

HISTORY

- National Curriculum
- Projects and Beacons



Working Collaboratively, Independence, Community Values, Reflectiveness, Stickability; Risk Taking, Inquisitiveness, Communication

KS1 National Curriculum	KS2 National Curriculum
<p>Historical Enquiry Skills:</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about:</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 or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality 	<p>Historical Enquiry Skills:</p> <ul style="list-style-type: none"> • 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. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the stone age to the iron age • The Roman Empire and its' impact on Britain • 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 • A local history study • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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History Curriculum Statement of Intent:

History is brought to life in our classrooms through inspiring projects that are focused around aspirational figures from our past and present; we aim for our children to understand their place in history and recognise their own role in shaping the future. We have high ambition for our children to become confident historians who can transfer their skills to the wider world.

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EFYS	<u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, and explain why some things occur and talk about changes		<u>People and Communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.		<u>Aspirational Figures</u> People are at the heart of all our history learning. We explore the influence of significant and inspirational people through every project. Our children:
Year 1	<u>Our Town Project</u> Provide opportunity for pupils to explore changes within living memory and significant historical events, people and places in their own locality (eg) museum trip/interesting visitor Children will explore Stevenage and how it has changed over time, it's development to a new town. They will experience a visit to Stevenage Museum and have a visit from a person with first-hand accounts of changes in the local area. Shops.	<u>Inspiring Person Project</u> Provide opportunity for pupils to explore significant individuals who have contributed to NATIONAL achievements. Children will explore significant and national achievements in the context of explorers such as Matthew Henson and Neil Armstrong as well as significant figures linked to Autumn Aspirational Assemblies e.g. Martin Luther King. Amelia Earhart/Kings and Queens <u>Hatfield House Trip? – King/Queen Visit</u>	<u>Remarkable Event Project</u> Provide opportunity for pupils to explore significant historical events beyond living memory Children will learn about what life was like in the past for the people involved in the Gunpowder Plot and the problems they faced. They will explore how to describe and order the key events in their own words. They will explore a range of sources to retell the event and find out how the Gunpowder plot is remembered and how this has changed over time. Guy Fawkes, Robert Catesby, King James. <u>WOW Day – Fire Brigade</u>	- engage with a range of figures from our local community to help them understand their own role in history - are inspired by people who work as historians in a variety of aspirational roles - explore history through aspirational	
Year 2	<u>My Country Project</u> Provide opportunity for pupils to explore changes within living memory and aspects of change in national life Travel or Toys	<u>Famous Persons Project</u> Provide opportunity for pupils to explore a significant individual who has contributed to INTERNATIONAL achievements We will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.	<u>Famous Event Project</u> Provide opportunity for pupils to explore significant historical events beyond living memory Great Fire of London. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. Sir Christopher Wren, King Charles II, Samuel Pepys. <u>WOW Day – Living History.</u>	- engage with a range of figures from our local community to help them understand their own role in history - are inspired by people who work as historians in a variety of aspirational roles - explore history through aspirational	
Year 3	<u>Archaeology Project</u> Provide opportunity for pupils to carry out a local history study (eg) archaeological dig/ <u>Verulamium trip</u> /visit from an archaeologist.	<u>Prehistoric Project</u> Provide opportunity for pupils to explore changes in Britain from the Stone Age to the Iron Age.	<u>Roman Invasion Project</u> Provide opportunity for pupils to explore the Roman Empire and its' impact on Britain Pupils will explore Roman life, 'what have the Romans ever done for us?' and decide how the Empire impacts Britain today. Key Figure Septimius Severus.	- engage with a range of figures from our local community to help them understand their own role in history - are inspired by people who work as historians in a variety of aspirational roles - explore history through aspirational	

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Year 4	<p><u>Stevenage Project</u> Provide opportunity for pupils to carry out a local history study (eg) build a scale model of then and now/visit from local community warden/museum <u>Knebworth House</u></p>	<p><u>Revolution Project</u> Provide opportunity for pupils to study an aspect or theme in British history that extends beyond 1066 – focus on a revolutionary person (eg) Louis Pasteur and pasteurisation/James Watt and the steam engine etc. Crime and Punishment/Revoluting Royals</p>	<p><u>Invaders Project</u> Provide opportunity for pupils to explore Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England. <u>Saxon Village Trip.</u></p>	<p>and influential figures from our past</p>
Year 5	<p><u>Re-imagining Stevenage Project</u> Provide opportunity for pupils to carry out a local history study focusing on future development (eg) the past, present and future of our town/trip to Stevenage council chambers Children will identify features of local environment from the past and identify how this would inform current and future development – Middle Ages and The Plague – The House at St Nicks</p>	<p><u>Groovy Greeks Project</u> Provide opportunity for pupils to study Greek life and achievements and their influence on the western world through one or more significant figures from Ancient Greece Children will explore the life of the Ancient Greeks, their achievements and how this influenced the Western World, including how Alexander the Great's Empire impacted people. WOW DAY – <u>History Off The Page Visit Workshop OR British Museum</u></p>	<p><u>Lost Civilisations Project</u> Provide opportunity for pupils to explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China An overview of the earliest civilisations and where and when they appeared and an in depth study of Ancient Egypt. Tutankhamun, Howard Carter, Cleopatra. WOW DAY – <u>History Off The Page Visit Workshop OR British Museum</u></p>	

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Year 6	<p style="text-align: center;"><u>Archaeologist Project</u></p> <p>Provide opportunity for pupils to carry out a local history study focusing on <u>how our knowledge of the past is constructed from a range of sources</u></p> <p>(eg) archaeological dig/local area trip/visit from an archaeologist/museum trip</p>	<p style="text-align: center;"><u>Remembrance Project</u></p> <p>Provide opportunity for pupils to study an aspect or theme in British history that extends beyond 1066 – focus on significant person from WWI and/or WWII</p> <p>They will learn when and why World War I and II began. They will learn about Walter Tull and what life was like on the Front Line. As well as Anne Frank and the contributions women made to the war effort. Explore evacuation and rationing. (WOW DAY IN School Remembrance) Duxford Museum Trip.</p>	<p style="text-align: center;"><u>Advanced Civilisations Project</u></p> <p>Provide opportunity for pupils to study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. The children will learn who the ancient Maya people were and where and when they lived. They will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. Hun Ixim, (Maize God) John Lloyd Stephens, Frederick Catherwood (First Explorers and Discoverers)</p>	
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	Key Skills and Knowledge		
	Beacon 1	Beacon 2	Beacon 3
Knowledge	<ul style="list-style-type: none"> • Name a significant figure (Florence Nightingale, Mary Seacole, Edith Cavell, Amelia Earheart, Guy Fawkes, Christopher Wren, Samuel Pepys.) • Name a historical event (Great Fire of London, The Gunpowder Plot) • Describe some changes in the local area (Stevenage Shopping Development, New Town Development.) • Recall key facts about a figure or event (As Above) 	<ul style="list-style-type: none"> • Recall key facts about a significant person, including accurate dates (Septimius Severus, Caesar, Boudicca, Alfred the Great.) • Recall key facts about a significant event, including accurate dates (Roman, Saxon, Viking Invasions and fall of Empires) 	<ul style="list-style-type: none"> • Recall key facts about a significant person, including accurate dates (Cleopatra, Alexander the Great, Homer, Walter Tull, Anne Frank) • Recall key facts about a significant event, including accurate dates (Ancient Civilisations – Egypt, Greece, Maya. WW1 and WW2. Medieval Britain and the Plague.)
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	Passing of Time Vocabulary: Long ago, older, newer, then, now etc. Measuring Time Vocabulary: Year, Month, Day, yesterday, today, next week etc. Timeline Change Local	Passing of Time Vocabulary: past, present Measuring Time Vocabulary: Decade, Century, AD, BC Source Agriculture Archaeology Artefact	Measuring Time Vocabulary: Era, Period Ancient Civilisations Democracy Interpretation Primary evidence Secondary evidence Significance Influence
Skills	<ul style="list-style-type: none"> • Use a timeline to order events • Identify similarities and differences between ways of life in different periods • Use a range of sources to describe events and people • Use your own words to describe events or figures 	<ul style="list-style-type: none"> • Use dates to create a timeline • Ask and answer questions about similarities and differences in different periods/locations • To use and compare more than one source to describe events and people • Use dates to describe events and significant figures in your own words 	<ul style="list-style-type: none"> • Create timelines that include detailed information • Consider the significance of similarities and differences in different periods/locations • Evaluate the validity of a range of sources when describing an event or person

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			<ul style="list-style-type: none">• Include opinion when describing historical events and significant figures in your own words• Refer to sources to describe events or significant figures in your own words
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