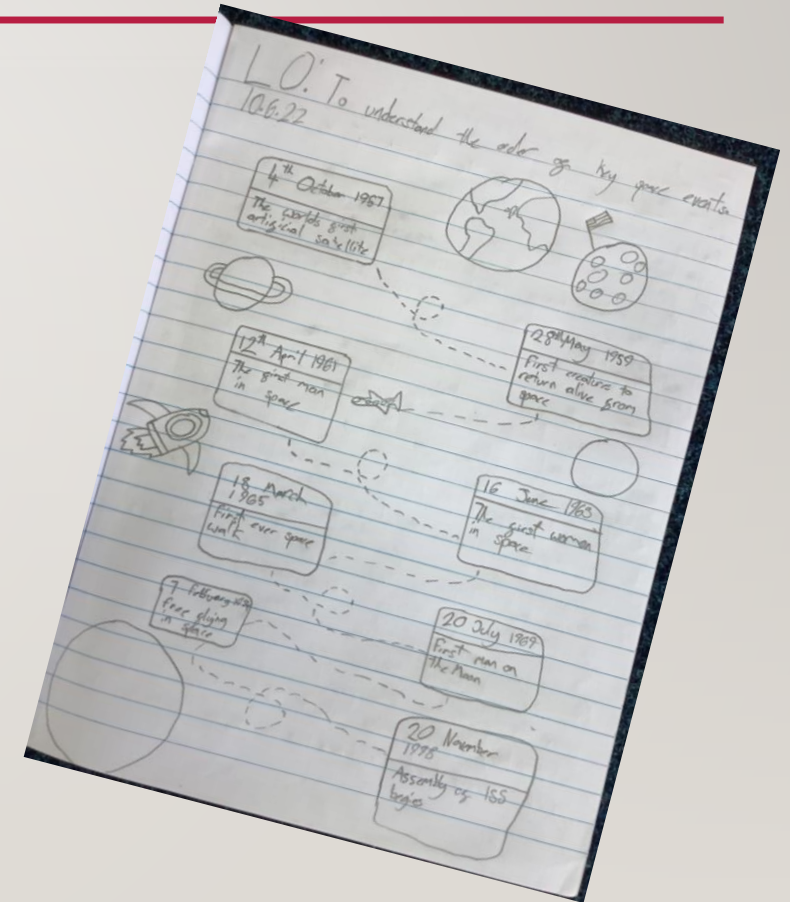
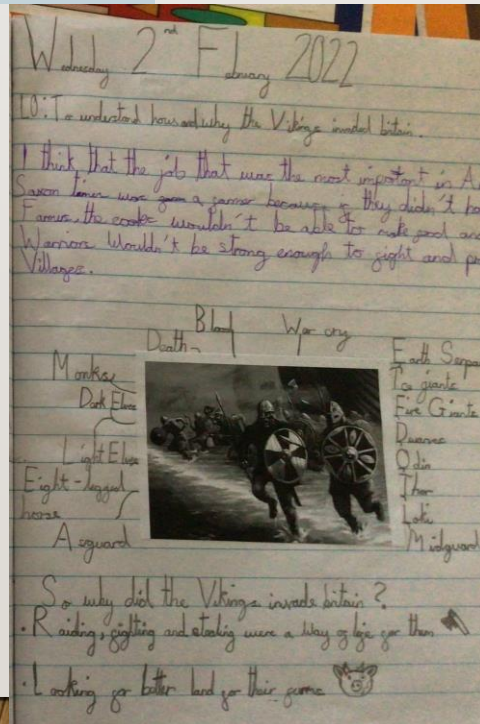
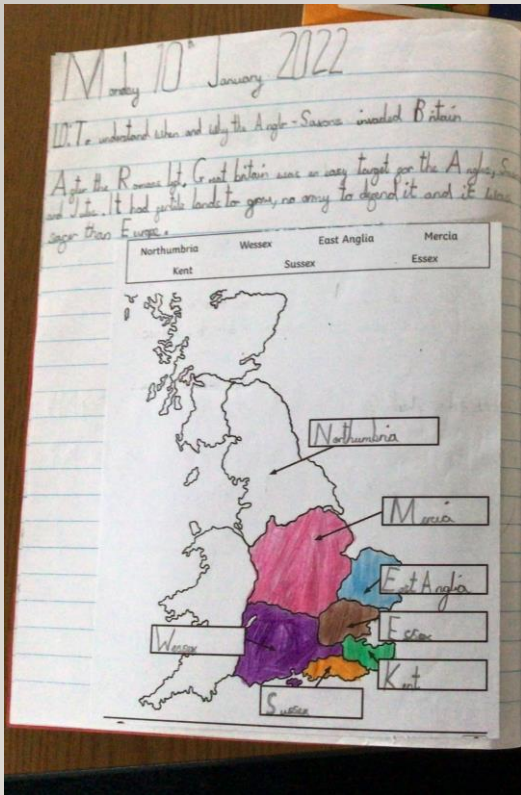
➤ HISTORICAL ENQUIRY

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.

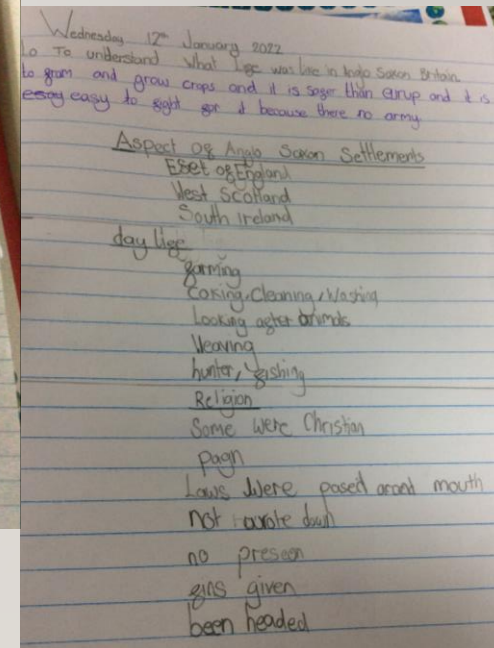
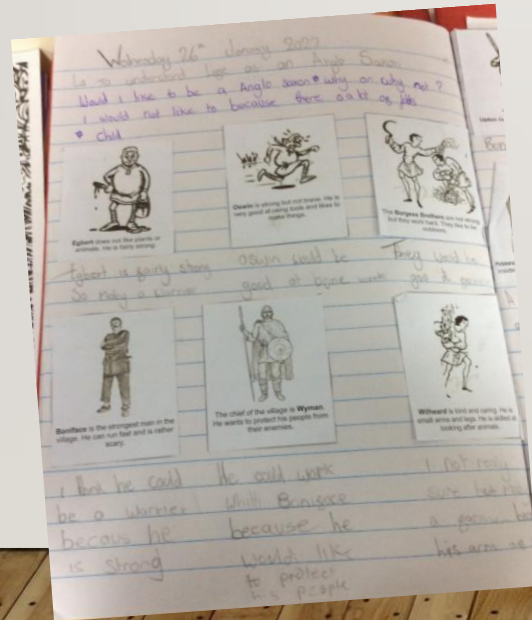


➤ CHRONOLOGICAL UNDERSTANDING

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



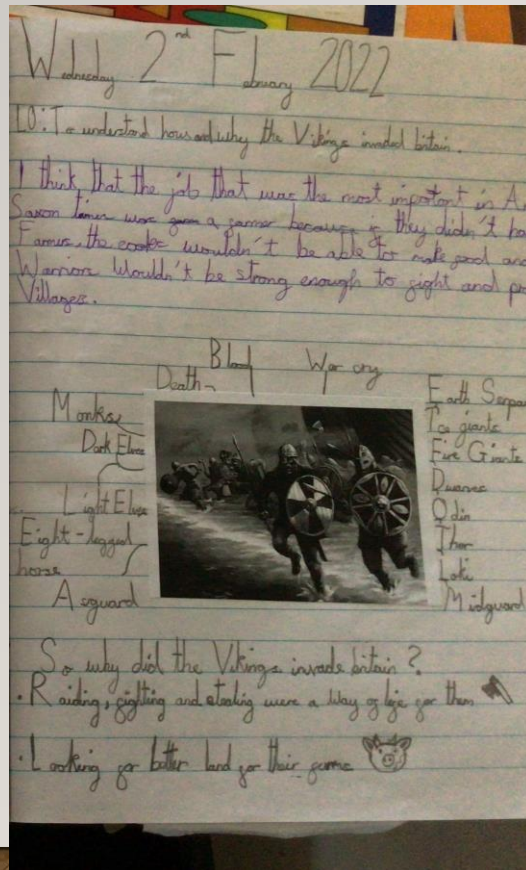
Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.



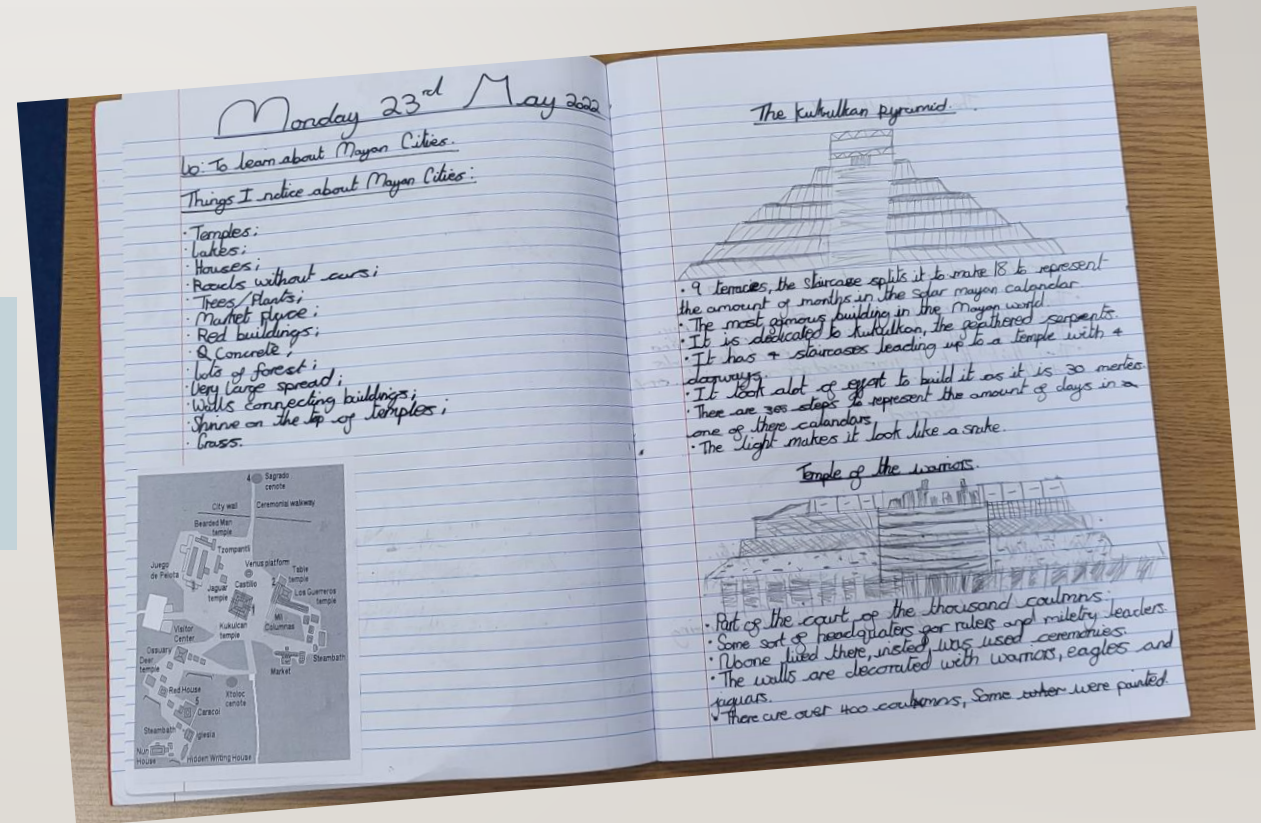
HISTORY IN YEAR 6 - YARMOUTH

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

➤ HISTORICAL INTERPRETATION

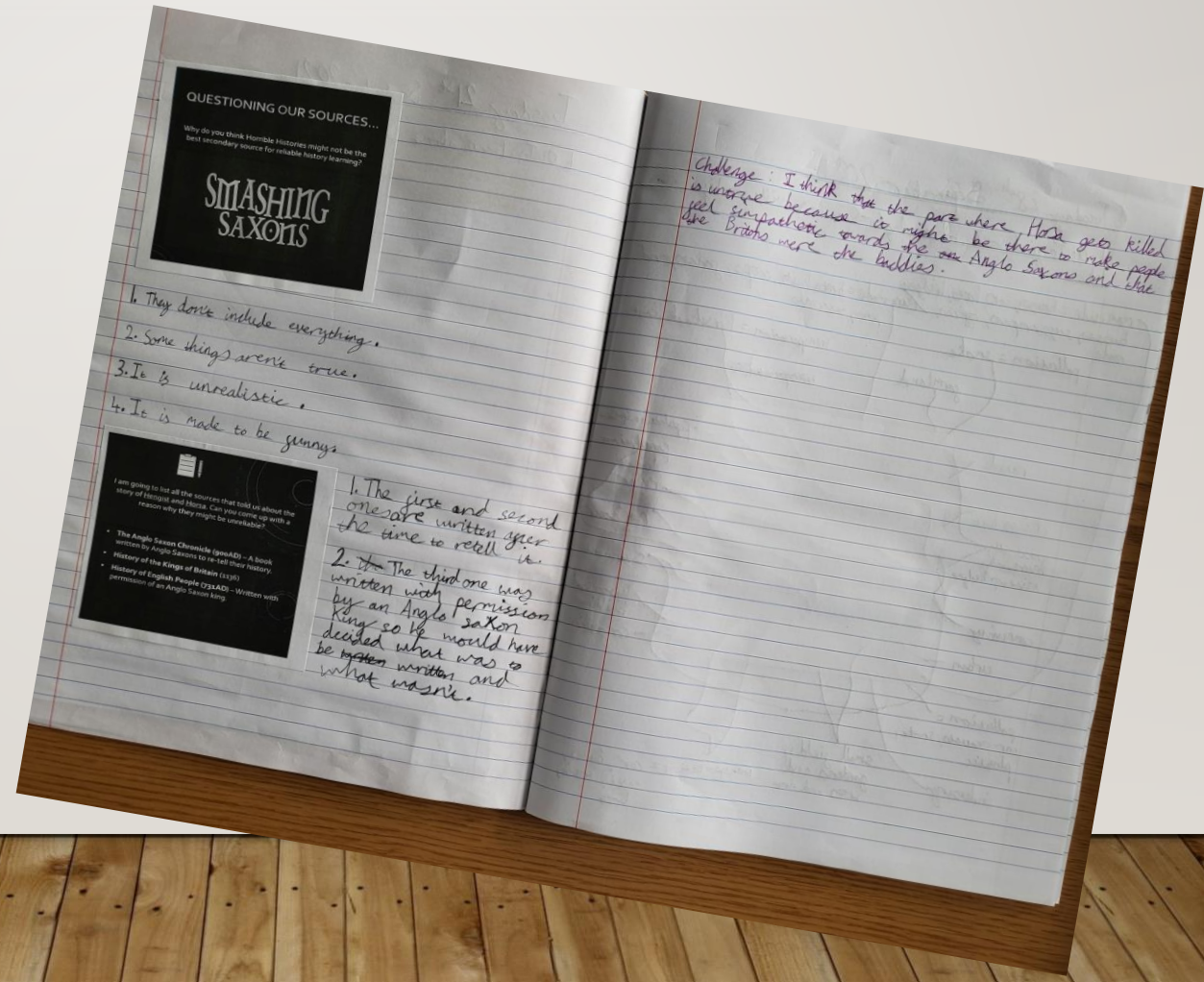


Find and analyse a wide range of evidence about the past.



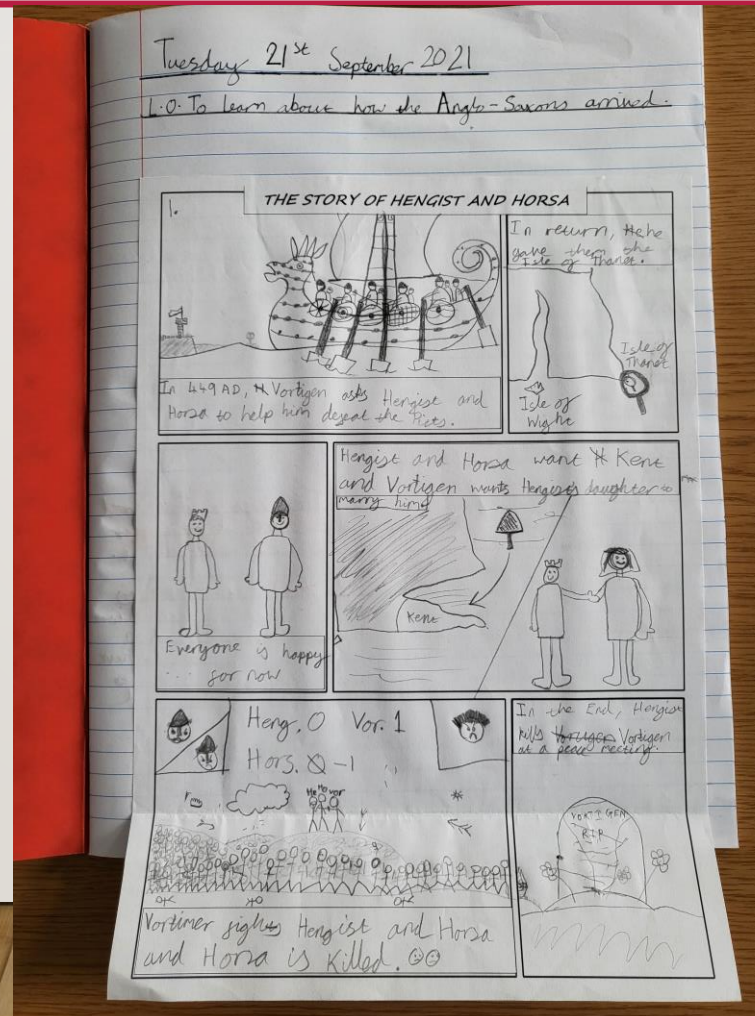
➤ HISTORICAL ENQUIRY

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



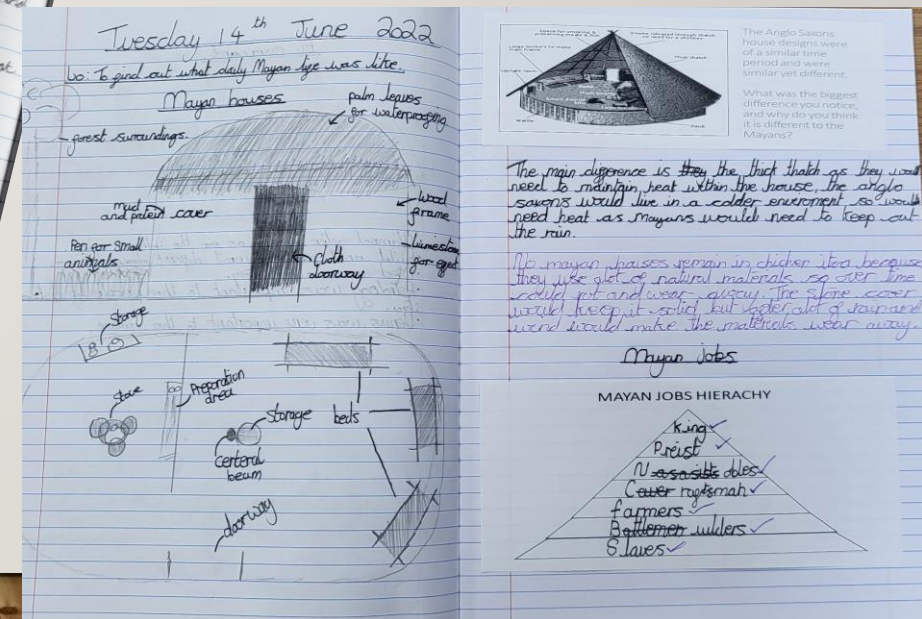
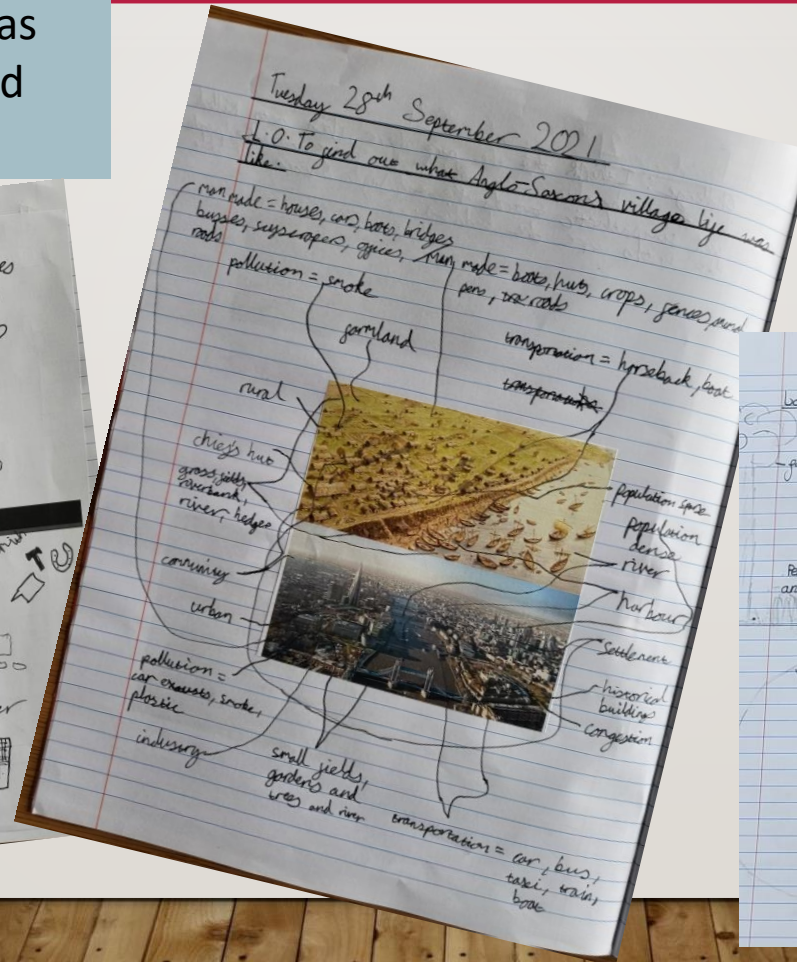
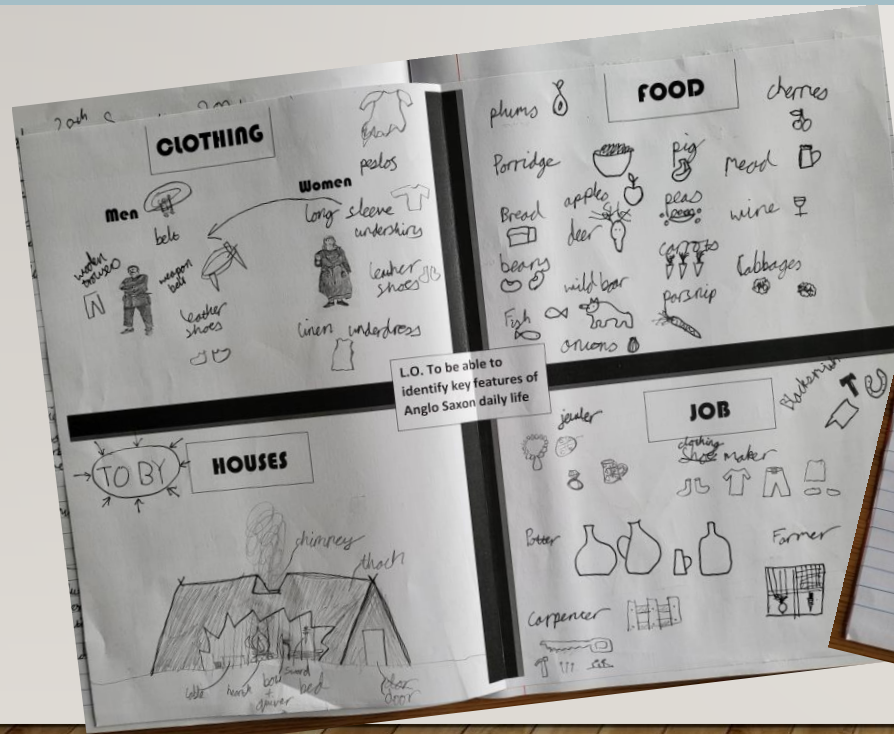
➤ CHRONOLOGICAL UNDERSTANDING

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



JUBILEE BANNERS - SHALFLEET



JUBILEE BANNERS - SHALFLEET



JUBILEE BANNERS -YARMOUTH



JUBILEE BANNERS YARMOUTH



OUR IMPACT

- Evidence of history topics across the schools
- Evidence of some cross curricular work
- Evidence of working together in own year groups and sharing of ideas and planning
- Evidence of school trips to support the teaching and learning of history

ACTION PLAN



Action Plan

SUBJECT LEADER REPORT

- Assessment and progress made has been measured by the portfolio evidence this year. There is evidence in the photographs of work that children are making good progress.
- Pupil engagement and enjoyment also comes through in the photographic evidence, right through the school – EYFS to Yr6.
- With school trips as the year has progressed, the children have also enjoyed the Living History element to their learning.