



HISTORY

**AT SHALFLEET AND
FRESHWATER 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

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- 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

Our history provision aims to enlighten children's understanding of Britain's past and the history beyond our shores. We will be teaching the children to think critically, develop perspective and make well-judged conclusions based on historical evidence, acknowledging and learning from the key events that have shaped the globe and the cultural differences within it.

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

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

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

Resilience
We are resilient when we experience difficulty.

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

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



Federation Vision for History – Intention for Children

Our history provision aims to enlighten children's understanding of Britain's past and the history beyond our shores. We will be teaching the children to think critically, develop perspective and make well-judged conclusions based on historical evidence, acknowledging and learning from the key events that have shaped the globe and the cultural differences within it.

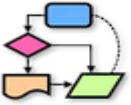
Big Ideas

- 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;
		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.

PLANNING AUTUMN



Shalfleet
Reception



Shalfleet Year 1
Guy Fawkes



Shalfleet Year 2
Fire of London



Shalfleet Year 3
Stone Age



Shalfleet Year 4
The Egyptians



Shalfleet Year 5
Space



Shalfleet Year 6
World War Two



Yarmouth
Reception



Yarmouth Year 1
Guy Fawkes



Yarmouth Year 2
Fire of London



Yarmouth Year 3
Stone Age



Yarmouth Year 4
The Egyptians



Yarmouth Year 5
Space



Yarmouth Year 6
World War Two

SPRING PLANNING



Shalfleet Year 5
glo Saxons & Vikir



Shalfleet Year 4
Romans



Shalfleet Year 2
Significant People



Shalfleet Year 1
Significant People



Shalfleet
Reception



Yarmouth Year 5
glo Saxons & Vikir



Yarmouth Year 4
Romans



Yarmouth Year 3
Pompeii



Yarmouth Year 2
Significant People



Yarmouth Year 1
Significant People



Yarmouth
Reception

SUMMER PLANNING



Shalfleet Year 6
The Mayans



Shalfleet Year 3
Ancient Greeks



Shalfleet Year 2
Toys



Freshwater &
South Year 6 The Mayans



Freshwater &
South Year 3 Pompeii



Freshwater &
South Year 2 Toys

OVERVIEW OF TEACHING OF HISTORY IN THE FEDERATION

	Year 1 Shalfleet	Year 1 Yarmouth and Freshwater	Year 2 Shalfleet	Year 2 Yarmouth and Freshwater
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</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>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</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>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</p> <p>Victoria – Elizabeth II</p> <p>Study and comparison of artefacts</p> <p>Chronological Understanding- Timeline</p> <p>Events beyond living memory that are significant nationally- Remembrance Sunday. Armistice Day</p>	<p>In-depth study and comparison of Victoria and Elizabeth II</p> <p>Victoria – Elizabeth II</p> <p>Study and comparison of artefacts</p> <p>Chronological Understanding- Timeline</p> <p>Events beyond living memory that are significant nationally- Remembrance Sunday. Armistice Day</p>
Summer	<p>Grace Darling and lifeboats</p> <p>Historical Interpretation</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>Who would live in a light house? Grace Darling and lifeboats</p> <p>Sea safety</p> <p>Knowledge and Understanding of events, people and changes in the past</p> <p>Identify local and National landmarks/places of significance and famous figures associated with them.</p>	<p>Grace Darling and lifeboats</p> <p>Historical Interpretation</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>Who would live in a light house? Grace Darling and lifeboats</p> <p>Sea safety</p> <p>Knowledge and Understanding of events, people and changes in the past</p> <p>Identify local and National landmarks/places of significance and famous figures associated with them.</p>	<p>Toys- how have toys changed?</p> <p>Historical Interpretation</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>Chronological Understanding</p> <p>Sequence pictures from different periods</p> <p>Knowledge and Understanding of events, people and changes in the past</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>Toys- how have toys changed?</p> <p>Historical Interpretation</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>Chronological Understanding</p> <p>Sequence pictures from different periods</p> <p>Knowledge and Understanding of events, people and changes in the past</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>

	Year 3 Shalfleet	Year 3 Yarmouth and Freshwater	Year 4 Shalfleet	Year 4 Yarmouth and Freshwater
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.</p> <p>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.</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. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>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.</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 Ancient Egyptians</p> <p>Human & Physical - Identify key features, aspects and events of the time studied Chronological Understanding – Sequence several events</p> <p>Historical Interpretation The Ancient Egyptians and their impact.</p> <p>Chronological Understanding Sequencing the events of the invasion</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>Historical Interpretation</p>	<p>Historical Enquiry of the Ancient Egyptians</p> <p>Human & Physical - Identify key features, aspects and events of the time studied Chronological Understanding – Sequence several events</p> <p>Historical Interpretation The Ancient Egyptians and their impact.</p> <p>Chronological Understanding Sequencing the events of the invasion</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>Historical Interpretation</p>

	Year 3 Shalfleet	Year 3 Yarmouth and Freshwater	Year 4 Shalfleet	Year 4 Yarmouth and Freshwater
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 Ancient Romans</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 Ancient Romans</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 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>Chronological Understanding Throughout studying the 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 and Freshwater	Year 4 Shalfleet	Year 4 Yarmouth and Freshwater
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 South America</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,</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 South America</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</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 and Freshwater	Year 6 Shalfleet	Year 6 Yarmouth and Freshwater
Autumn	<p>SPACE</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 Space.</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>SPACE</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 Space</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>WW2</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 and Freshwater	Year 6 Shalfleet	Year 6 Yarmouth and Freshwater
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>		

	Year 5 Shalfleet	Year 5 Yarmouth and Freshwater	Year 6 Shalfleet	Year 6 Yarmouth and Freshwater
Summer	<p>USA</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</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>USA</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</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 computing 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.



FEDERATION CURRICULUM ASSESSMENT



	Computing		RE		Art	
	COMPUTER SYSTEMS AND NETWORKS		COMMUNICATE		KNOWLEDGE	
	Explain the importance of internet addresses	Goodall, Annie	Explain my own response to laws.		Give detailed observations about notable artists', artisans' and designers' work;	
	Recognise how data is transferred across the internet	Covered	Explain my own response to the concept of prophecy.		Offer facts about notable artists', artisans' and designers' lives;	
	Explain how sharing information online can help people to work together		Explain my own response to rituals.		SKILLS	
	Evaluate different ways of working together online		Explain my own response to resurrection		Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;	

DESIGN



FEDERATION CURRICULUM ASSESSMENT



Key area of subject

Individual target

Insert names of individuals not achieving target (target yellow)

Target fully secured by all class (target green)

Target not covered (stays red)

Computing			RE		Art		DESIGN
COMPUTER SYSTEMS AND NETWORKS			COMMUNCIATE		KNOWLEDGE		
	Explain the importance of internet addresses	Goodall, Annie	Explain my own response to laws.		Give detailed observations about notable artists', artisans' and designers' work;		
	Recognise how data is transferred across the internet	Covered	Explain my own response to the concept of prophecy.		Offer facts about notable artists', artisans' and designers' lives;		
	Explain how sharing information online can help people to work together		Explain my own response to rituals.	SKILLS			
	Evaluate the benefits of working together online		Explain my own response to resurrection		Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;		

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 – YARMOUTH AND FRESHWATER

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

➤ HISTORICAL INTERPRETATION



Learning about
inspirational people
Ernest Shackleton



➤ HISTORICAL ENQUIRY



Exploring
about our
past

Talking about
inspirational people
Ernest Shackleton



2nd February 2023
We had a visit from a
Nurse. She told us all
about her job and how she
takes care of her patients.
She also taught us to
use bandages, slings and
a thethoscope.



➤ CHRONOLOGICAL UNDERSTANDING



Talking about
events from
our past



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



Present day
celebration



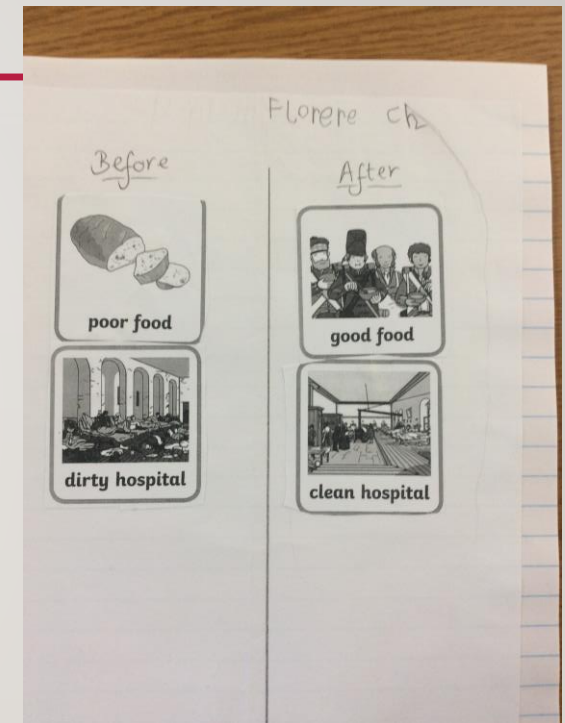
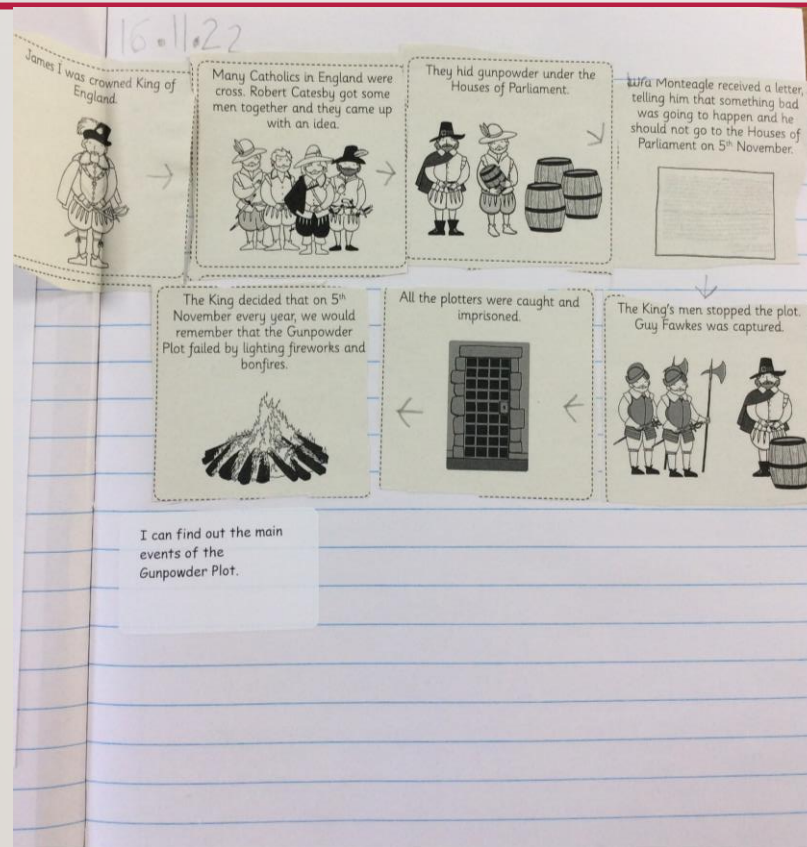
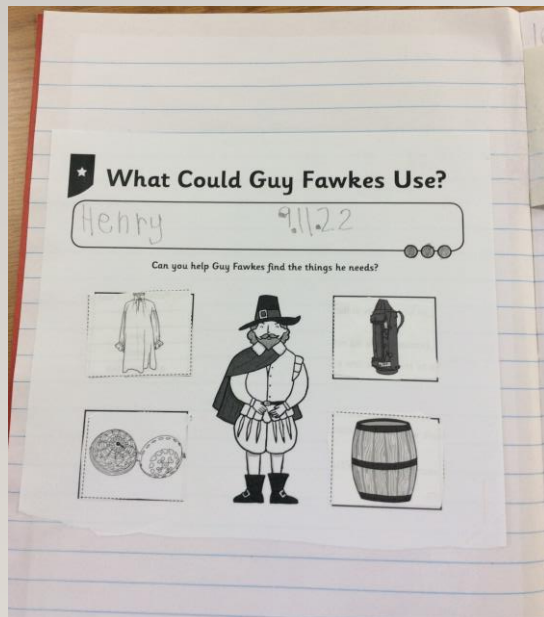
Artefacts to
remind us of
events in our
past



HISTORY IN YEAR 1 - YARMOUTH AND FRESHWATER

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

➤ HISTORICAL INTERPRETATION









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

➤ HISTORICAL ENQUIRY

Wednesday 18th January 2023
How Florence helped

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: 

Observe or handle evidence to ask simple questions about the past

29.2.23

Finding Out About the Past

To discuss the ways in which we can find out about an explorer who lived a long time ago.

Draw lines to match up the ways you can find out about Ibn Battuta's exploration and the ways you can find out about our school exploration. The first one has been done for you.

Ibn Battuta's Exploration

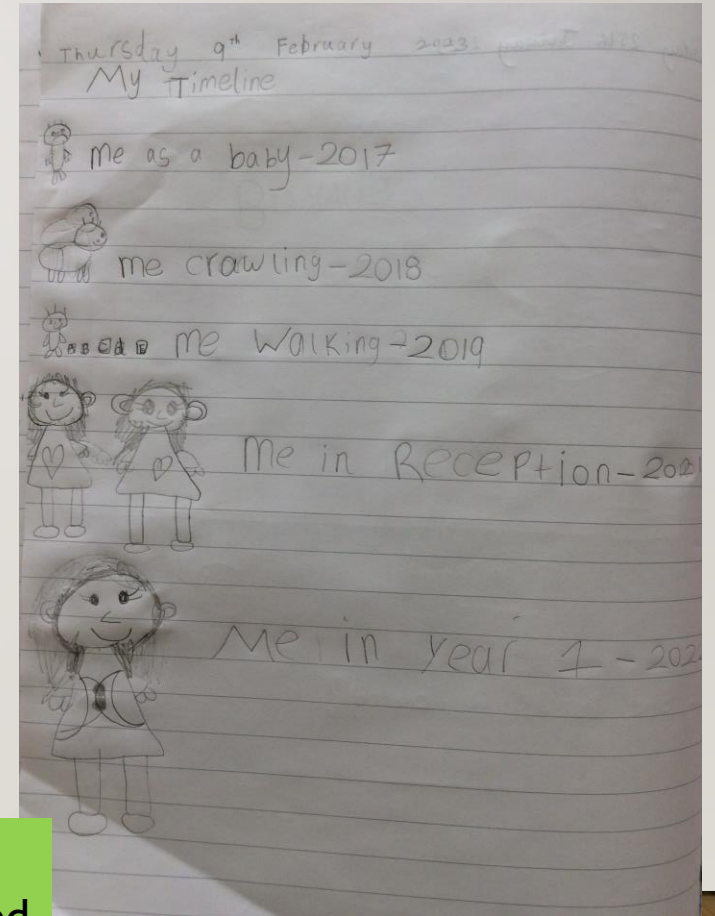
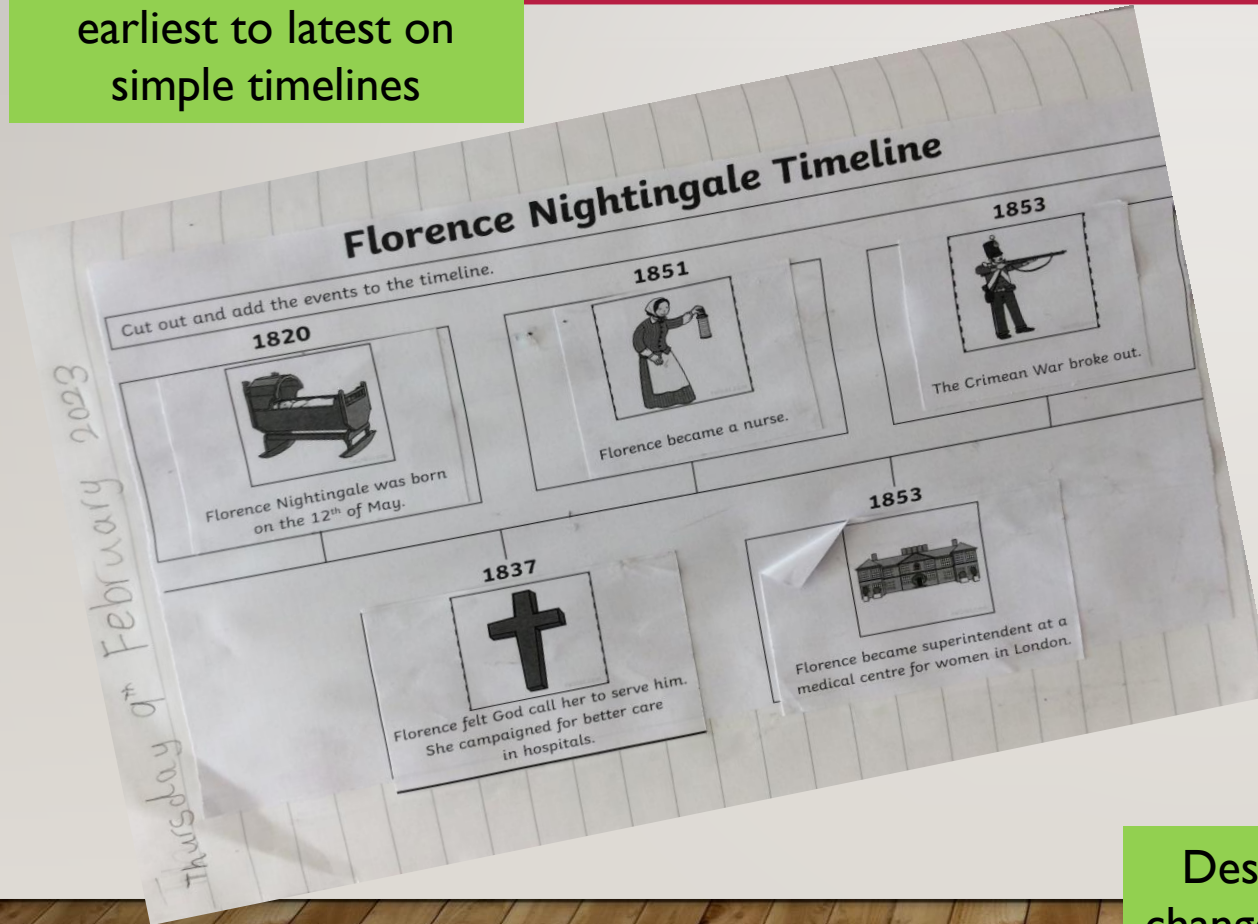
- Photos
- Drawings made years after the exploration
- Video
- Talking to an explorer
- The 'Rihla'
- A diary
- Drawings made on the day of the exploration

School Exploration

"Ibn Battuta's Rihla" by Shabir Ahmad, published by the National Library of Medicine, is licensed under CC BY 3.0

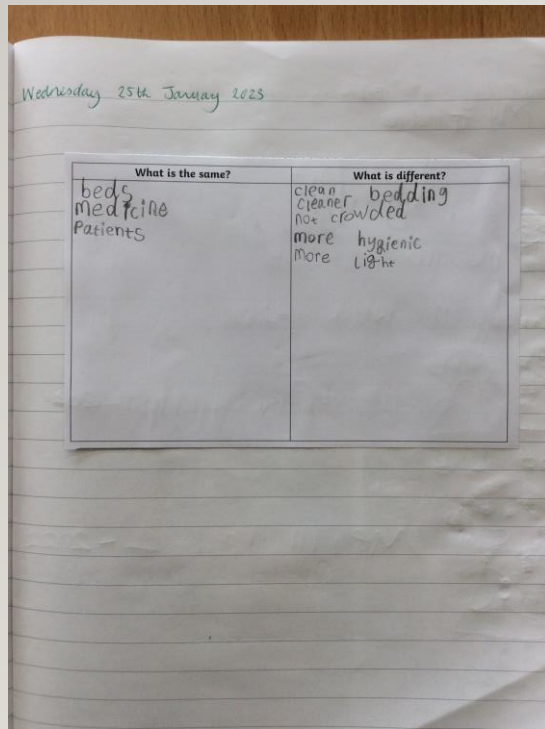
➤ CHRONOLOGICAL UNDERSTANDING

Order dates from earliest to latest on simple timelines

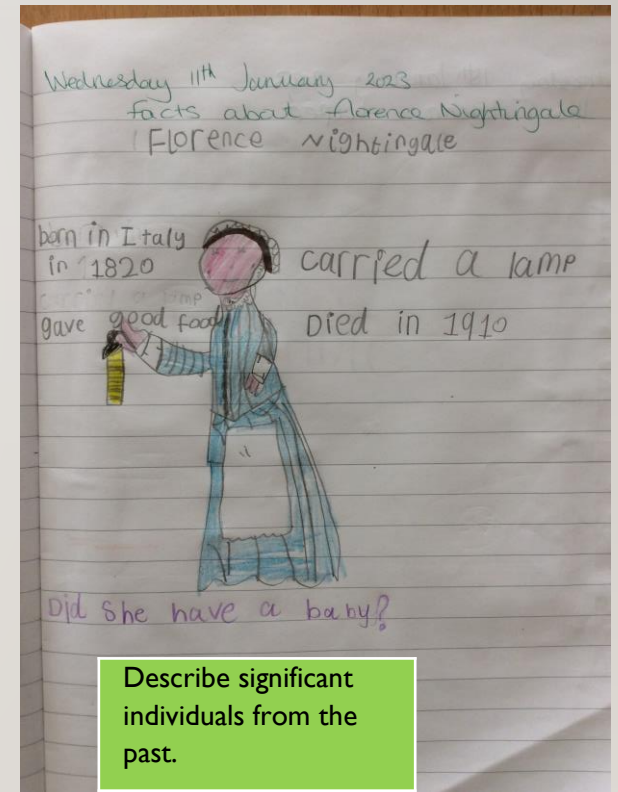


Describe memories and changes that have happened in their own lives

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



Identify similarities and differences between ways of life in different periods



HISTORY IN YEAR 2 - YARMOUTH AND FRESHWATER

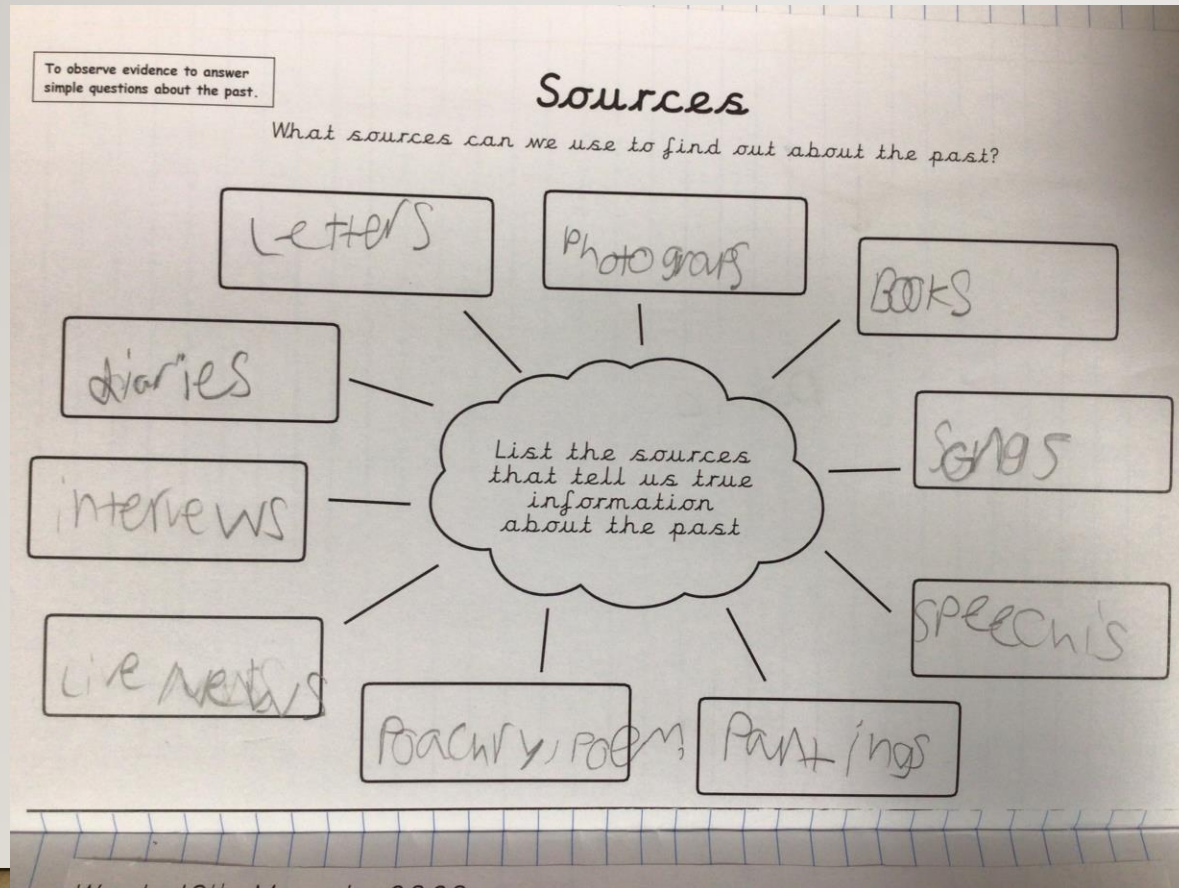
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION



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

➤ HISTORICAL ENQUIRY

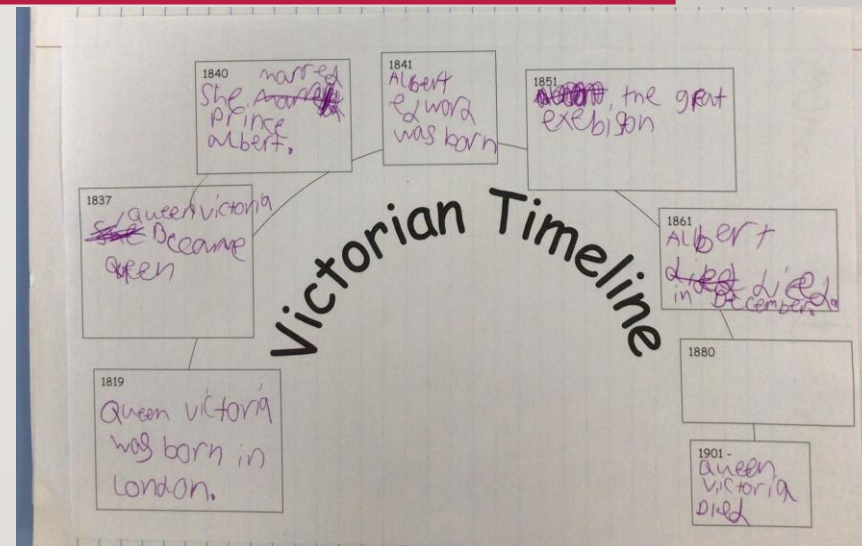
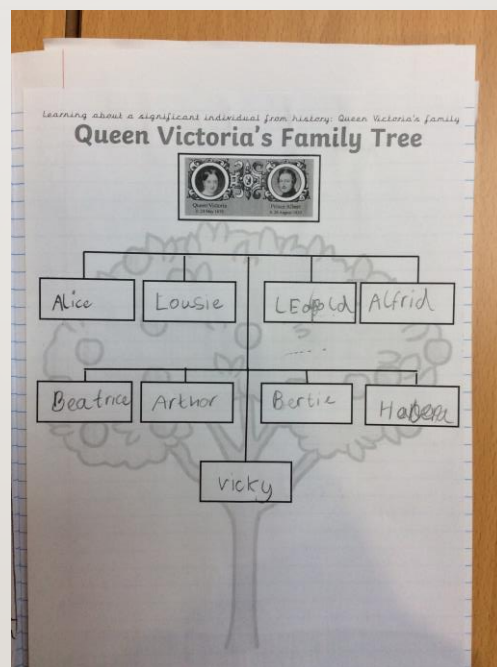


Observe or handle evidence to find answers to simple questions about the past

➤ CHRONOLOGICAL UNDERSTANDING

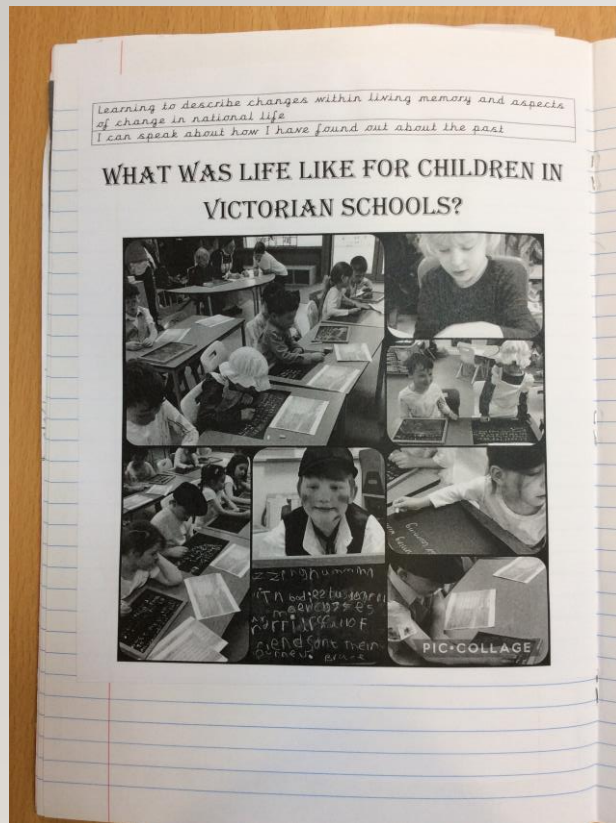
LO: Sequence artefacts and events that are close together in time
Order the dates of these events from earliest to latest on your timeline.
CHALLENGE: Research and include the birthdays of Queen Victoria's children.

Year	1819	1831	1840	1861	1901
Draw the event					
Describe the event	Victoria was born in London.	Victoria became queen of England in June.	Victoria's husband was Albert.	Albert died in December.	After a long and eventful life, she died in January.

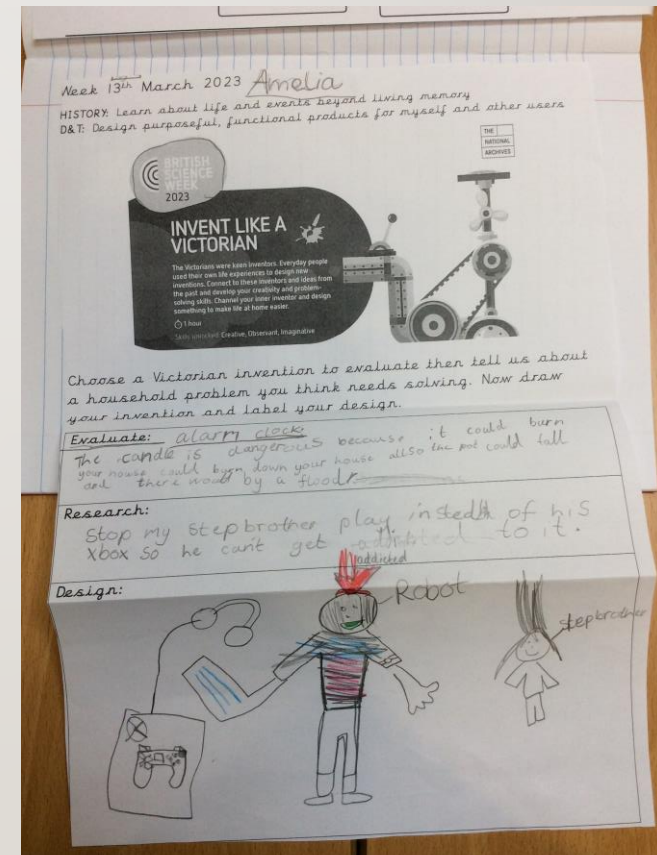


Sequence artefacts and events that are close together in time

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



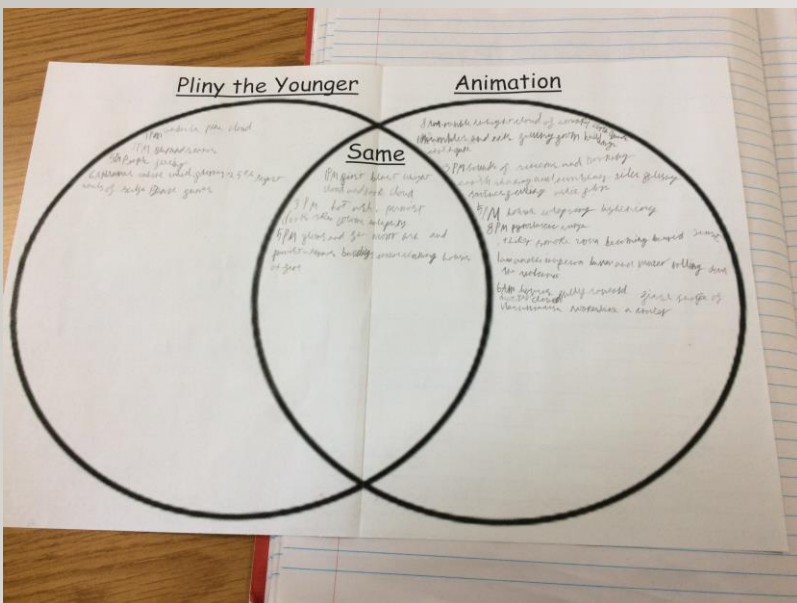
Understand that there are reasons why people in the past acted as they did



HISTORY IN YEAR 3 - YARMOUTH AND FRESHWATER

- 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 and be able to explain some of the reasons why the accounts may be different.

LO: to investigate 2 different versions of a historical event and explain the reasons for those differences

WHAT DOES SHE LOOK LIKE? HOW IS SHE SHOWN?
WHY DO YOU THINK SHE IS SHOWN THE WAY SHE IS?



She is being shown as she is powerful, fearless, unsopitable and showing the Romans "I will not get killed ingrant of all of her tribe and let her tribe die she with her ownell."

EXT I will not

I think she said ingrant of her tribe "I will not get killed ingrant of my tribe and let you die with me if I die right and save your self if you get wounded, do not let me not be weat thin of your family = am powerfull because = am bucia"

LO: To consider two different accounts of the eruption and explain how and why they are different.

Friday 17th March 2023

24

- ~~water~~ ^{and} under stones level had risen
- buildings were shaking with violent shocks
- danger of falling pumice stones
- they put pillows on their heads

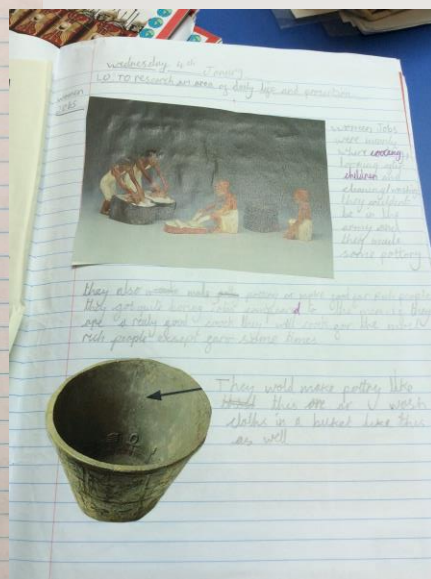
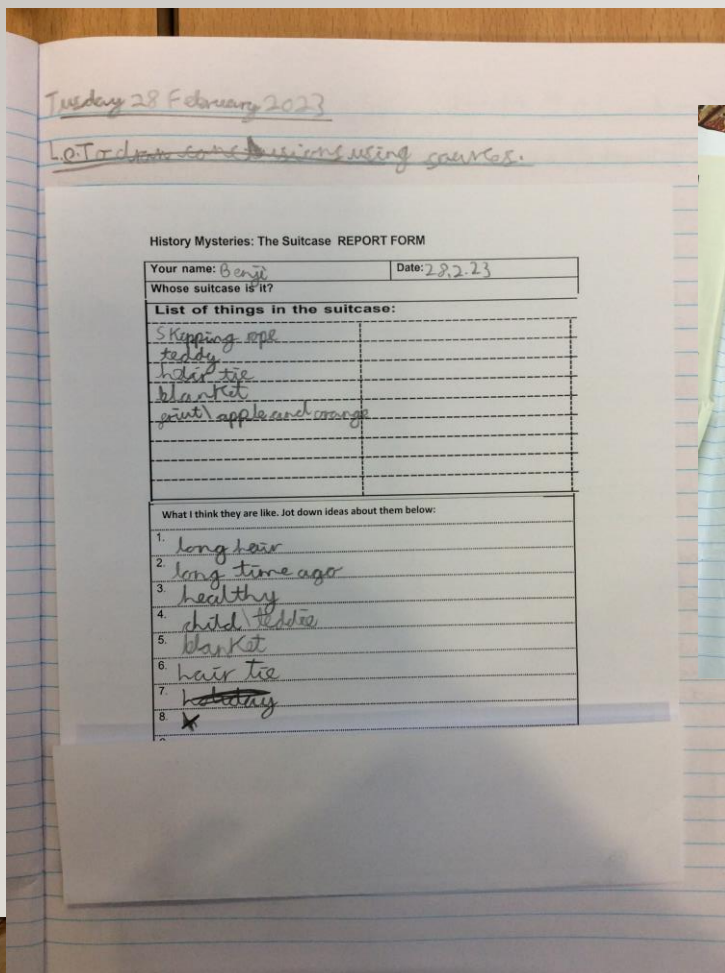
25 August - Morning

- smoke still and dangerous
- ~~spores~~ ^{spores} ~~in the air~~ ^{in the air} ~~in the air~~ ^{in the air}
- Smell of Sulphur
- ~~flames~~

First Friday 17th April 2023

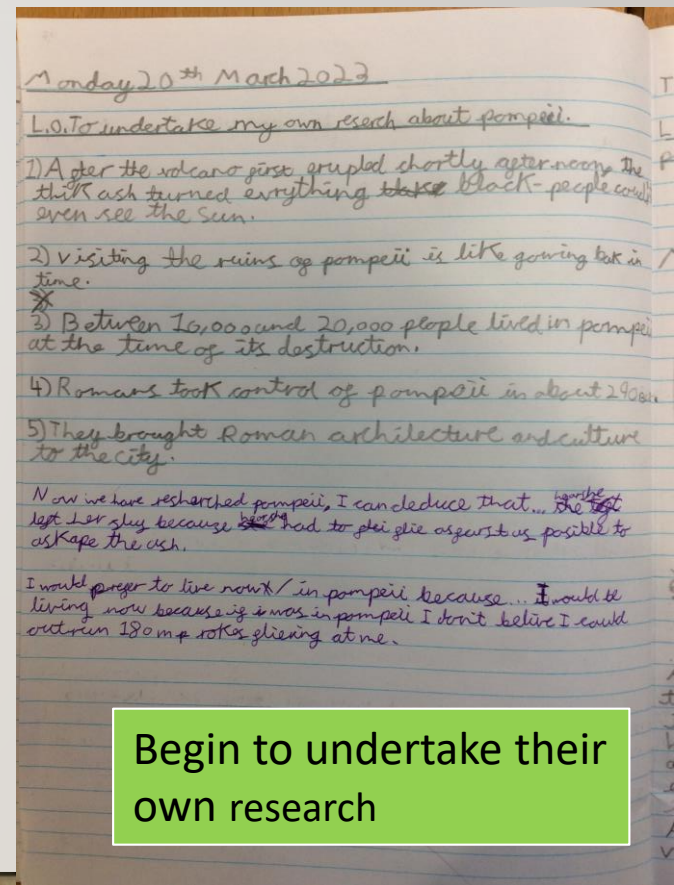
this account implying they younger reached over the time line ~~because~~ ^{there was a lot of} ~~there was a lot of~~ ^{people were running with pillows on their heads} and rocks were falling just like our time line.

➤ HISTORICAL ENQUIRY



Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information

Use a range of sources to find out about the past

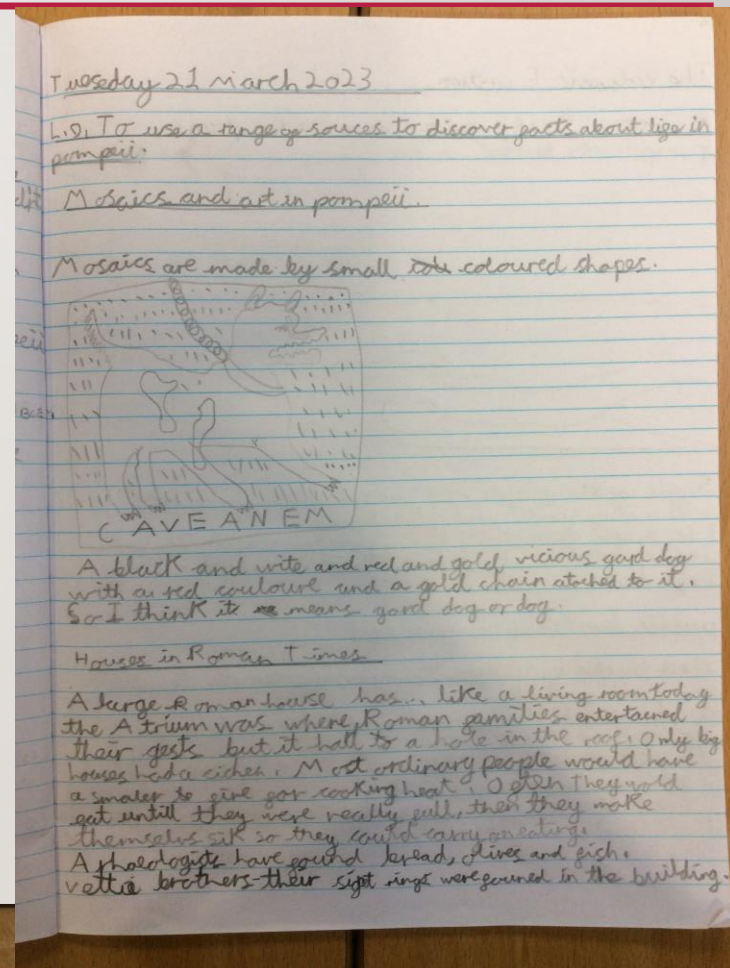


Begin to undertake their own research

➤ CHRONOLOGICAL UNDERSTANDING



Sequence several events, artefacts on a timeline



➤ 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 - YARMOUTH AND FRESHWATER






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

➤ HISTORICAL INTERPRETATION

28/3/23
LO: continued

Was Boudicca a hero or a villain?	
Evidence she was a Hero	Evidence she was a villain
<ul style="list-style-type: none"> • She was a leader • she stood up for her rights • trying to protect them from the Romans • Brave leader • didn't give up • fearless • beaten by the Romans instead of her people • The Romans had kicked out of there dead • Burning down 3 cities, Londonium, Eborac, etc. 	<ul style="list-style-type: none"> • she was fighting against them • she destroyed 3 of the most important cities • she was war paint • wasn't paying taxes • The Romans were being friendly • She was ungrateful for all of the lovely things that the Romans served the Celts • She was a bit grumpy going to battle • They had now chosen to fight • the Romans was just killing people it was there for jobs, but then Celts chose to fight

Find and analyse a wide range of evidence about the past


	<p>I think this object is... a brooch ✓ because...</p> <p>It looks like a brooch but it's in the middle of a brooch The object is actually... still a brooch we still don't know</p>
	<p>I think this object is... a brooch ✓ because...</p> <p>it has a flat top and it looks like something someone would use The object is actually... a brooch</p>
	<p>I think this object is... a brooch ✓ because...</p> <p>it looks like a brooch but it's in the middle of a brooch The object is actually... a brooch</p>
	<p>I think this object is... a brooch ✓ because...</p> <p>it looks like a brooch but it's in the middle of a brooch The object is actually... a brooch</p>
	<p>I think this object is... a brooch ✓ because...</p> <p>it looks like a brooch but it's in the middle of a brooch The object is actually... a brooch</p>

➤ HISTORICAL ENQUIRY

and we still use all of it today. I think the British cells really appreciate the Romans coming and invading the country because they brought so many things that helped the British cells.

LO: to investigate 2 different versions of a historical event and explain the reasons for those differences

WHAT DOES SHE LOOK LIKE? HOW IS SHE SHOWN?
WHY DO YOU THINK SHE IS SHOWN THE WAY SHE IS?

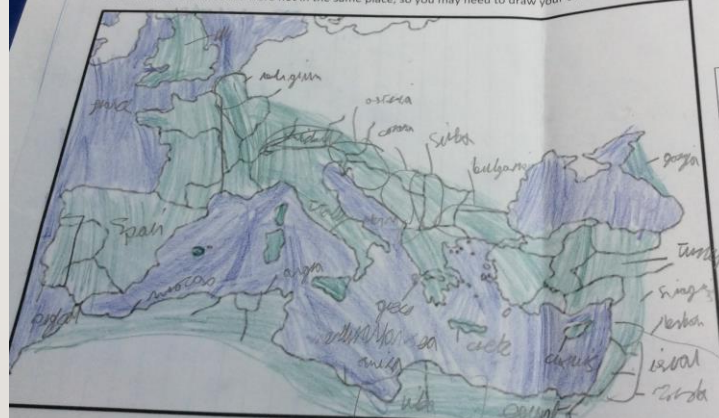


She is being shown as she is powerful, fearless, unsopple and showing the Romans "I will not get killed in front of all of my tribe and let her tribe die with her as well."

Ext I will not

I think she said in front of her tribe "I will not get killed in front of my tribe and let you die with me if I die fight and save your self if you get wounded, do not let me see the death of your family I am powerful - full because I am brave"

LO: to note key changes over a period of time and give reasons for those changes
On a blank map of Europe, show with colour how much land the Romans had conquered by AD 177.
Remember the boundaries were not in the same place, so you may need to draw your own.



This map shows the country boundaries as they were in AD 177.
Have a look in your atlas. Which present-day countries were conquered by the Romans?

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

➤ CHRONOLOGICAL UNDERSTANDING

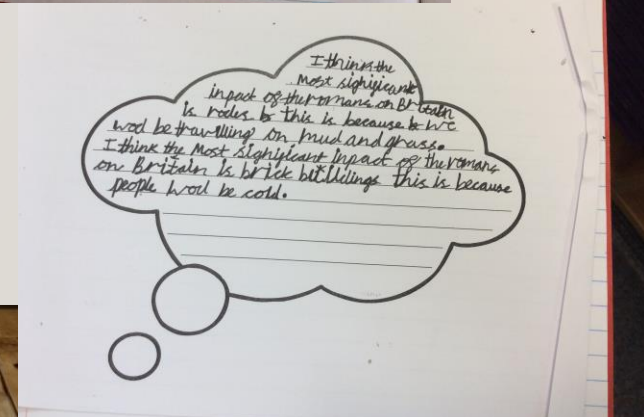
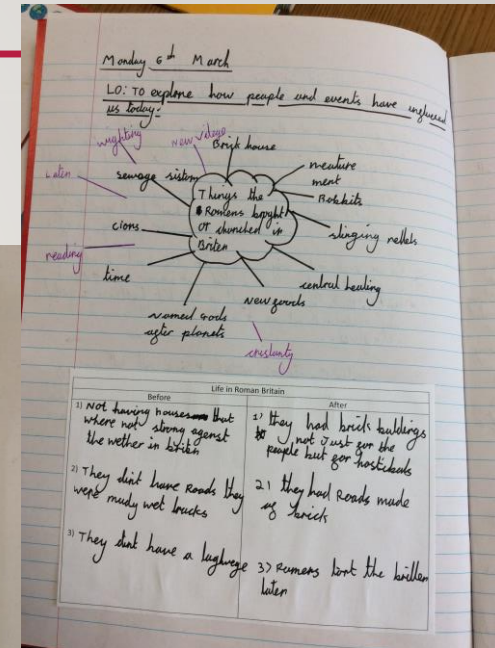
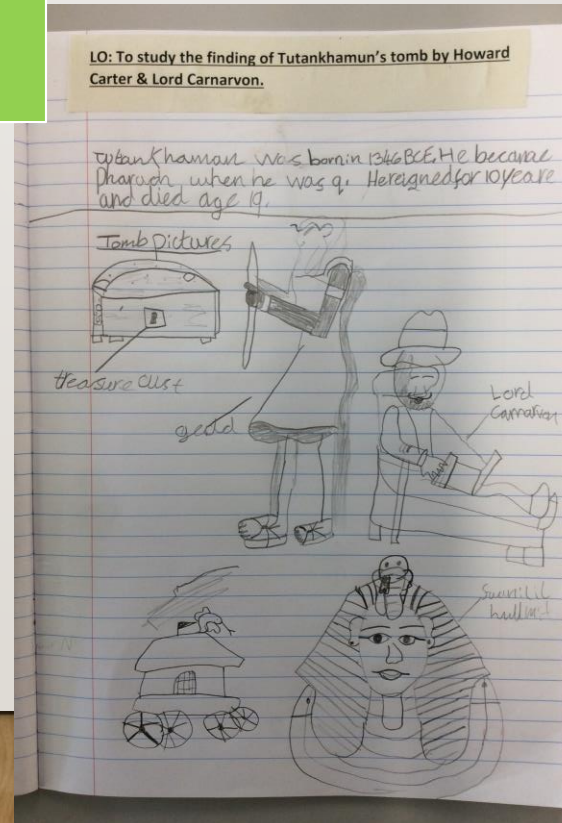
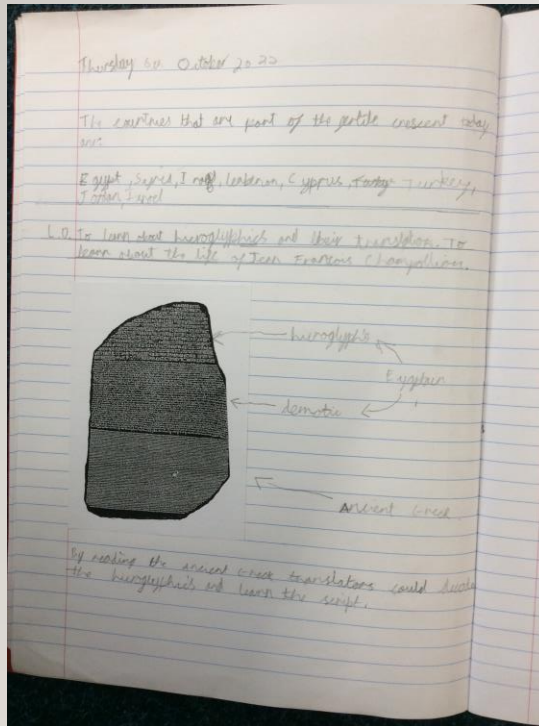
Roman Empire Timeline					
753 BC The building of the city of Rome begins in central Italy. It is named after its first king – Romulus . ✓	264 BC The Romans take control of Italy by defeating other tribes and occupiers. ✓	44 BC Augustus, who is a relative of Julius Caesar , becomes the first Roman Emperor. ✗	AD 64 A massive fire rages in Rome for six days. Parts of the city are badly damaged or destroyed. ✓	AD 285 The mighty Roman Empire has become hard to manage and is split into two separate empires. ✓	AD 410 Famous Roman general and dictator , Julius Caesar, is assassinated by senators who think he is too powerful . ✗
509 BC The last king of early ancient Rome, King Tarquin, is ousted. Rome becomes a republic . There is a new government with leaders who are elected. New laws are also passed. ✓	146 BC Carthage is finally beaten in their wars with the Romans. All their lands in North Africa and Spain are seized by Rome. ✓	27 BC Christianity is accepted across the Roman Empire. ✗	AD 80 The Colosseum opens in Rome. At least 50,000 spectators can watch gladiatorial combat, hunts and naval battles in the giant amphitheatre. ✓	AD 313 Rome is sacked by invaders . The Roman army is called back from faraway places, such as Britain, to defend the empire closer to home. ✗	AD 476 The Roman Empire falls when barbarian raiders take control of Rome. ✓

Order an increasing number of significant events, movements and dates on a timeline using dates accurately



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

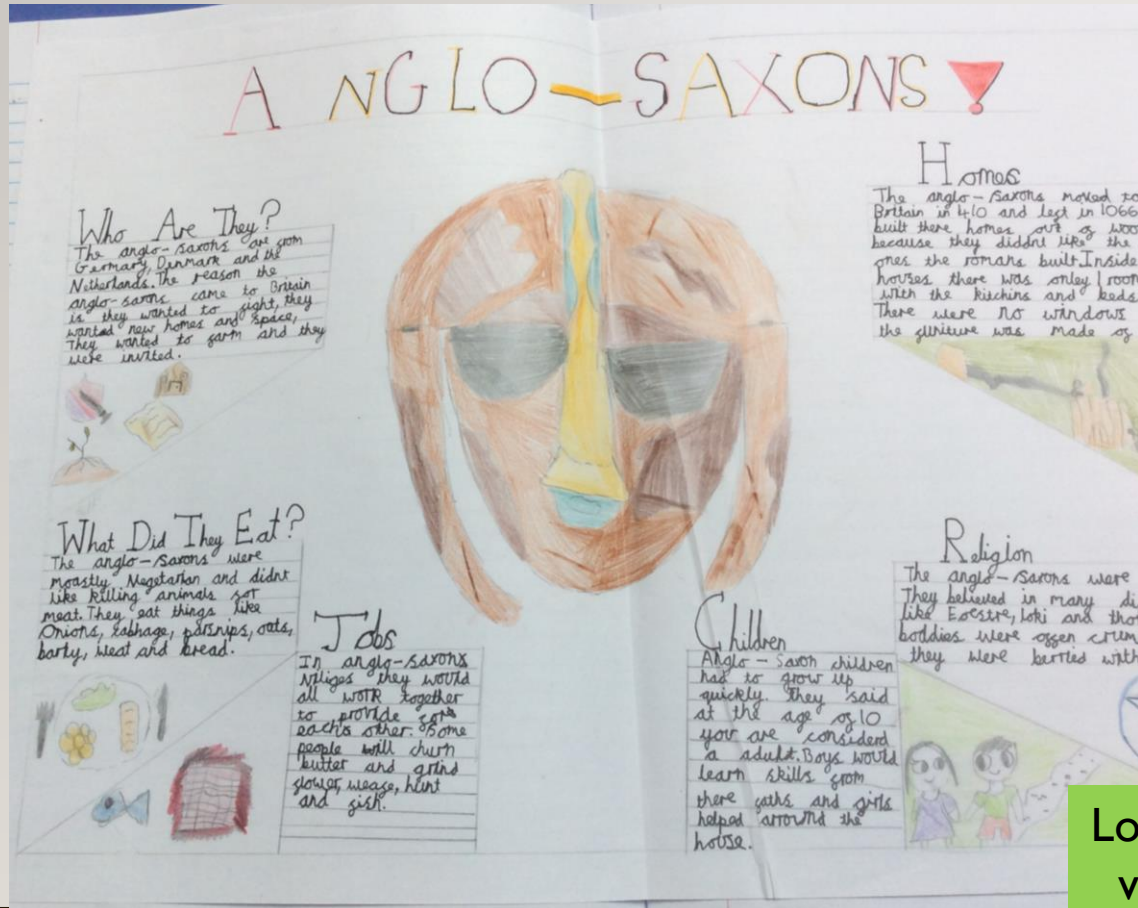
Find out about the everyday lives of people in time studied compared with our life today



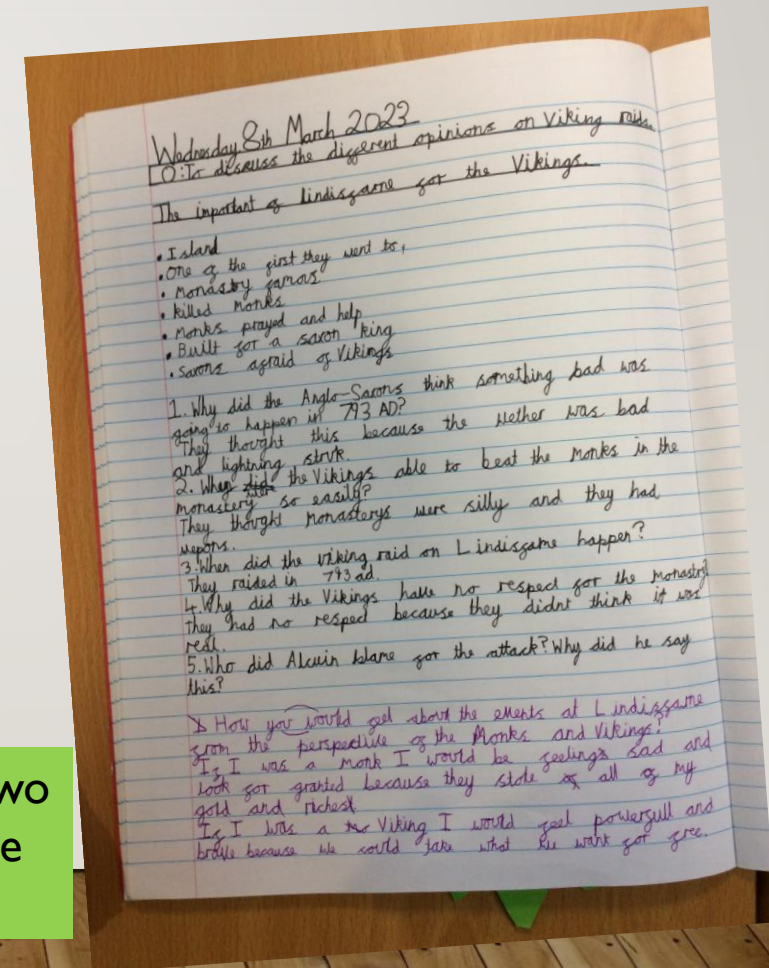
HISTORY IN YEAR 5 – YARMOUTH AND FRESHWATER

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

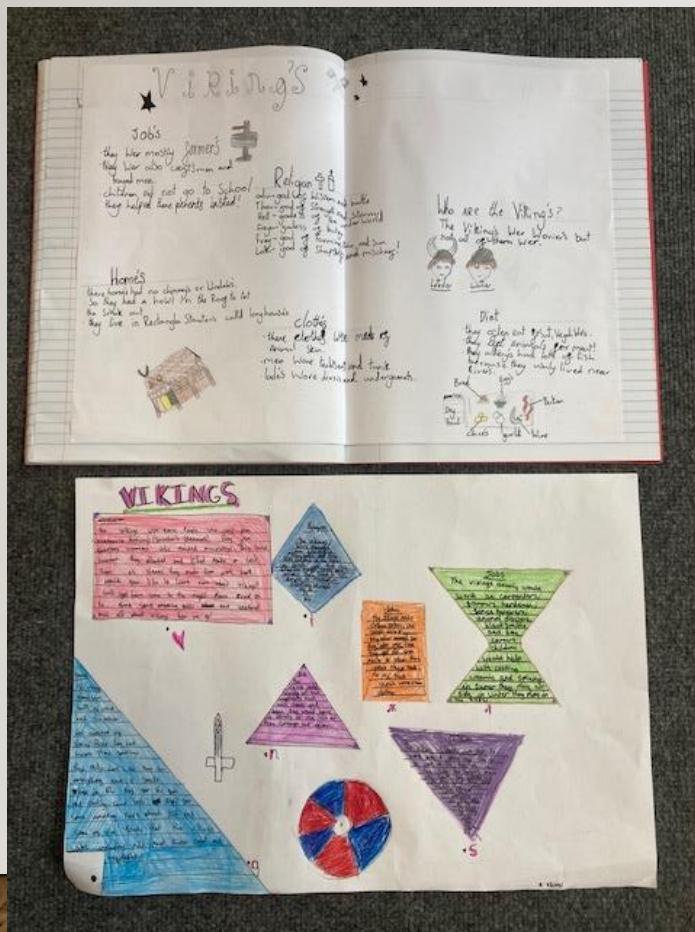
➤ HISTORICAL INTERPRETATION



Look at more than two versions of the same event

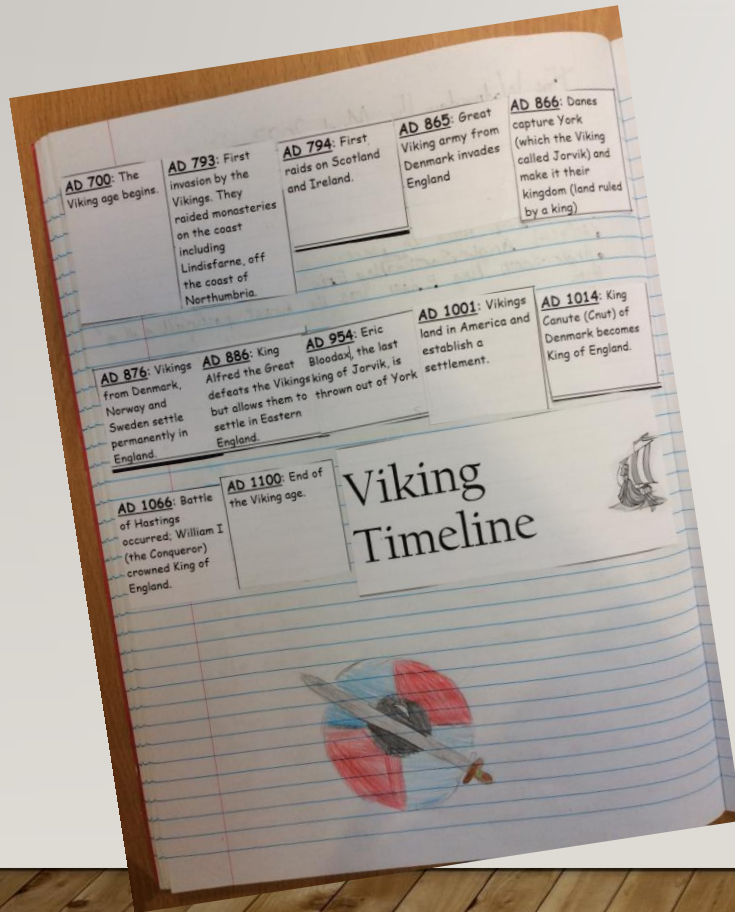


➤ HISTORICAL ENQUIRY

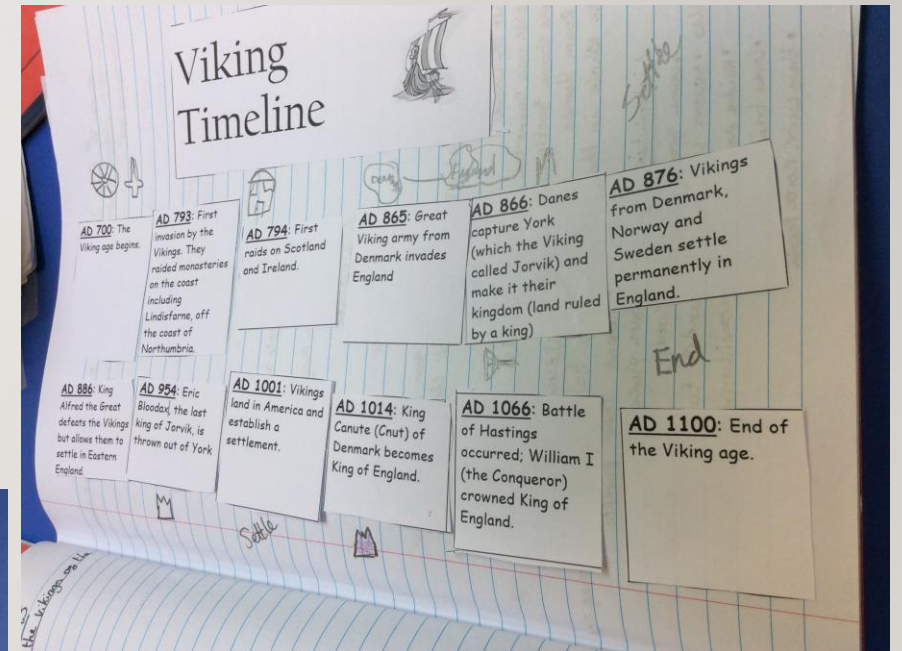
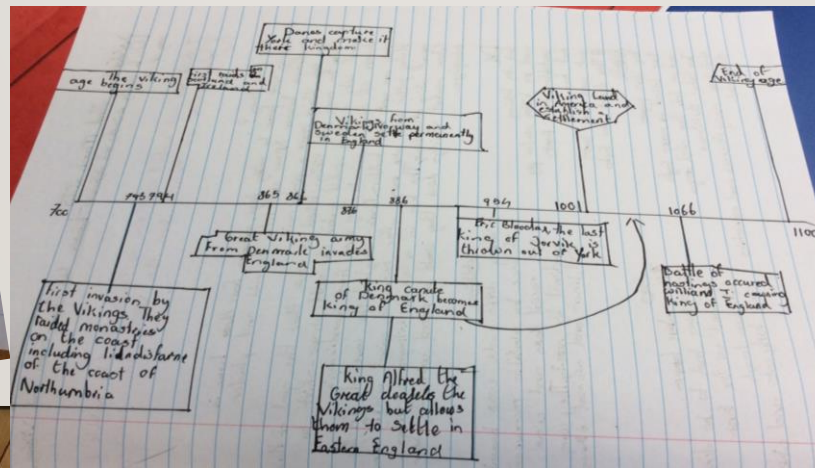


Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites

➤ CHRONOLOGICAL UNDERSTANDING

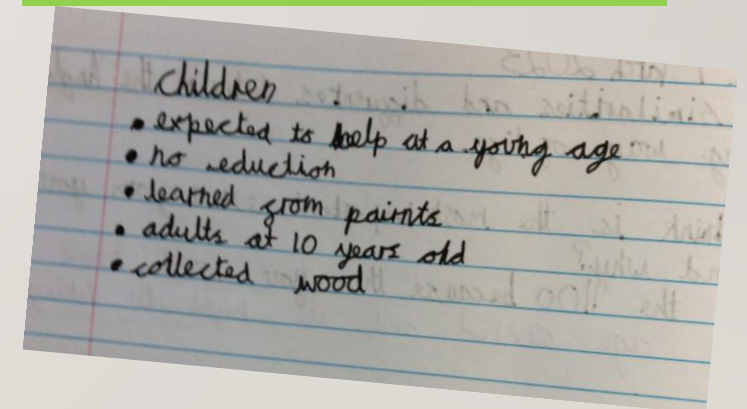
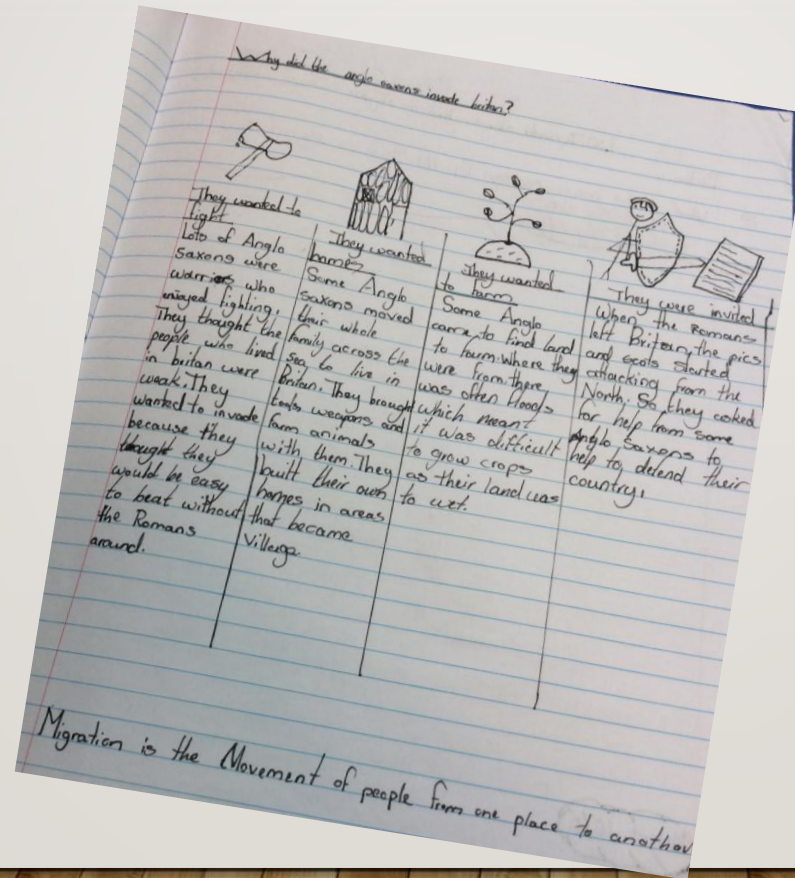
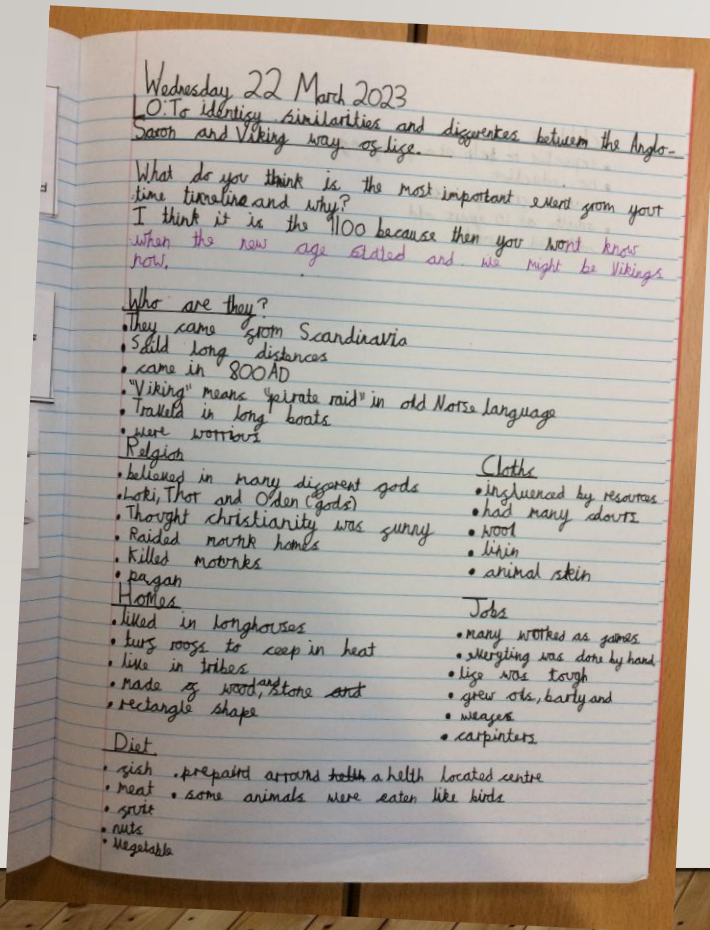


Order an increasing number of significant events, movements and dates on a timeline using dates accurately



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

- Identify and note connections, contrasts and trends over time in the everyday lives of people

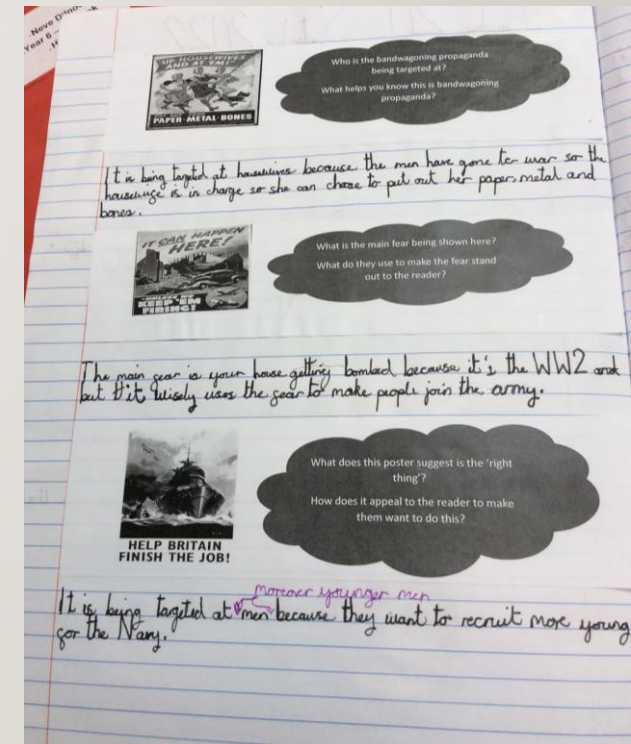
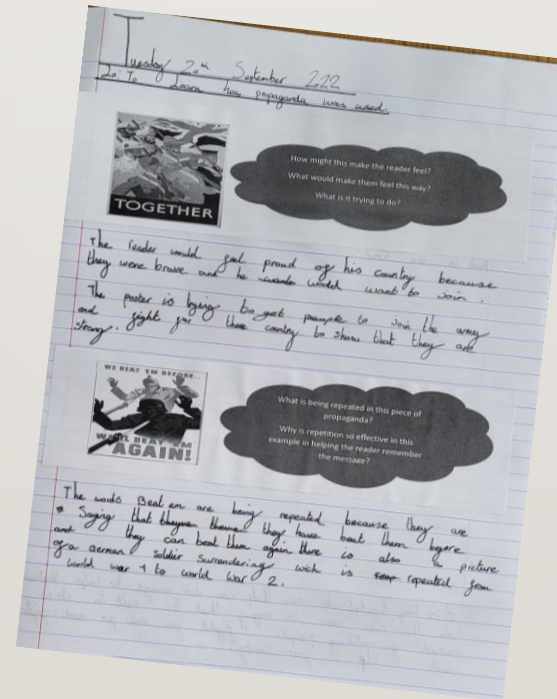


HISTORY IN YEAR 6 – YARMOUTH AND FRESHWATER

- 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

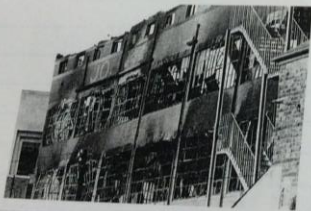



➤ HISTORICAL ENQUIRY

Monday 7th November 2022

LO: To learn about the Blitz.

I think the reason the Nazis carried out the Blitz because they wanted to kill the ~~prime minister~~ prime minister so they could tear up Britain's ~~economy~~ economy and crush civilian's hope and ~~conquered~~ confidence.

Factories	Docks
Why would factories be targeted?	Why would docks be targeted?
But Factories were targeted since there would be less supplies such as guns and ammo. Which would damage the economy.	Docks would be targeted so there would be less supplies and it would isolate us from the rest of Europe. And the military wouldn't be able to come and assist us. And it would disrupt ship building.
	

JEWISH LIFE UNDER GERMAN CONTROL

Can you make notes on everything that stands out to you in these photos?

- All had to sleep all crammed up in one room.
- A lot of kids had to leave their families there and kids in the convent school camp.
- It's all very cramped and there's also of people next to a wall.
- People going into the ghetto.
- There were Jewish people with guns.

I think what the Germans did to the Jews was horrible and unfair because they did nothing wrong and did not deserve it. I think of the things the Germans did to them because there were Jewish people.

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

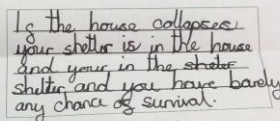
What negatives could there be for sending their children to live with other families in the countryside?

- Children could get lonely.
- Family may not be able to accommodate them properly.
- They might not feel their own.
- Children treated badly.
- Scared.
- Upset.
- Homesick.
- Are they safer?
- Staying with strangers.
- Children's parents may be killed.
- Parents could be lonely.

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

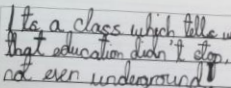
CAN YOU WRITE DOWN WHAT YOU THINK A BOMB SHELTER SHOULD DO?

Looking at these three pictures of the main types of bomb shelters, can you think of any disadvantages to them?



It's not camouflaged so
so it's got more of a chance
of getting bombed and its
longer so is one corner
collapses the rest of it will

What do these primary sources (pictures) reveal about life in the underground shelter?



Factories

Docks

Ducks would be targeted so there would be less supplies and it would isolate his from the rest of Europe. And the military ^{work} wouldn't be able to come and assist us. And it would disrupt ship building.

**BLITZ**

Using the pictures (primary sources) you are going to see, can you identify the effects of the Bill?

PICTURE NUMBER	MAIN EFFECT	WHY THIS IS BAD
1	Isolated. A church has been bombed.	This is bad since there are less churches for people to attend.
2	A large hospital has been bombed.	This is bad because more hospitals will be too full.
3	Gas that has been released	People can breathe it in the toxic fumes.
4	A train track has been bombed.	Less people can escape to the countryside.
5	Children have lost their parents	More orphanages will be crammed.
6	A school has been bombed.	It affects people children's education.
7	A library has been bombed.	People would either have to buy a book or travel.
8	Injuries	People do their job.
9	A dock has been bombed.	Less people would be from the rest of the world.
10	A control ^{factory} girestation has been bombed.	They won't be able to help people.

Dear Diana,

It's been absolutely freezing down here tonight. My hands are as cold as ice as I write this. I wish M^{ama} and P^{apa} had their own bunker but they don't so we are all stuck down here.

I want to write in you so I can describe what it's like down here in the underground shelter shelter.

[illegible]

After an hour of waiting, after the lights flickered one last time ~~for~~ originally the air clear given some just then caught a whiff of some chemicals going to chemical toilet.

I'll write in you soon.

Emily xx

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

Identify and note connections, contrasts and trends over time in the everyday lives of people

The Anglo Saxons house designs were of a similar time period and were similar yet different.

What was the biggest difference you notice, and why do you think it is different to the Mayans?

The main difference is the design. I think it's different because the Mayans lived in tropical warm areas and the Anglo-Saxons lived in a colder climate so they would've had to use different materials and use a different shape for the building to withstand the weather where they lived.

No Mayan houses remain in Chichen Itza because the roof made of palm leaves is a part of palm leaves so it would've rotted away exposing the inside so then the wood would've decayed leaving only the remains of materials unable to rot or decompose.

Friday 7th October 2022

Lo: To learn about life during WW2

I would feel thankful at the start of the war but I would soon know that that's all we would have, but after a while I would start feeling sick of it and I would want some more different types of meals knowing I couldn't.

Imagine you were served this stew daily... How would you feel?

Year	Calories Rationed	Difference from recommended amount of calories (Men)	Difference from recommended amount of calories (Men)	Difference from recommended amount of calories (Child)
1938	3000	500	1,000	1,300
1941	2613	113	613	913
1942	2078	-422	78	378
1943	1981	-519	-19	281
1944	1671	-829	-329	-29
1945	1412	-1088	-588	-288
1941 (JEWS)	184	-2316	-1816	-1516

LET'S IMAGINE YOU ARE SUDDENLY TOLD YOU NEED TO EVACUATE FROM THE ISLE OF WIGHT AND MOVE TO LIVE WITH A FAMILY YOU DON'T KNOW... YOU HAVE ONLY A WOODCASE YOU CAN PACK. CAN YOU LIST WHAT YOU WOULD TAKE WITH YOU (BE REALISTIC AND REMEMBER YOU CAN ONLY TAKE WHAT WOULD FIT)?

EXAMPLE:

- My favourite teddy (3, 2 of them are small).
- 5 shirts (5)
- 5 shorts (5)
- 5 pairs of pants (8) 1940
- Phone books 1940
- Blanket 1940
- Snacks 1940
- My Filas 1940
- Switch 1940
- Caramel Wagon
- Picture of my dog 1940
- A dog collar 1940

I too would struggle without my phone because I wouldn't be able to contact my...

HISTORY IN EYFS- SHALFLEET

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

➤ HISTORICAL INTERPRETATION

Understanding the World

Past and Present

Understand the past through settings, characters and events encountered in books read in class and story telling.

The children have been learning the story: Charlie Cook's Favourite Book and within this text was a pirate who found the story of Goldilocks and the Three Bears in a treasure chest. The children created maps, looked through old telescopes, made their own and found gold coins.

Looking for treasure

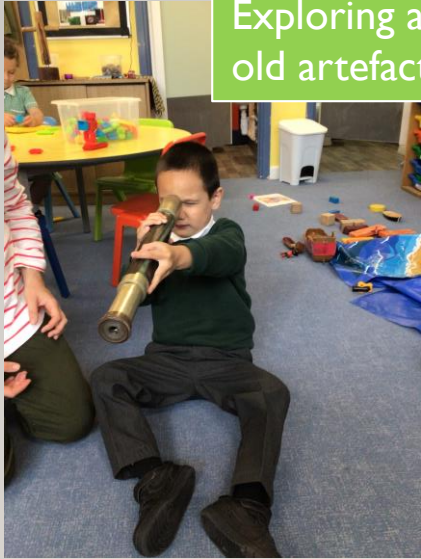


Making pirate hats



➤ HISTORICAL ENQUIRY

Exploring an old artefact



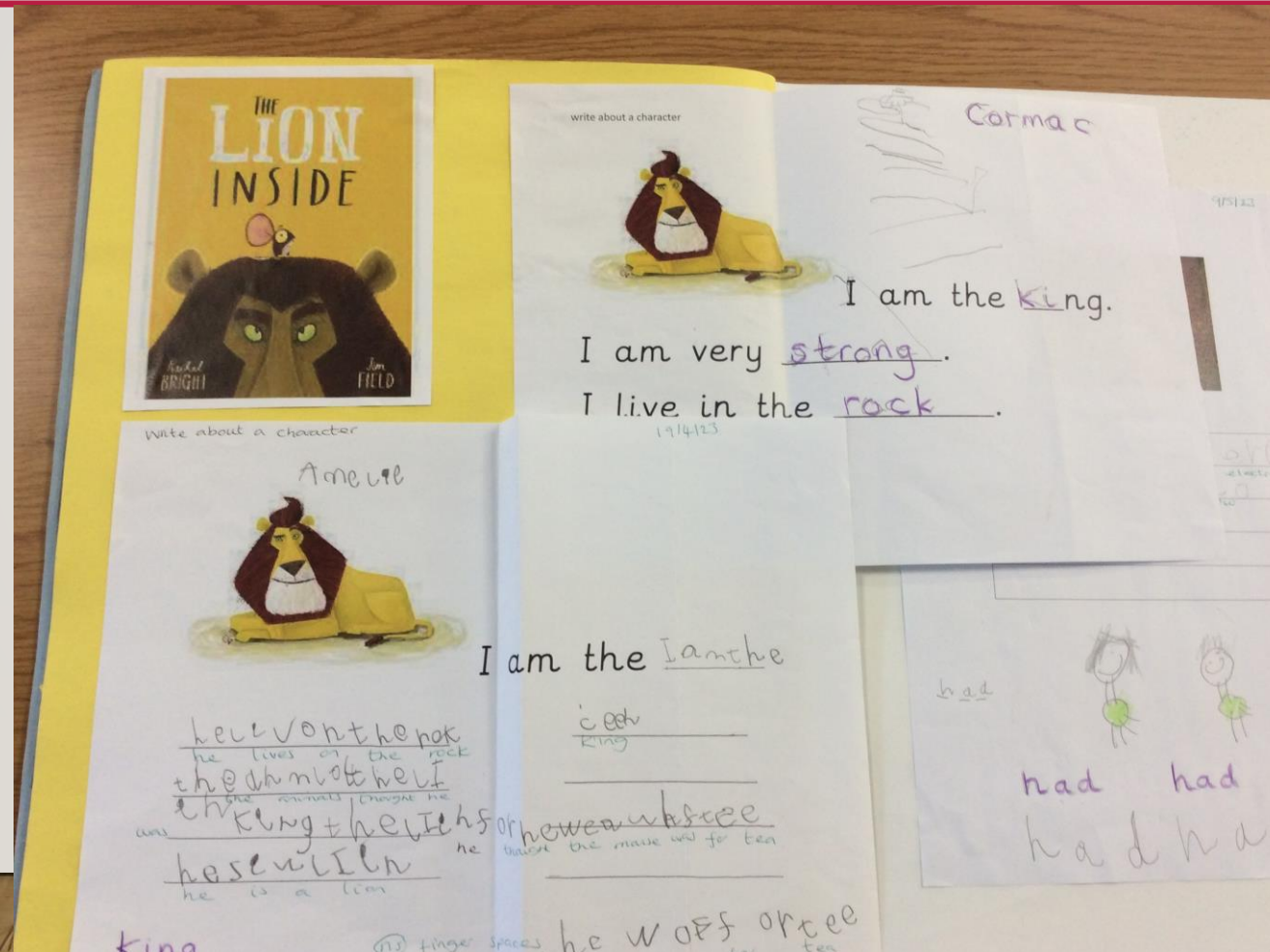
Finding treasure linked to learning about treasure



➤ CHRONOLOGICAL UNDERSTANDING



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




HISTORY IN YEAR 1 - SHALFLEET


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


➤ HISTORICAL INTERPRETATION

Henry 25/10/2017


Florence Nightingale

 Date of birth: 1820

 Date of death: 1910

Florence is significant because She saved lots of lives and made hospitals better. 

A picture of Florence Nightingale




Interesting Fact
She was called the lady of the lamp. 


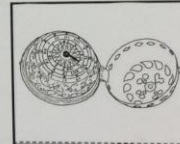
Events beyond living memory that are significant nationally

★ What Could Guy Fawkes Use?

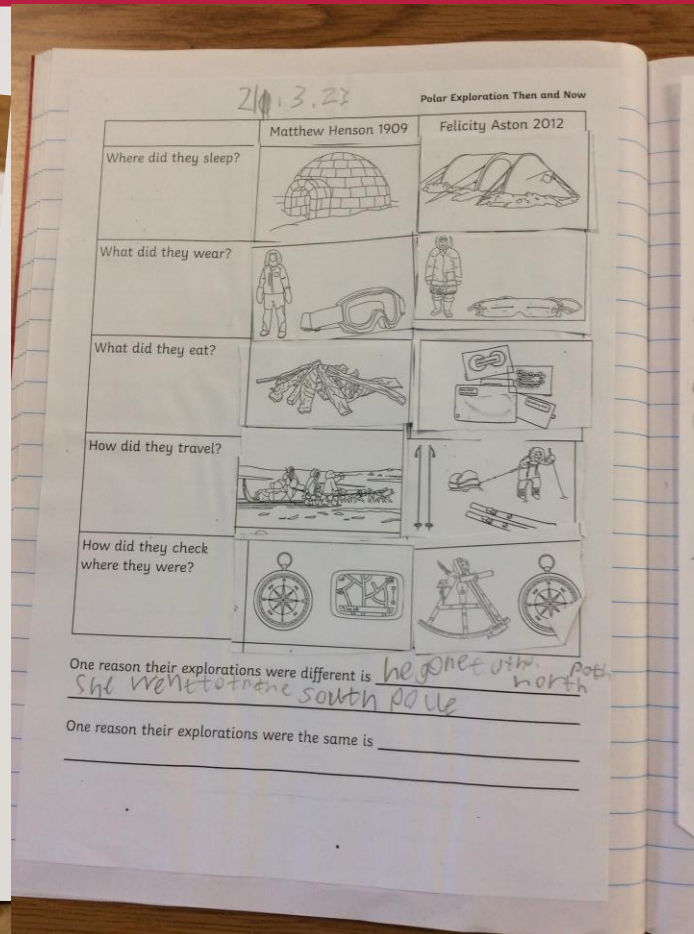
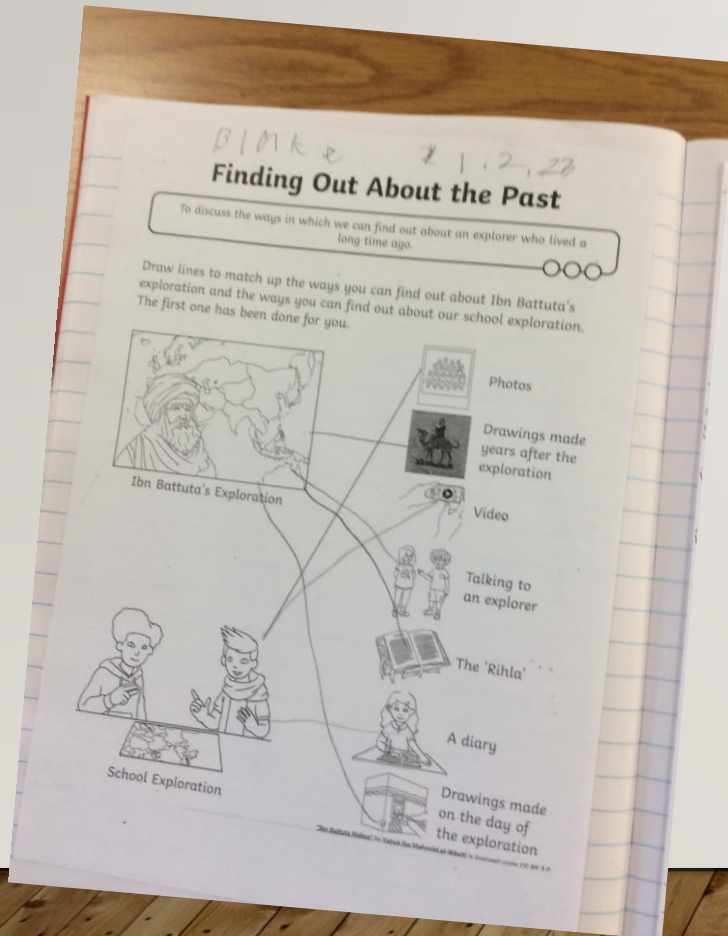
L L 20/9.11.22

Can you help Guy Fawkes find the things he needs?

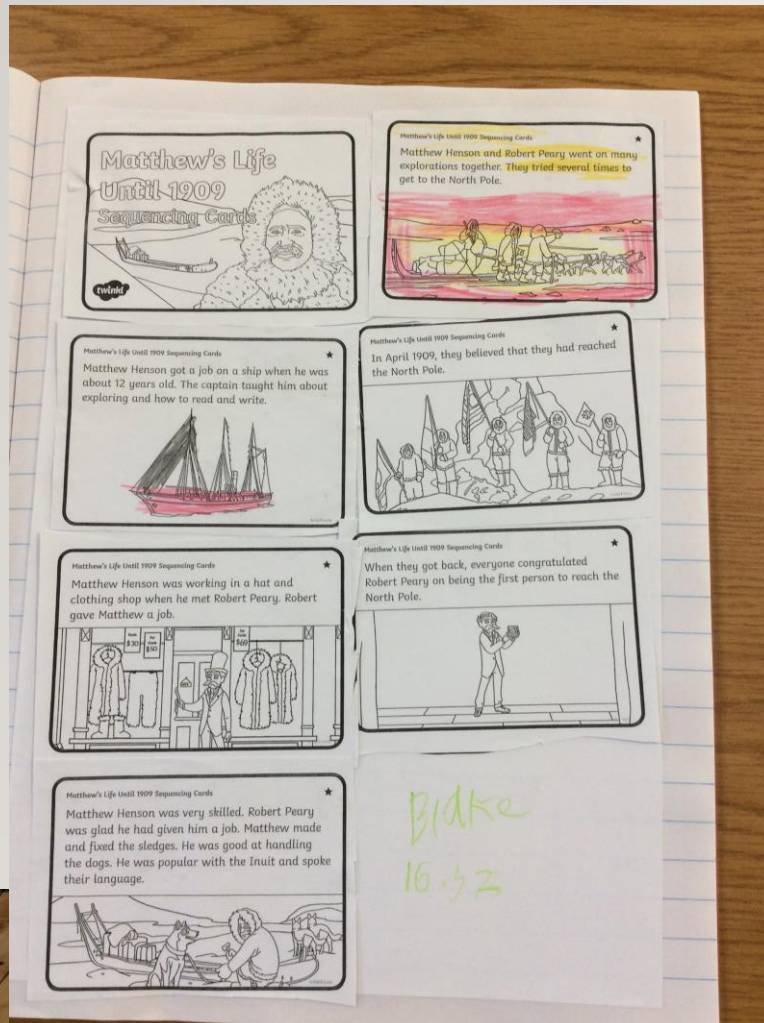
 

➤ HISTORICAL ENQUIRY



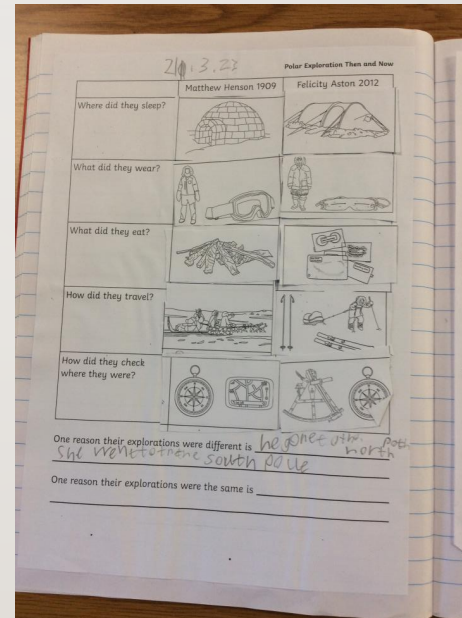
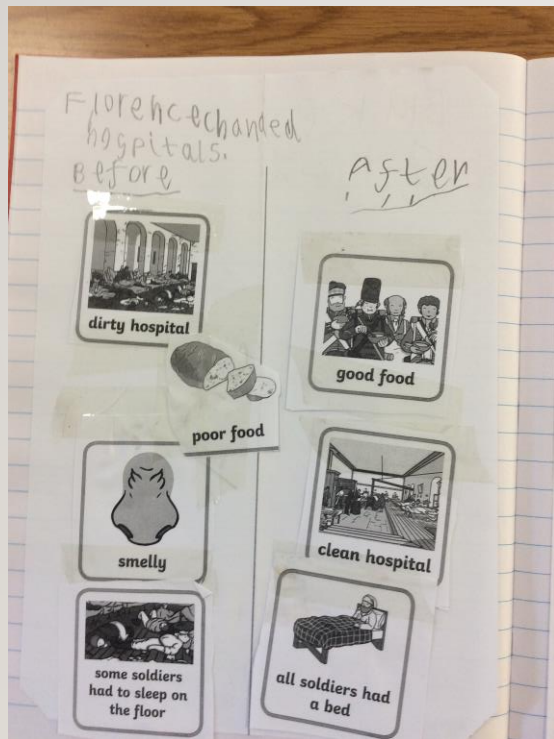
Choose and select evidence and say how it can be used to find out about the past

➤ CHRONOLOGICAL UNDERSTANDING



Sequence pictures from
different periods

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



Recognise some similarities and differences between the past and the present

HISTORY IN YEAR 2 - SHALFLEET


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

➤ HISTORICAL INTERPRETATION

Monday 16th January 2023

To study the life of a significant individual
To begin to identify different ways the past is represented
Write five facts about Queen Victoria
Say what is similar and what is different about the two sets of pictures. (Queen Victoria/Teacher)
CHALLENGE:
List the key events the pictures are showing

A • B • C



she had 9 children
she did not go to school
she married to her cousin
she had 4 grand children
she was crowned when she was 18
After Albert had his death she wore black clothes for the rest of her life
she was very successful and resilient

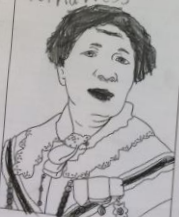
Blake 81223

Mary Seacole

Date of birth: 1805
Date of death: 1881

Mary Seacole is significant because she went to help British soldiers in the Crimean War. From all her efforts the soldiers called her Mother Seacole as she comforted them, nursed them back to health and was always there with her hooded clothes.

kindness



Interesting Facts


Mary was born in Jamaica and came to Britain at an early age. Where she went on to open a hotel, could buy packed lunches and various foods.

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

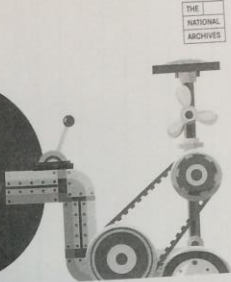
➤ HISTORICAL ENQUIRY

Week 13th March 2023 *Amelia*

HISTORY: Learn about life and events beyond living memory
D&T: Design purposeful, functional products for myself and other users

 **INVENT LIKE A VICTORIAN**

The Victorians were keen inventors. Everyday people used their own life experiences to design new inventions. Connect to these inventors and ideas from the past and develop your creativity and problem-solving skills. Channel your inner inventor and design something to make life at home easier.

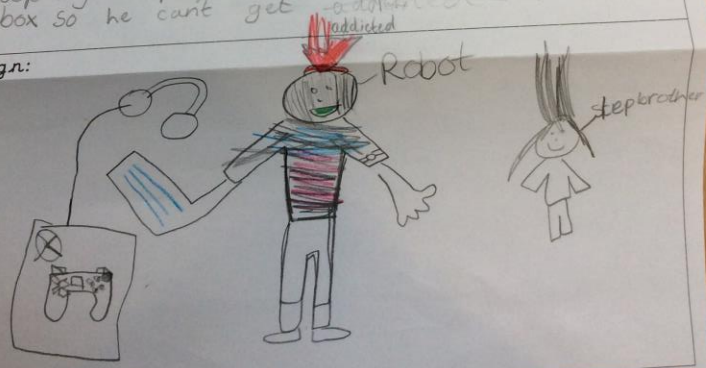


Choose a Victorian invention to evaluate then tell us about a household problem you think needs solving. Now draw your invention and label your design.

Evaluate: *alarm clock*
The candle is dangerous because it could burn your house down your house also the pot could fall and there would be a flood.

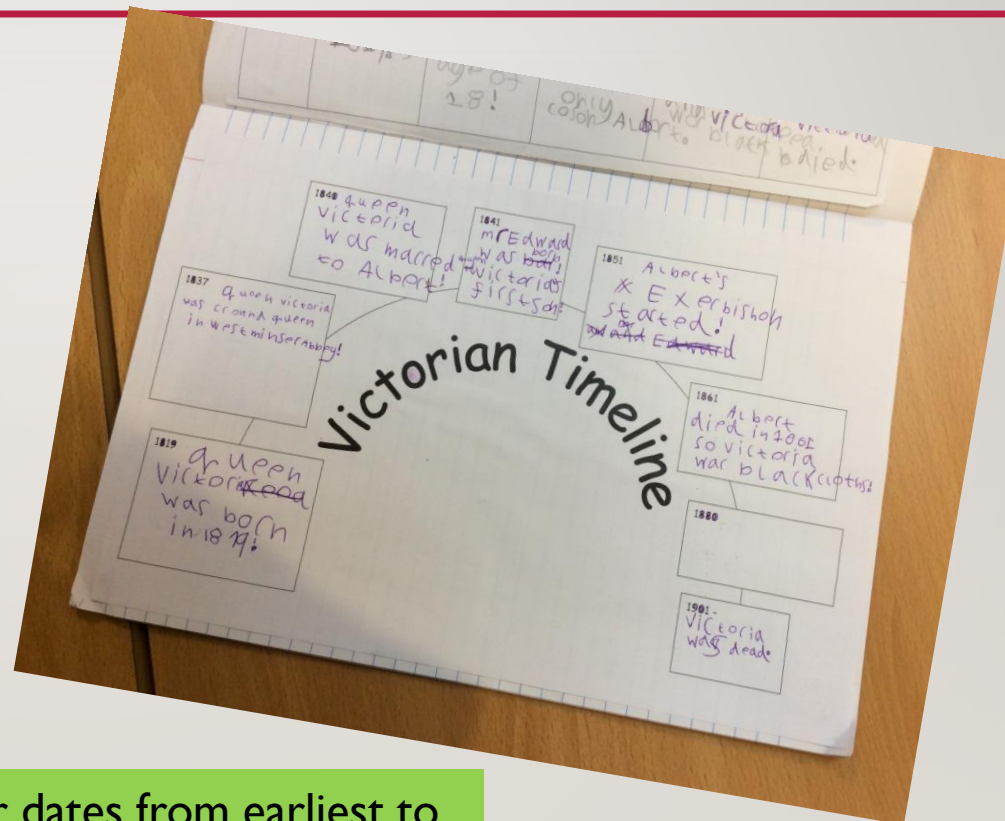
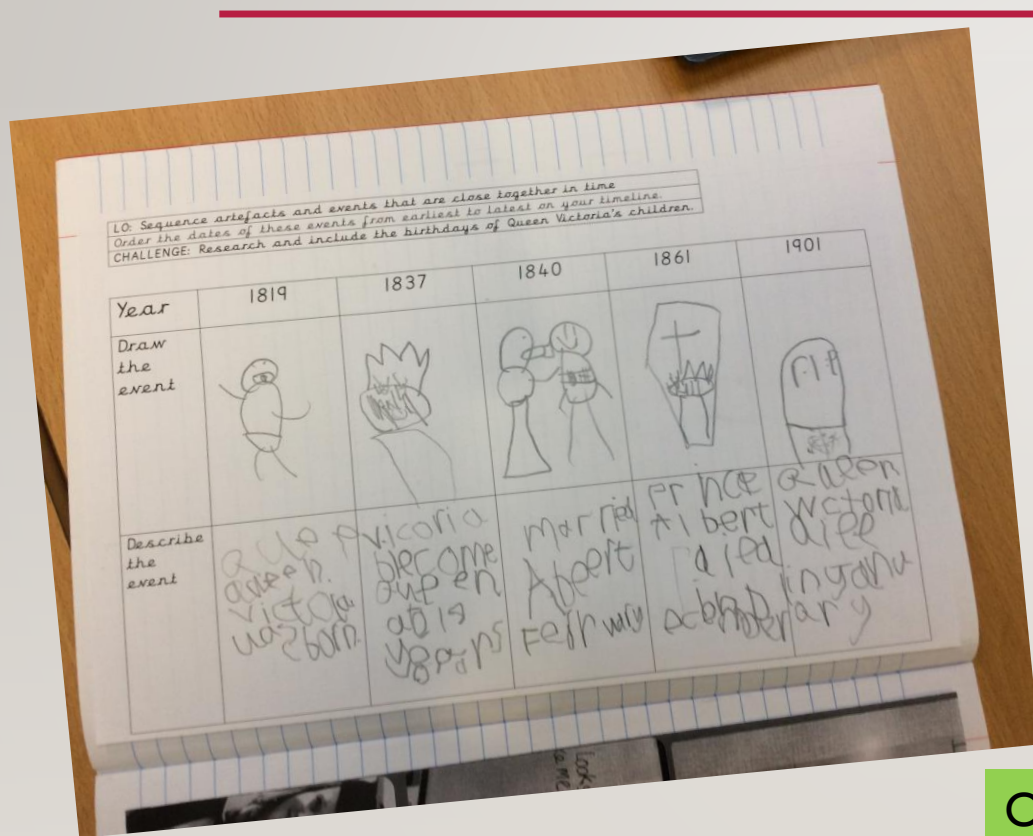
Research:
Stop my stepbrother play instead of his Xbox so he can't get addicted to it.

Design:



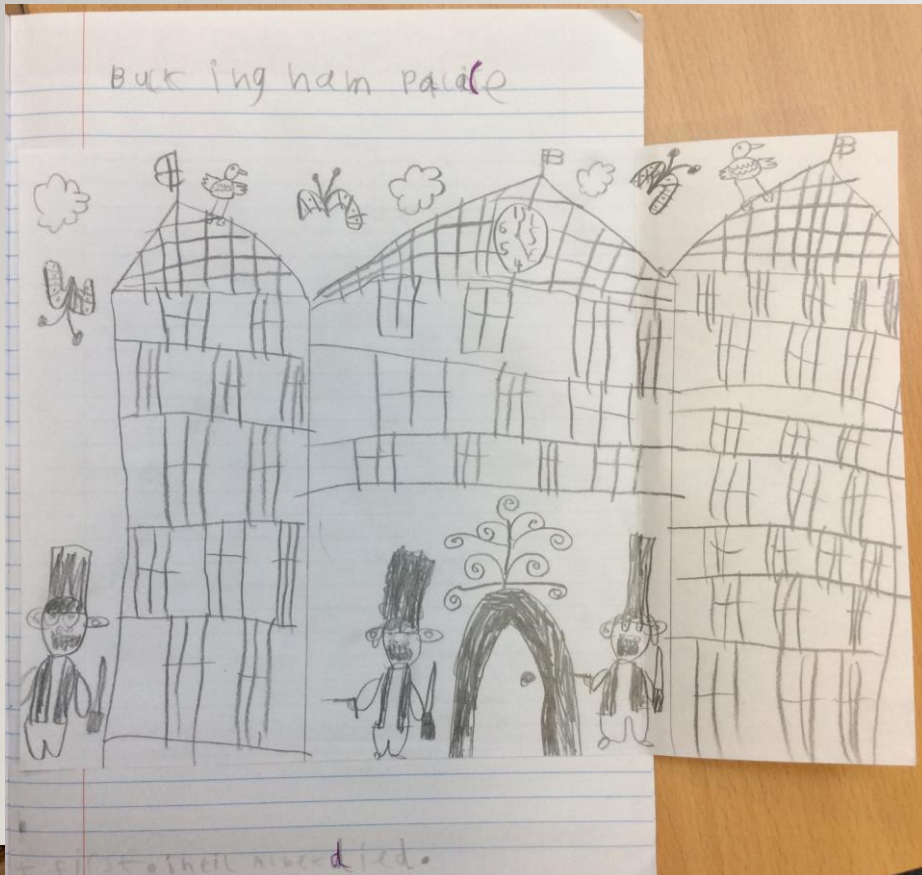
Choose and select evidence and say how it can be used to find out about the past

➤ CHRONOLOGICAL UNDERSTANDING



Order dates from earliest to latest on simple timelines

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



To study the life of a significant individual
To begin to identify different ways the past is represented
Write five facts about Queen Victoria
Say what is similar and what is different about the two sets of pictures. (Queen Victoria/Teacher)
CHALLENGE:
List the key events the pictures are showing

HER MAJESTY THE QUEEN AT THE AGE OF TEN.

She had nine children.
She was married to prince albert.
She did not go to school.
She 42 grandchildren.
She was the british empire.
She was the Victorian era.
She was crowned at the age 18.
She was a monarch.
She was born in 24th May 1819.

challenge
all of the pictures are black and white. In the pictures queen Victoria grows up.

Describe significant individuals from the past


HISTORY IN YEAR 3 - SHALFLEET

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

➤ HISTORICAL INTERPRETATION

Resource 6a
Comparing Stonehenge Theories

As you find out about each Stonehenge theory, fill in the boxes to show the evidence and remaining questions for each one. The first one has been done for you.



Theory 1		
Purpose	Evidence	Questions
A burial site	<ul style="list-style-type: none">Cremated bodiesSize and location of site	<ul style="list-style-type: none">Why did the builders go to the effort of carrying the stones from so far away if it is just a burial site?

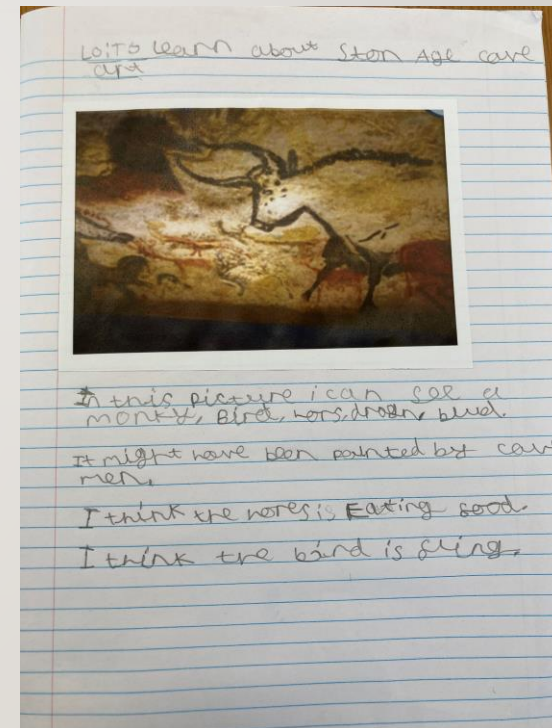
Theory 2		
Purpose	Evidence	Questions
A concert venue	plenty of space for dancing	Why do they go to so much effort just for a party?

Theory 3		
Purpose	Evidence	Questions
A healing place	The bodies had signs of illness and injury.	Why make it a house shape?

Theory 4		
Purpose	Evidence	Questions
An ancient calendar	The stones lined up with the summer and winter solstice	Why were bodies buried there?

I think the most likely theory is

Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different




➤ HISTORICAL ENQUIRY

Use a range of sources to find out about the past

Resource 8a
Will it Survive?

Sort the items into the correct side of the table to show whether you think that they would survive over thousands of years.



Human bones
Woven cloth
Animal skin
Food
Plants
Metal weapon
Human flesh
Pottery

Would survive ✓	Would not survive X
human bones metal weapon pottery	plants animal skin woven cloth food human flesh

©KS2History.com Stone Age to Iron Age Lesson 8

➤ CHRONOLOGICAL UNDERSTANDING



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

Francesca D

Resource 2b
Survival Treasure Hunt

Imagine that you are a Stone Age hunter-gatherer!

Hunt around for assets that will help you to survive in the wild.

Tick when you find:

- ☐ Something you can eat
- ☐ Something you can drink
- ☐ Something you can use to make tools and weapons
- ☐ Somewhere to shelter or something to use to make a shelter
- ☐ Something you can use to make clothing
- ☐ Something you can use for making a fire

Now record your findings in the table below

Asset	What would you use it for?	What kind of threat would it protect you against?
turnips	to eat you should eat it	
trough	you would drink	to protect you from sun
tree	shelter you should use	protect from people
stick	fire	protect you
sheep	food and clothes	the Sun
stones	to scatter people	animals or people
nails	to make weapons	to defend yourself
birds	food	to throw it

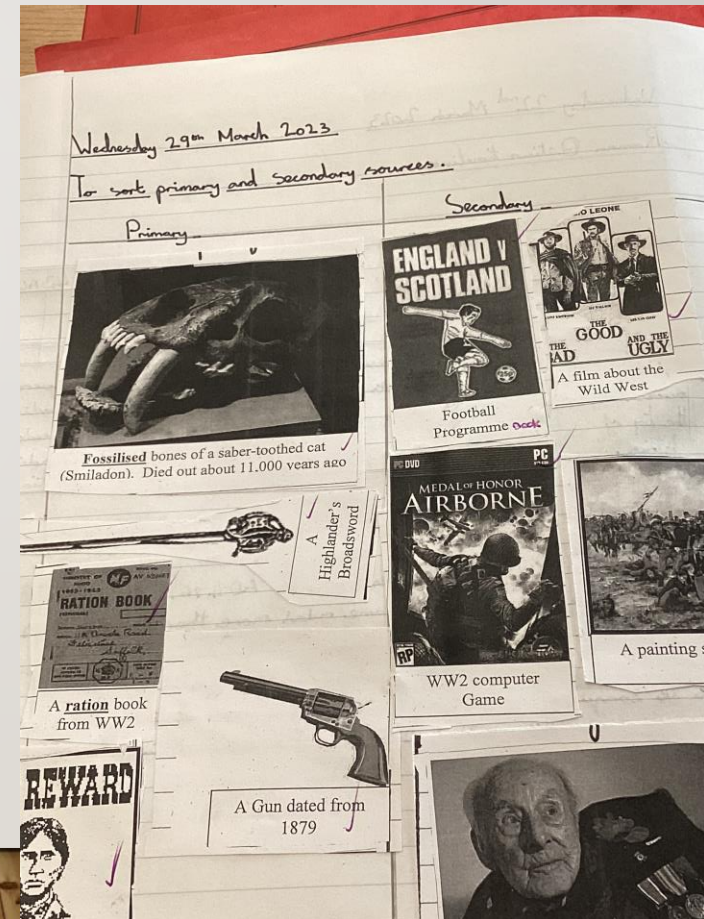
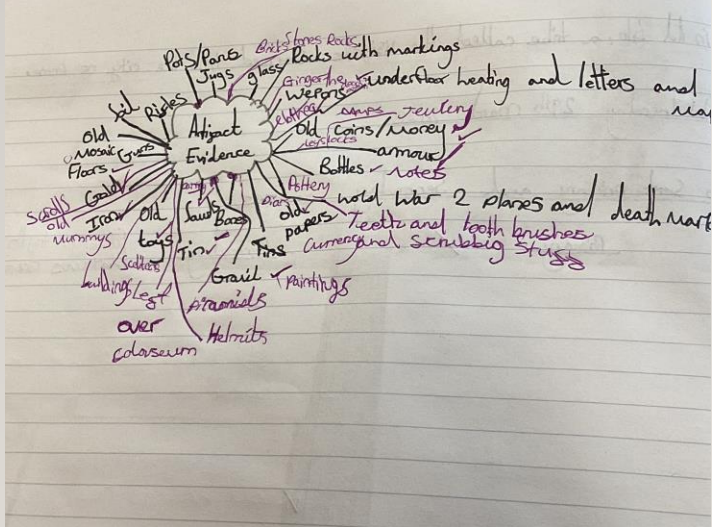
Find out about the everyday lives of people in time studied compared with our life today

HISTORY IN YEAR 4 - SHALFLEET

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

➤ HISTORICAL INTERPRETATION

Look at more than two versions of the same event or story in history and identify differences

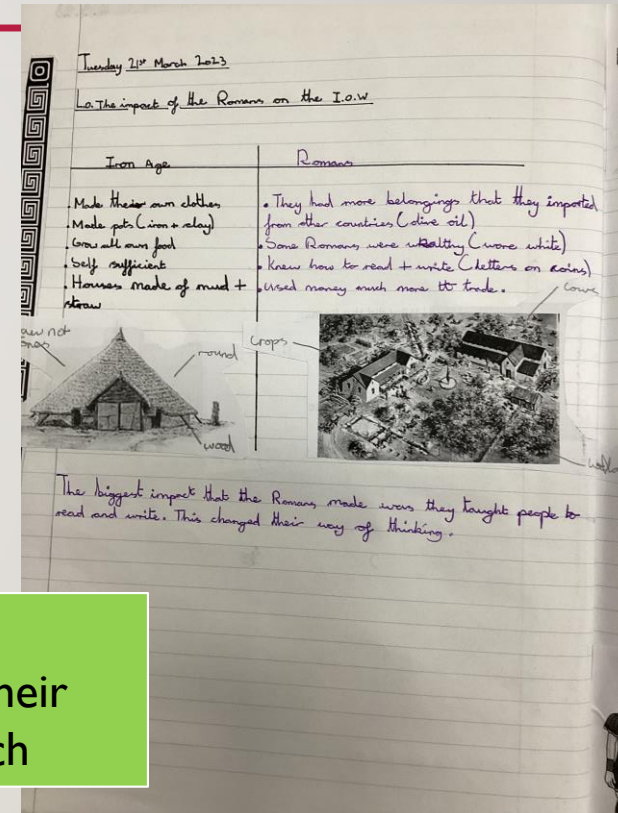


➤ HISTORICAL ENQUIRY

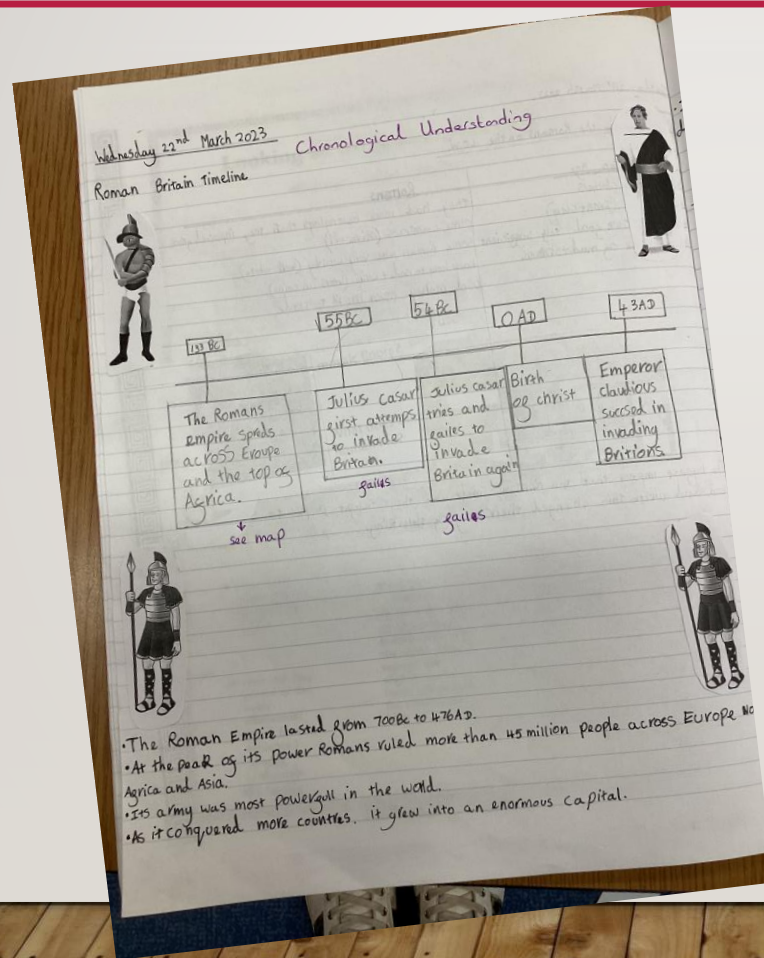


Regularly address
and sometimes
devise own
questions to find
answers about the
past

Begin to
undertake their
own research



➤ 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



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

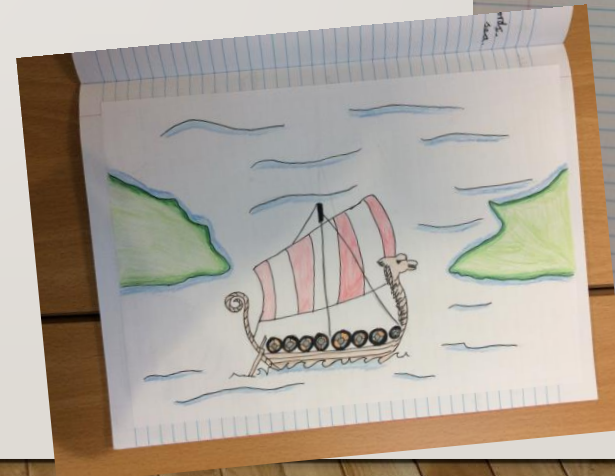
15th Wednesday 15th March 2023
O: To understand the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.

- 9th century King Alfred stopped Vikings taking over England
- the Saxons took back the land they have given
- before they lived in peace
- (AD 954) Anglo-Saxon King Eric Bloodaxe king of the Vikings
- Anglo-Saxon King Edgar was the most powerful of all of them
- the Anglo-Saxon Kings had to be brave
- in 1066 England was invaded again
- the Normans took over the whole of England

Wednesday 1st March 2023
O: To examine how the Vikings travelled.

Farting - Boat used by Vikings for fishing in fjords.
Karr - used for trading and designed for open sea.
Longship - used for raiding and ocean voyages.

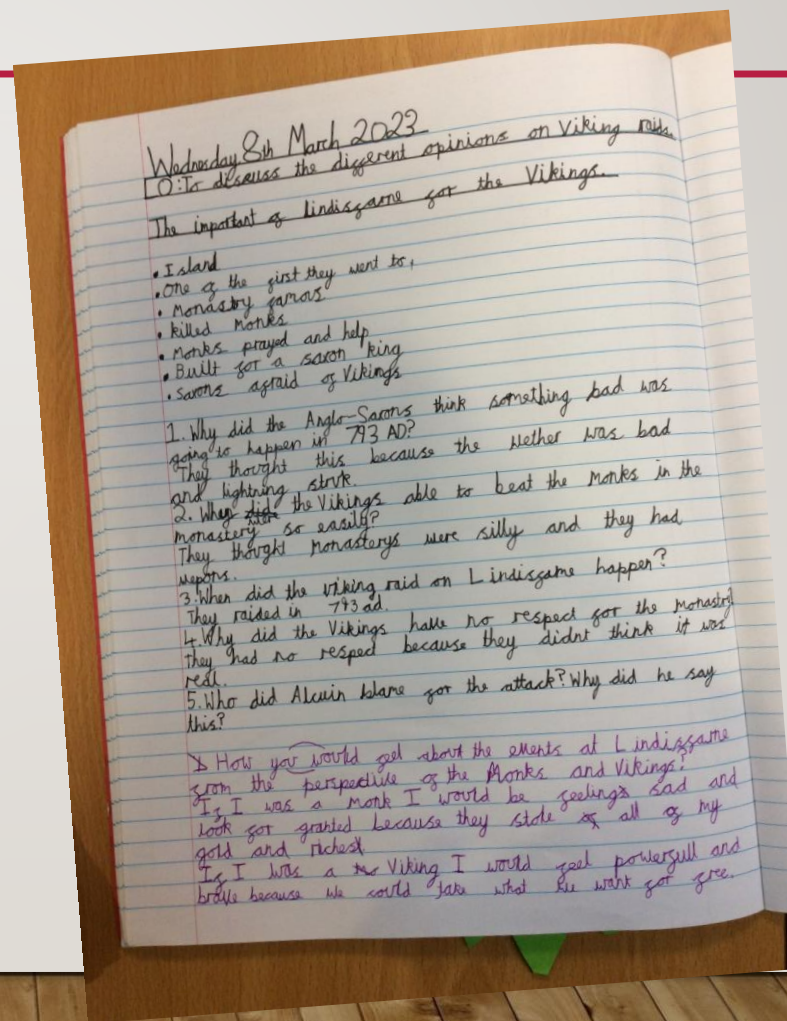
1. They were all long and sleek
2. Some of them held 125 men
3. Some made of oak
4. Made on ground is split to scare people
5. did not have benches
6. slept on seal skin
7. they dried fish
8. the sail became a tent
9. they had bread and water
10. they used fire and stars to find their way



Find and analyse a wide range of evidence about the past

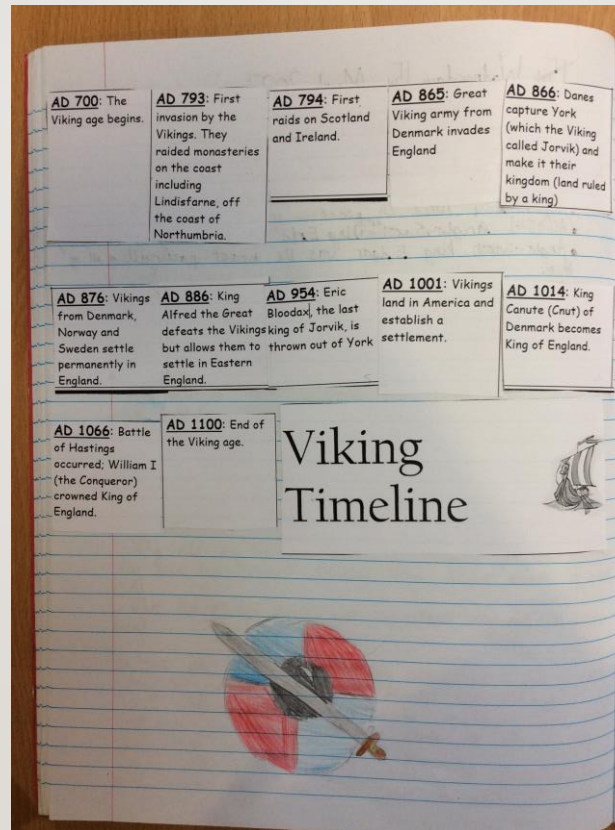
➤ HISTORICAL ENQUIRY

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

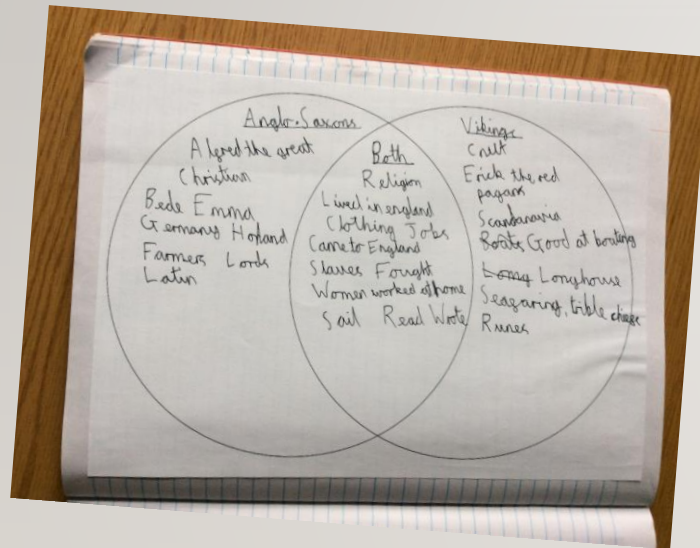


➤ CHRONOLOGICAL UNDERSTANDING

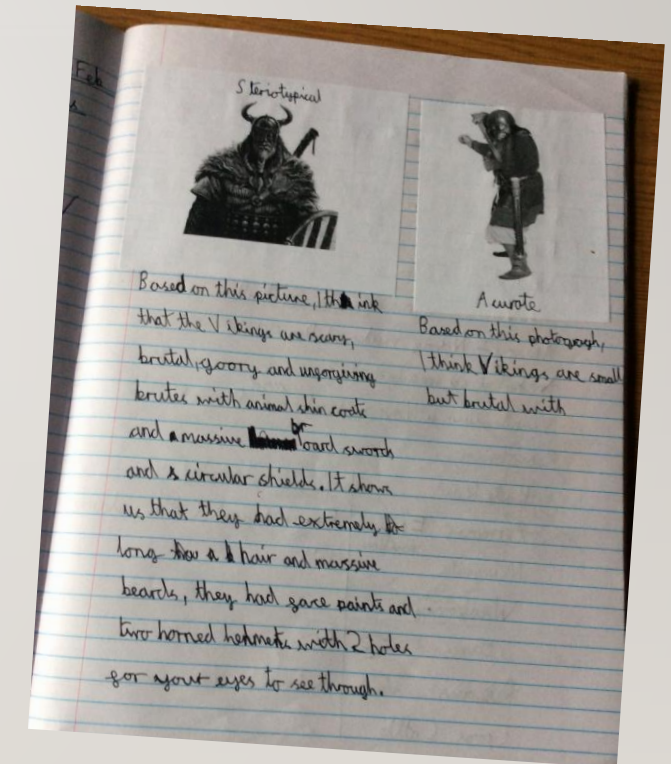
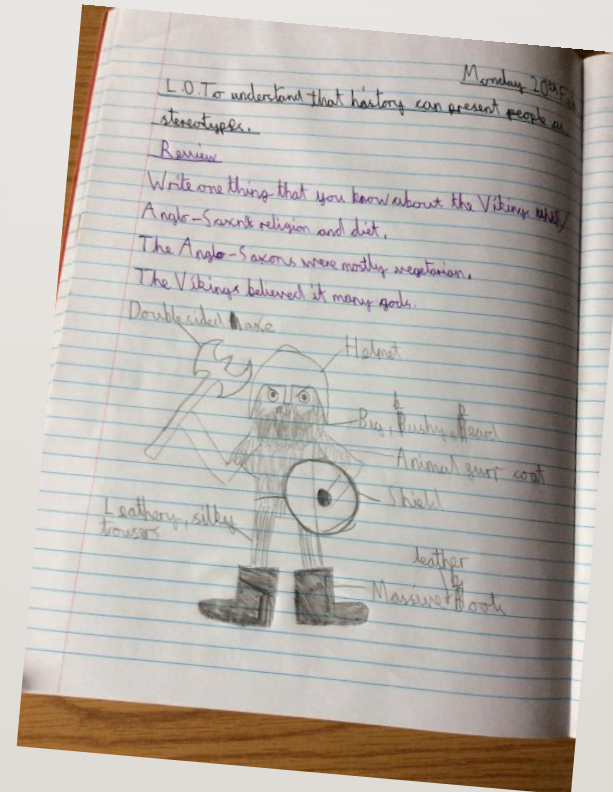
Accurately use
dates and terms
to describe
historical events



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



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

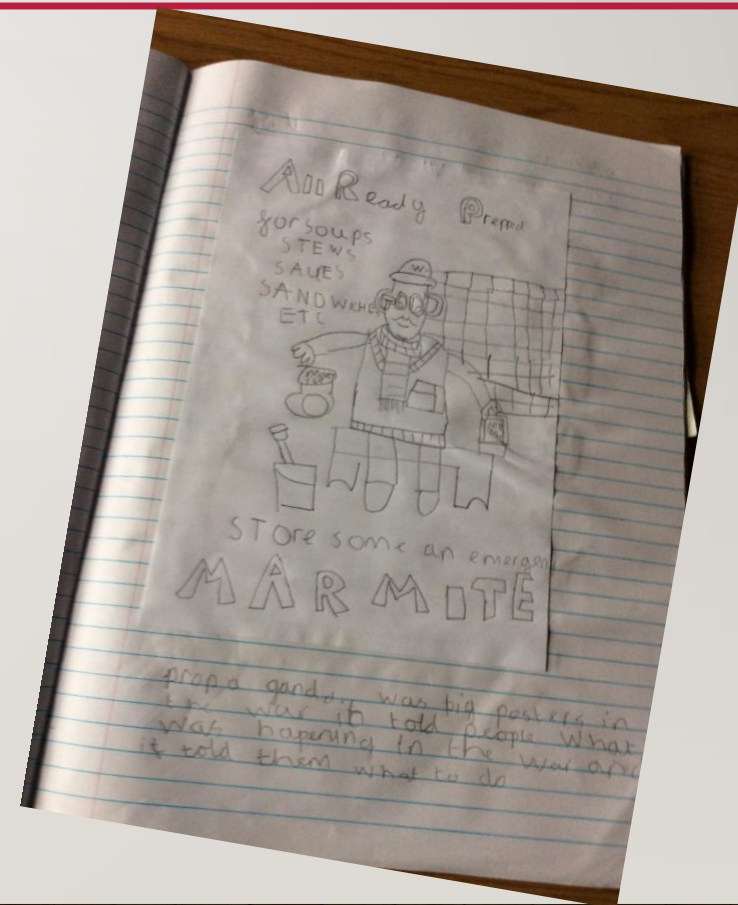
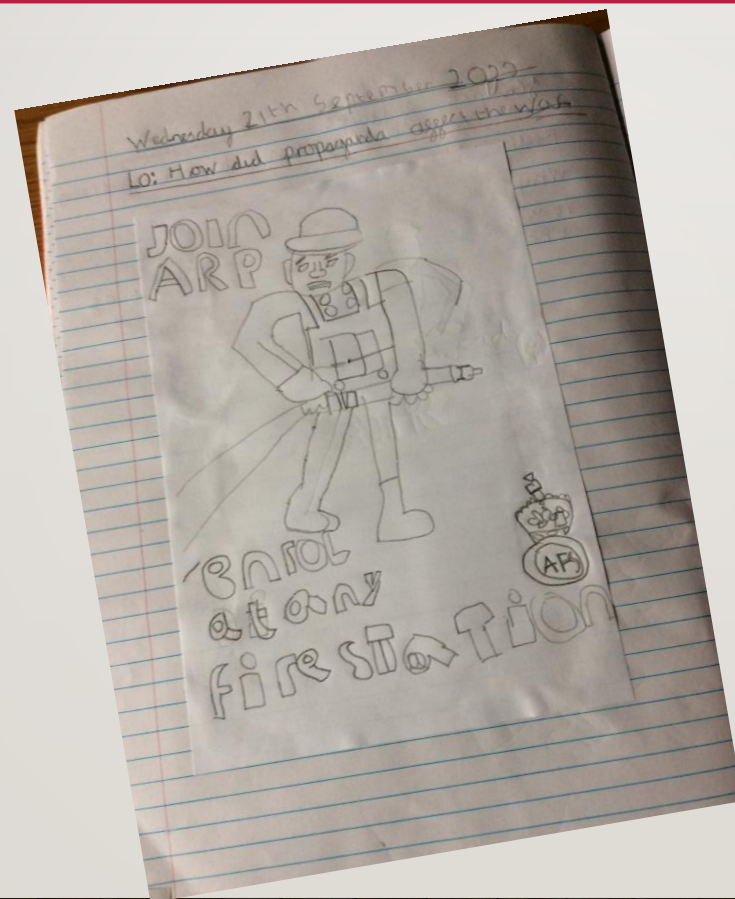


HISTORY IN YEAR 6 - SHALFLEET

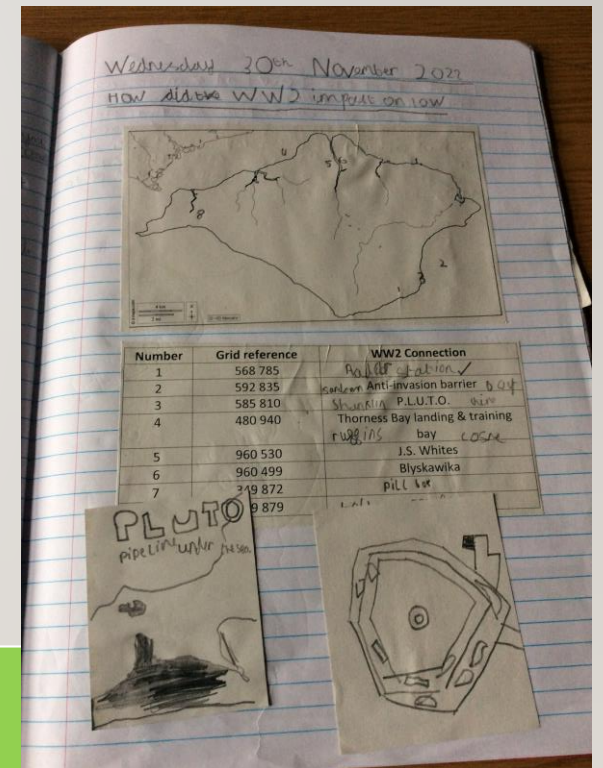
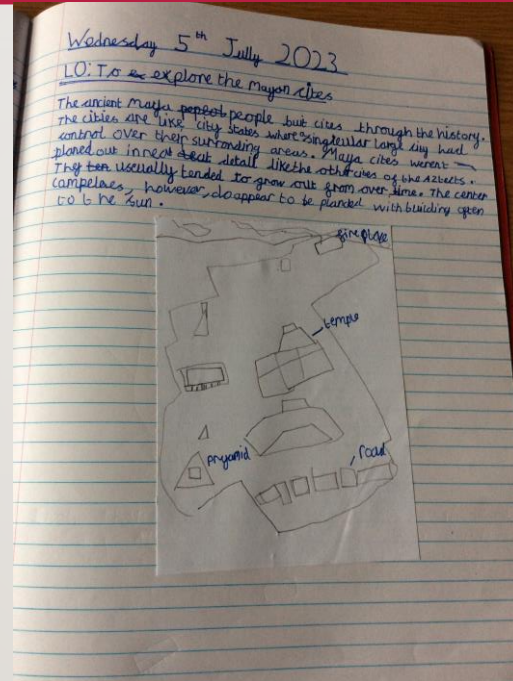
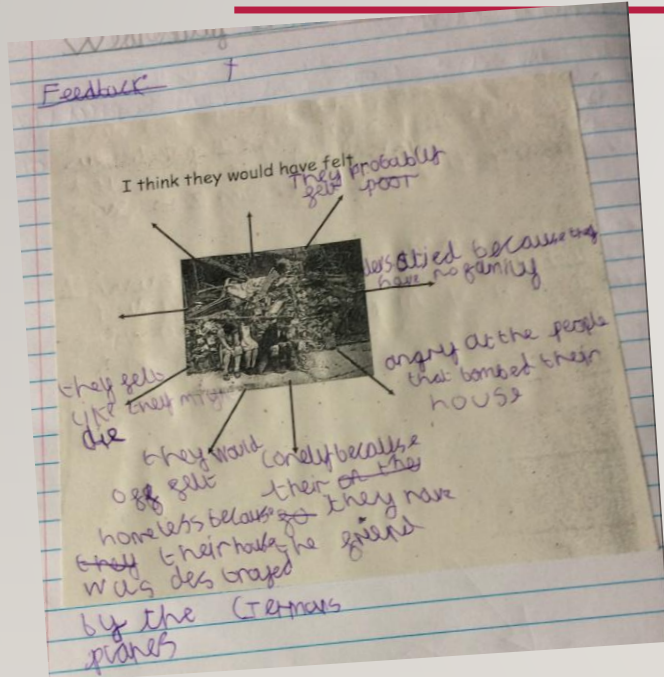
- Historical Interpretation
- Historical Enquiry
- Chronological Understanding
- Knowledge and Understanding of Events, People and Changes in the Past

➤ HISTORICAL INTERPRETATION

Begin to evaluate the usefulness of different sources



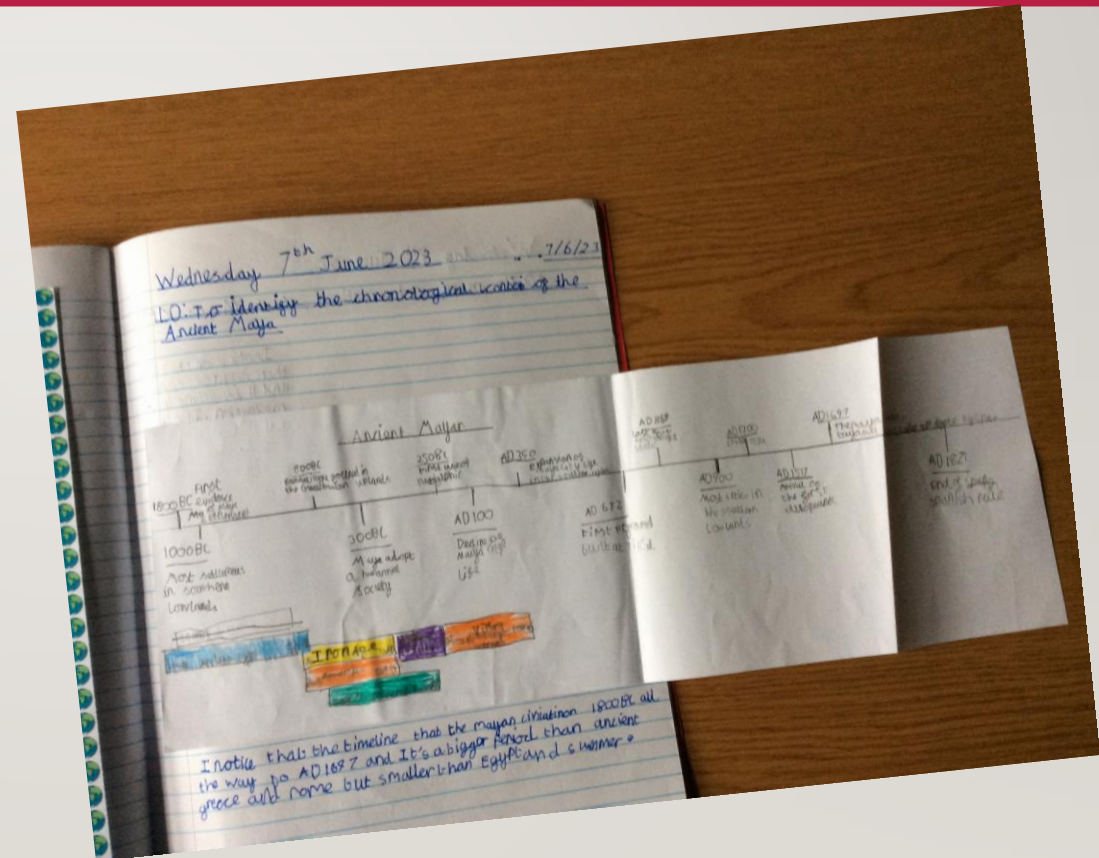
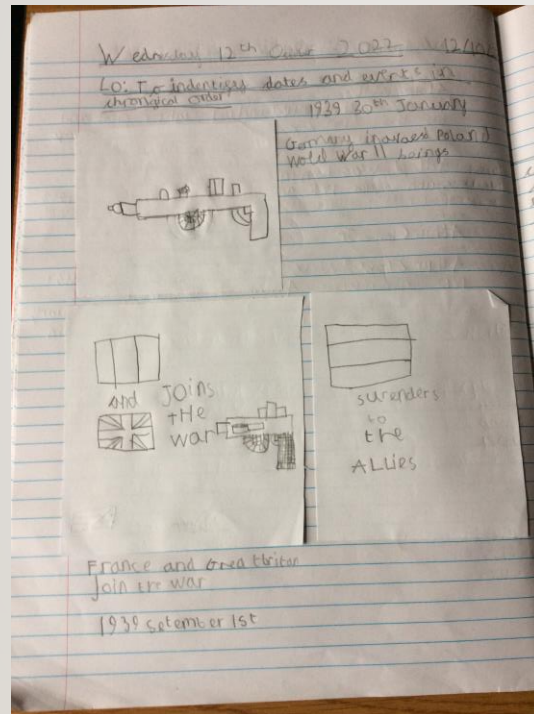
➤ HISTORICAL ENQUIRY



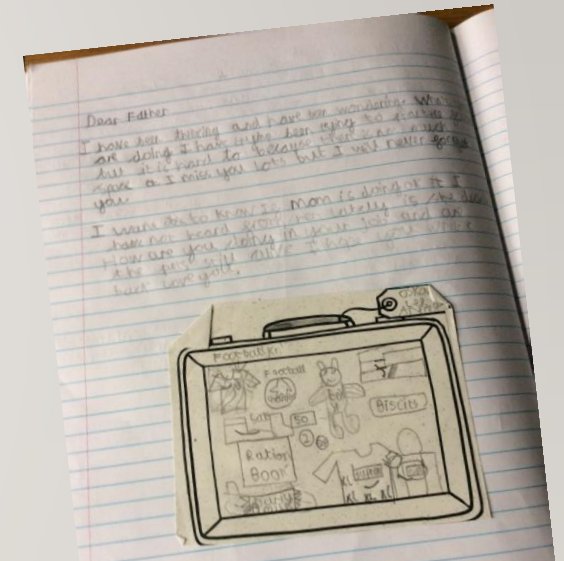
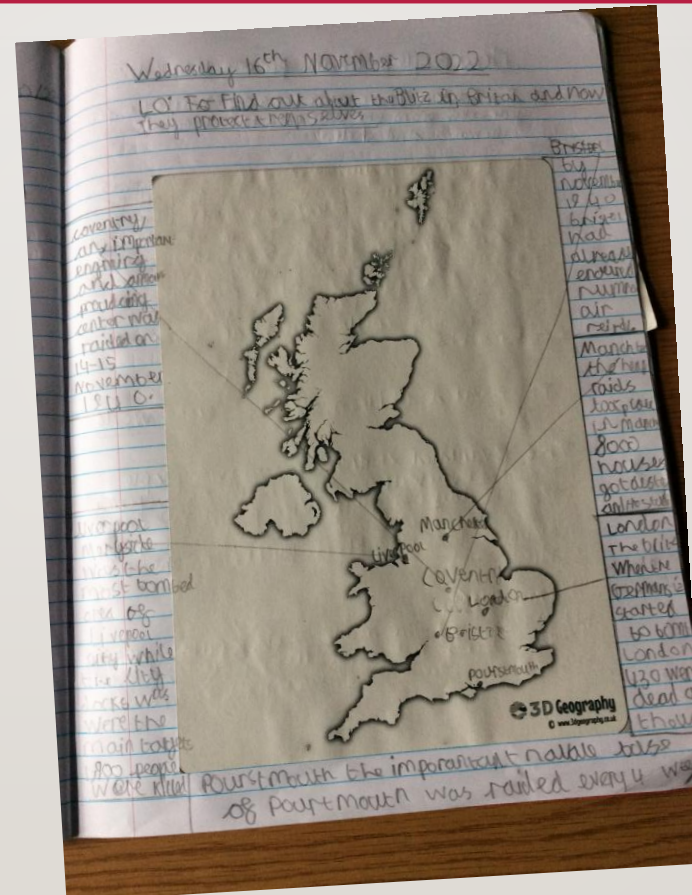
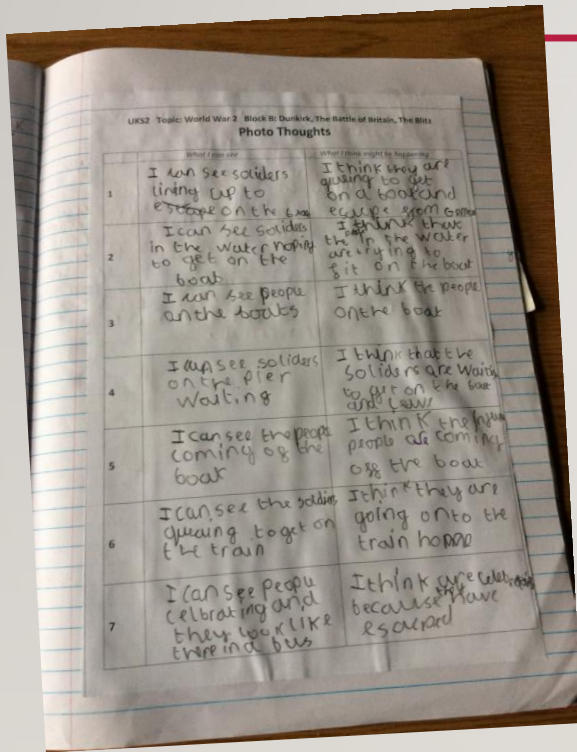
Select relevant sections of information to address historically valid questions and construct detailed, informed responses

➤ CHRONOLOGICAL UNDERSTANDING

Accurately use dates and terms to describe historical events



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



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

OUR IMPACT



Our Impact
2022-3

ACTION PLAN



Action Plan 2023

SUBJECT LEADER REPORT



Subject Leader
Report 2023