



***Durweston CE VA Primary School
and pre-school***

***History
Policy***

Feed the mind, nurture the spirit, free the imagination!

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Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

Intent

Our aims at Durweston align with those of the National Curriculum. We want to ensure that all our pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day and how people's lives have shaped the nation

- 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; and the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts
- understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspectives by placing their growing knowledge into different contexts

Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to History for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups



Re-enacting the Battle of Hastings

Implementation

Our planning is organised into a 2-year rolling that ensures coverage of the National Curriculum over our mixed-age classes

		Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Autumn	How have I changed since I was a baby?	How has family life changed since our grandparents and great grandparents were children? What is Remembrance Day?	How did the lives of Britons change during the Stone Age?	What did the Vikings want in Britain and how did Alfred stop them getting it?	How did a pile of dragon bones help to solve an Ancient Chinese mystery?
	Spring	What was life like when I was very young?	What does it take to become a great explorer?	What was more impressive – the Bronze Age or the Iron Age?	How has Crime and Punishment changed over time?	Why did the Ancient Mayans change their way of life?
	Summer	How have toys changed since my parents were children?	Why can't I catch a train to Blandford?	Who built Stonehenge and why?	What happened at the Battle of Hastings?	Who were the Tolpuddle Martyrs?
Year B	Autumn	How have I changed since I was a baby?	How has farming changed since our grandparents were children? Why do we remember Guy Fawkes?	How did the Romans change Britain?	Who were the Anglo Saxons and how do we know what was important to them?	What did the Ancient Greeks do for us?
	Spring	What was life like when I was very young?	What makes a good monarch?	Was the Roman invasion good or bad for Britain?	What makes people go on a journey?	The Story of the Trojan Horse : historical fact or classical myth?
	Summer	How have toys changed since my parents were children?	Who was Mary Anning?	What were the Romans doing on Hod Hill?	What did the Saxons do to Wareham?	Why is Anthony Ashley-Cooper, Seventh Earl of Shaftesbury, considered a great Victorian?

EYFS

We teach History in Handy Paws and Starfish as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. These topics link with the KS1 and 2 planning. History makes a significant contribution to the objectives in the Early Learning Goals of developing a child's knowledge and understanding of the world.

In Dolphins (KS1), the children develop an understanding of what history is and why some people, places and events are more significant than others. They learn about events within living memory and just beyond, and begin to develop a sense of chronology.

In Seahorses and Sharks (LKS2), the children learn about the history of Britain from the earliest times until 1066

In Porpoises (UKS2), the children will learn about major civilisations from across the world. They should be able to make links, draw comparisons and recognise trends between the periods of history that they have been taught.

A local history study is included every year for every class.

Children will be taught how to remember and retain knowledge by ensuring that all units of work begin by examining where and when a period time fits into the chronology. Children will be expected to be able to recall key knowledge from previous units taught – this will be assessed at the start of new units of work and be used at the end of unit, when the children begin to make connections between periods of history that they have been taught, draw comparisons and examine trends over time.

A copy of this plan is stuck into each child's History book and units are coloured in as they are completed. This allows teachers to quickly see what the children in their class have covered and what they might have missed. History books are passed up each year to the next teacher.

Key Knowledge

The knowledge taught across our curriculum can be found in our Scheme of Work (Appendix 2)

Impact

Ongoing assessment of the children's retention of key knowledge is integral to teaching and learning in History. Teachers plan opportunities to revisit and revise the key knowledge covered across a unit of work and from units taught in previous years. Key knowledge is displayed on the class knowledge map and used as a tool to aid recall across a unit and beyond. At the end of the unit, older children are asked to reproduce this knowledge map, in order to assess the knowledge they have retained. Younger children will do this orally or as shared or group writing. A copy of the class knowledge map is stuck into the child's book at the end of each topic. This, plus observations made during the year, inform future planning and enable the teacher to assess progress against our Progression Map (Appendix 3). At the end of the academic year, teachers input History assessment data onto Insight.

Retention of Knowledge - non-negotiables

- Timeline. At the beginning of a new topic, historical facts learnt in previous years are plotted and new ones added as they are taught. This remains on display throughout the year and referred to whenever possible. See Appendix 4  Timelines
- Use this [sheet](#) to refresh previous learning
- Start of new unit clearly marked in History books with a title page
- - Class, term, year, enquiry question
- Enquiry questions are displayed on the working wall. A Working wall/knowledge map is constructed during the topic and a copy stuck into each child's book at the end of the topic
- All lessons begin with a quiz to recall of previous learning. New learning is added to the knowledge map
- All written work done on lined paper of appropriate size and stuck in
- Assessment - Dolphins and Seahorses produce a written answer to the enquiry question; Sharks and Porpoises recreate the knowledge map
- Display of non-fiction texts linked to topic readily available in classroom
- Every lesson to include some non-fiction
- Dedicated History books passed up with the children

Homework

Each class teacher produces a sheet of activities linked to the topic for the children to complete at home. At the end of term, these are shared in Open Afternoon or morning.

Resources

The Connect History Schemes of Work and resources are available on the teachers area of Google Drive.

Rising Stars resources are available here: <https://my.risingstars-uk.com/Default.aspx?cid=197799&ut=5f7t8>

There are a range of books and resources in the Reef.

Work in History is recorded in A4+ books that do not have lines. Written work must be done on lined paper and stuck in.

Monitoring and review

The co-ordination of the History curriculum is the responsibility of the History subject leader. Each term, the subject leader will monitor planning to make sure it follows the long-term plan and support colleagues in their teaching. They will support class teachers in the gathering of samples of work. At the end of the year, they will scrutinize the work sampled and write an action plan based on their findings.

NB Summer 2021

Appendix 1 History Coverage Record Sheet. Needs sticking into the back of every child's History book and units coloured as completed.

		Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Autumn 1	How have I changed since I was a baby?	What was life like when our grandparents and great grandparents were children?	How did the lives of Britons change during the Stone Age?	What did the Vikings want in Britain and how did Alfred stop them getting it?	How did a pile of dragon bones help to solve an Ancient Chinese mystery?
	Spring 1	What was life like when I was very young?	What is Remembrance Day? What does it take to become a great explorer?	What was more impressive – the Bronze Age or the Iron Age?	How has Crime and Punishment changed over time?	Why should we remember the Maya?
	Summer 1	How have toys changed since my parents were children?	Why can't I catch a train to Blandford?	Who built Stonehenge and why?	What happened at the Battle of Hastings?	Who were the Tolpuddle Martyrs?
Year B	Autumn 1	How have I changed since I was a baby?	What was farming like when our grandparents were children?	How did the Romans change Britain?	Who were the Anglo Saxons and how do we know what was important to them?	What did the Ancient Greeks do for us?
	Spring 1	What was life like when I was very young?	Why do we remember Guy Fawkes? What makes a good monarch?	Was the Roman invasion good or bad for Britain?	What makes people go on a journey?	The Story of the Trojan Horse : historical fact or classical myth?
	Summer 1	How have toys changed since my parents were children?	Who was Mary Anning?	What were the Romans doing on Hod Hill?	What did the Saxons do to Wareham?	Why is Anthony Ashley-Cooper, Seventh Earl of Shaftesbury,

						considered a great Victorian?
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Appendix 2 - Scheme of Work

EYFS

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, , characters and events encountered in books read in class and storytelling.

Starfish		
Autumn	How have I changed since I was a baby	· Are supported to make sense of their own life story and of past and present · Examine and talked about images of familiar situations in the past · Examine artefacts from the past commenting on similarities and differences to modern day equivalents · Hear and discuss accounts of the past involving people, places and events through storytelling and role play · Gain first-hand experience through visiting places locally of historic importance · Are supported to organise events using basic chronology · Recognise that things happened before they were born
Spring	How has life changed since I was very young?	
Summer	How have toys changed since my parents were children?	
	Key Vocabulary: Now today yesterday tomorrow before after the present the past the future day week month year old new recent parent grandparent memory lifetime	

		Compare and contrast characters from stories including important figures from the past.
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KS1

- 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 in within a chronological framework
- They should identify similarities and differences between ways of life in different periods
- They should use a wide vocabulary of every day event 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.

Dolphins	Year A	Year B
Changes within living memory	How has life changed since our grandparents and great grandparents were children?(RS) <i>How can we find out about life in the past?</i> <i>How can artefacts help us learn about life in the past?</i> <i>What was shopping like for our Grandparents?</i> <i>Know what shops were in Durweston 50 years ago and what you could and couldn't buy.</i> <i>Know that most people shopped locally everyday because they didn't have transport or fridges. Know that as well as shops, they bought things from markets and from vans (the milk van)</i> <i>Be able to describe how shopping has changed and give some reasons for that change.</i>	How has farming changed since our grandparents were children? (RS/T) <i>What is farming like now? What do the people who work on the farm do?</i> <i>How can we find out about life in the past?</i> <i>How can questioning older people help us find out about life in the past?</i> <i>How was farming different for our grandparents?</i> <i>Know that most of people in Durweston used to be farm labourers</i> <i>Know what farm labourers used to do</i> <i>Understand how technology has replaced people</i> <i>Be able to describe how farming has changed since our grandparents were born and give reasons for that change</i>

	Key Vocabulary Recent, modern, living memory, a long time ago, grand parent, great grandparent, century, similar, different, timeline, artefact	
Events beyond living memory that are significant nationally or globally	Remembrance Day – Durweston and WW1 (T) <i>Know when Remembrance Day takes place</i> <i>Know that WW1 started about 100 years ago (1914 - 1918) and show this on a timeline</i> <i>Be able to put this on a timeline</i> <i>Know who and what we are remembering</i> <i>Know the significance of the War Memorial in Durweston</i> <i>Know about the different types of poppy that people wear nowadays</i>	The Gunpowder Plot (RS) <i>Know what the Gunpowder plot was</i> <i>Know that this happened about 400 years ago (1605) and show this on a timeline</i> <i>Understand why Guy Fawkes acted as he did</i> <i>Know that James 1 was king and that he was the first king of England, Scotland and Ireland</i> <i>Know how the plot was stopped</i> <i>Know how Bonfire Night has changed over the years and understand why it is still celebrated</i>
	Key Vocabulary World War 1, ceremony, memorial, armistice, trenches, significant	Key Vocabulary Houses of Parliament, Catholics, Protestants, government, plot, traitor, treason, significant. monarch, reign
The lives of significant individuals in the past who have contributed to national and international achievements	Who were the greatest explorers? <i>Know why some people are historically significant</i> <i>Describe how some significant people made history during their lifetime</i> <i>Compare and contrast their achievements</i> <i>Know about Shackleton (link to WW1)</i>	What makes a good monarch? <i>Compare the lives, roles and impact of Charles II and Charles III</i> <i>Know that Charles II reigned for about 25 years about 364 years ago (1660 - 1685) and show this on a timeline</i> <i>Know that Charles III was crowned in 2023 and show this on a timeline</i> <i>Know the chronological order of some British kings and queens</i> <i>Know some key facts about King Charles II and III</i> <i>Know that King Charles III is our king. Know what he does</i> <i>Know when King Charles II was king. Know what he did.</i> <i>Compare and contrast their roles and achievements</i> <i>Begin to understand how the role of monarch has changed</i>

		<i>Begin to understand about exploration and trade and the beginnings of the British Empire.</i>
	Vocabulary Significant, research, opinion, achievement. lifetime, national, international, legacy	Vocabulary Significant Monarch, reign, kingdom, government, coronation, empire. Tudor, Windsor, role, Commonwealth, national, international, legacy
Significant historical events, people and places in their own locality	Great Inventions: Transport - trains <i>Know about stationary steam engines and locomotives</i> <i>Know about George Stephenson and the importance of the Rainhill trials - know that they took place in 1892, about 100 years ago and put this on a timeline</i> <i>Know that the trailway used to be a railway and that there used to be a stop for Shillingstone and Durweston and that is where the sign in the field comes from</i> <i>Know why the railway was removed</i>	Who are our local heroes and why should we remember them? (RS) Mary Anning <i>Know who she was and when she was alive (1799 - 1846 - around 200 years ago) and put this on a timeline</i> <i>Understand why she is famous</i> <i>Begin to understand why she is famous now but wasn't when she was alive</i>
	Key Vocabulary significant, locomotive, steam engine, transport, locality	Key Vocabulary significant, fossil, existed, Jurassic Coast, palaeontology, prehistoric Victorian, legacy, locality

- 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 investigation of relevant historical information
- They should understand how our knowledge of the past is constructed from a range of sources

Seahorses	Year A Changes in Britain from the Stone Age to the Iron Age	Year B The Roman Empire and its impact on Britain
Autumn	How did the lives of Britons change during the Stone Age? <i>Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain about 1 million years ago and ended about 4500 years ago with the beginning of the Bronze Age</i> <i>Describe and explain how archaeologists use artefacts, including monuments, to understand how Ancient Britons lived during the Stone Age</i> <i>Know what Skara Brae can tell us about life in the Stone Age</i> <i>Explain some of the important ways life changed during the Stone Age</i> <i>Recognise the difference between historical facts and historical suppositions</i>	How did the arrival of the Romans change Britain? <i>Begin to understand the terms Empire and civilisation; compare with the tribes and Kings in Britain</i> <i>Understand and explain the difference between historical evidence, legends and folklore (Romulus and Remus OR Boudicca)</i> <i>Identify the countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</i> <i>Understand why Claudius wanted to invade Britain</i> <i>Compare the Roman army with the army of Boudicca and understand why the Romans almost lost control of Britain</i> <i>Explain and describe the main features of Hadrian's wall and explain why it was built.</i> <i>Identify and describe the key features of the layout of a typical Roman town in Britain and explain why historians know so much about how they designed and built</i> <i>Trip to New Barn Farm</i>

	Key Vocabulary archaeologists, artefact, neolithic, mesolithic, paleolithic B.C. chronology, hunter-gatherers, shelter, settlement, prey, nomad, Skara brae, domesticate	Key Vocabulary centurion, emperor, Empire, civilisation, invade, settle, Londinium conquer, invade, Romanisation, Roman baths
Spring	What was more impressive – the Bronze Age or the Iron Age? (RS) <i>Understand the improvements made by using Bronze Age</i> <i>Understand how the Amesbury Archer helps us to understand more about the Bronze Age</i> <i>Reach a conclusion about the scale of achievements in the Iron Age</i> <i>Compare home life in the Bronze Age and the Iron Age</i> <i>Understand the dangers of life in Bronze and Iron Age Britain</i> <i>Compare life in Bronze Age and Iron Age Britain</i>	Was the Roman invasion good or bad for Britain? (RS) <i>Know what a legacy is</i> <i>Describe and explain the legacy of the Romans. For example:</i> Roads <i>Decide whether Roman roads were a good thing</i> <i>Know that towns ending with -caster, -chester or -cester were built by the Romans</i> Language <i>Know about Latin and its continued impact on English today</i> <i>Be able to read simple Roman numerals and know where we still use them today</i> Architecture <i>Know that we can still see examples of Roman buildings and architecture today (arches, columns, viaducts, aqueducts)</i> <i>Know that Romans used concrete and bricks and invented underfloor heating</i>
Key Vocabulary		Legacy
Summer A local history study	Stonehenge – Who built it and why? <i>Identify and locate and describe the significance of Stonehenge</i> <i>Know that its exact purpose is uncertain</i> <i>Explain the purpose of monuments now and in the past</i>	What were the Romans doing on Hod Hill? <i>Know and use evidence to re-enact the attack on Hod Hill.</i> <i>Understand why the Roman Army was so effective</i>

Sharks	Year A The Viking and Anglo-Saxon struggle for the Kingdom of England	Year B Britain's settlement by Anglo-Saxons
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Autumn	What did the Vikings want in Britain and how did Alfred stop them getting it? <i>Describe and explain who these people really were</i> <i>Understand the Viking way of life and why they wanted to leave their homeland</i> <i>Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties</i> <i>Describe the areas of Britain settled by Viking Norsemen</i> <i>Know what evidence we have about the Vikings, and evaluate the quality of the evidence</i>	Who were the Anglo-Saxons and how do we know what was important to them? Was the Anglo Saxon period really a dark age? <i>Describe and explain why the Romans left Britain in AD410</i> <i>Describe and explain why the Anglo-Saxon settlers created village communities rather than living in towns</i> <i>Be able to identify Anglo- Saxon place names including the meaning of Durweston</i>
	<i>Compare and contrast the homes of Viking Norsemen with those of the Anglo-Saxons</i> <i>Explain the difference between historical evidence, myth folklore and legend with reference to helmets with horns and Robin Hood</i> <i>Learn about the achievements of King Alfred the great and decide if he was King Alfred really 'great'? Present a valid argument as to whether Alfred really was great</i>	<i>Describe and explain why the Anglo-Saxon beliefs were called pagan</i> <i>Describe and explain why Britain converted to Christianity after the visit of Augustine</i> <i>Describe and explain why the artefacts discovered at Sutton Hoo are so important to historians</i>
Key Vocabulary	Terror; pagan; race; priest; despoiled; venerable; prey; heathens; saint; compass; altar; temple; longships; uprooted; rugged; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; Scandinavia; Norway; Sweden; Denmark; culture; invasion; homeland; Lindisfarne; Holy Island; chalice; monk; slave; priory; York; Durham; iconic; symbol; design; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; reverse; entangled; headway; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; mountainous; restricted; barren; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; myth; opera; legend; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; ballad; generation; notorious; associated;	Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Christian; Germany; tribe; Saxons; defences;; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frijia; feast; spring; Easter; Augustine; overseas; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; estate; Sutton Hoo; mound; excavation;; warrior; helmet; iron; bronze; tin; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia;

	shield-wall; fought; spirited; overthrew; slaughter; fortress; boldly; encamped; famine; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; baptism; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.	craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.
Spring A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066	How has Crime and Punishment changed over time? (RS) <i>Know about corporal punishment, capital punishment and other types of punishment</i> <i>Know about the development of the police force</i> <i>Understand what these punishments were trying to achieve and evaluate effectiveness</i> <i>Know about the suffragettes</i> <i>Visit to the Shire Hall historic courthouse museum in Dorchester</i>	What makes people go on a journey (RS) <i>Know why Walter Raleigh made his journeys</i> <i>Know why Irish passengers travelled on the Titanic</i> <i>Know about kindertransport</i> <i>Know about the Windrush</i> <i>Understand why refugees make difficult journeys today.</i>
Key Vocabulary	crime, punishment, trends, police, peeler, bobbie, act, law, smuggler, theft, pick-pocketing, murder, consequence, jury, judge, increase, decrease, prevention, detection, gender, race, faith, lawful, unlawful, rules, society, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, respect, hostile, truncheon, severe crime, lesser crime, liberty, transportation, prison, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, Kindertransport, Great Depression, prejudice, discrimination, settle, British Empire, calypso, asylum seeker, economic migrant, illegal immigrant.

Summer A local history study	The Battle of Hastings <i>Describe and explain why William, Duke of Normandy, fought King Harold for the English crown at Hastings on the 14th October 1066</i>	What did the Saxons do to Wareham? <i>Who was Alfred, King of Wessex?</i> <i>Why was Wareham made a burh?</i> <i>Why was Wareham considered an important English town?</i> <i>Who were the Saxon Kings buried in Wareham?</i> <i>What is the mystery of the Saxon sword discovered in Wareham?</i>
Key Vocabulary	battle, Hastings, William the Conqueror, Normandy, Stamford Bridge, Harold Hadrada, Harold Godwinson, feudal system, knights, lords, peasants, defeat, society	North, South, East, West, burh, fall, Rome, Germanic tribes, invade, settle, Angles, Saxons, kingdoms, Wessex, East Anglia, Mercia, Northumbria, settlement, Alfred the Great, impact, threat, Viking Norsemen, stronghold, siege, sack, occupy, muster, forces, outnumber, Prince Guthrum, treaty, deal, covenant, oath, hostage, fortified, defences, earthworks, marshland, excavations, timber, rampart, nunnery, priory, monastery, destruction, mint, reinforced, King Beorhtric, Edward the Martyr, inscription, corroded, nobility.

Porpoises	Year A The achievements of the earliest civilizations/ non-European society that provides contrasts with British History:	Year B Ancient Greece A study of Greek life and achievements and their influence on the Western World
Autumn	How did a pile of bones help to solve an Ancient Chinese mystery? The Shang Dynasty <i>Know the significance of the bones bought by Wang Irong in 1899</i> <i>Explain the significance of the bones to Shang rulers</i> <i>Be able to compare and contrast the lives of people in different sections of Shang society</i> <i>Recognise the qualities of a great ruler and contrast with King Cheng Tang and Di Xin of the Shang dynasty</i> <i>Compare to Elisabeth !</i> <i>Know how to use artefacts (from a Shang burial chamber) to make reasoned judgements about the identity of the occupant</i>	What did the Ancient Greeks do for us? (RS) <i>Compare to other civilisations and empires studied</i> <i>Know about the difference between the Spartans and the Athenians</i> <i>Understand the importance of slaves</i> <i>Know about AG religion and why it was important to them</i> <i>Know and understand the importance of warfare to the Ancient Greeks</i> <i>Know that the AGs introduced democracy. Be able to compare to democracy nowadays</i> <i>Be able to compare modern and ancient Olympics</i>

Key vocabulary		
Spring	Why should we remember the Maya? <i>Know that Mayan people still exist</i> <i>Know what can be learned about the Maya by looking at their Ancient cities</i> <i>Compare to the Anglo-Saxons and Vikings</i> <i>Understand why religion was so important to them</i> <i>Know about Mayan technology and culture</i> <i>Explain why the Maya left their jungle cities</i> <i>Reach a conclusion about their significance</i>	The story of the Trojan Horse – historical fact or classical myth? <i>The legacy of Greek culture (art, architecture, literature) on later periods in British history, including the present day</i>
Key Vocabulary		
Summer Local History	Who are our local heroes? Tolpuddle Martyrs <i>Know who they were, when they lived, why they are still remembered, and their lasting legacy</i> The Hood Battallion <i>Know who who they were, when they lived and why we should remember them (see Gallipoli resources on T drive)</i>	Why is Anthony Ashley-Cooper, Seventh Earl of Shaftesbury, considered a great Victorian? <i>When the Victorian era was in British history.</i> <i>What the Industrial Revolution was.</i> <i>Why the steam engine was the most important innovation of the Industrial Revolution.</i> <i>Some of the important ways that the Industrial Revolution changed the lives Victorians.</i> <i>Why Britain was called the ‘workshop of the world’</i> <i>What the British Empire was; what it meant to be a British colony in Victorian times; the modern day countries that formed part of the British Empire.</i> <i>That Britain imported raw materials from its colonies and exported manufactured goods to them.</i> <i>Why this trading arrangement made Britain very wealthy and powerful.</i> <i>Why so many young children worked and the living and working conditions that so many children endured.</i> <i>The significance of the 1842 report ‘Condition and Treatment of the Children Employed in the Mines and Collieries of the United Kingdom’.</i> <i>What a social reformer was in Victorian times.</i>

Appendix 3 History Disciplinary Knowledge Progression Document

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Knowledge of past events	Can describe features of the recent past (eg can talk about how they have changed since they were a baby)	Can describe features of events and people from local, national and global history (eg retell the story of the Gunpowder Plot)	Can describe and begin to link details from several themes, events and talk about some of significant people they have studied (eg can compare a Roman temple and Stonehenge)	Can retell the narrative and describe some of the details of British history from the earliest times to 1066. Can identify differences and similarities and some common themes eg can compare aspects of Roman, Saxon and Viking life	Can compare societies and themes from world history showing a good knowledge of all the periods studied (eg can describe and compare different the forms of government they have learned about)
Chronology (Sequencing the past)	Can talk about that things have happened in the recent past	Can use a number of everyday time terms. Can understand, construct and use a simple timeline to organise events in the past.	Can use a timeline to sequence events and historical periods. Can understand more complex terms such as BC/AD and words and phrases relating to the passage of time including last century, decade.	Can use a timeline to name and place dates of significant events and several historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.	
Change - cause and effect	Can talk about how things have changed within living memory.	Can identify a few similarities, differences and changes within a particular topic (eg Identify the differences and similarities between early and modern trains)	Can identify a range of similarities, differences and changes within a specific time period and explain why they happened (eg can describe the different periods of the Stone Age	Can identify the cause and effect of a range of events (eg explain how and why the Vikings were such successful travellers and how important this was in their success)	Can identify significant changes within topics and across time periods (eg can give different causes for the rise and fall of the civilisations they have studied)

			and explain why things changed)		
Significance and legacy		Can give several reasons why a person or event is significant (eg why we learn about Mary Anning)	Can explain why some aspects of history are significant (eg why Roman achievements were significant)	Can describe and explain the significant issues in the topics studied (eg the achievements of Alfred the Great)	Can describe, explain and compare the significant issues in many of the topics covered (eg describe several of the most successful achievements of the Ancient Greeks)
Interpretation of evidence/perspective		Can use different sources to learn about the past. Know that some people have different opinions	Can provide a range of reason as to why two accounts of the same event might different (eg explain how and why there were different views about Boudicca)	Can give different viewpoints for a range of events and know that the same piece of evidence can be interpreted differently (eg recognised several different representations of the Vikings)	Can understand and explain the nature and reasons for different interpretations in a range of topics (eg recognise and explain how and why there could be different interpretations about Athenian society)
Enquiry		Can ask and answer a few valid questions (eg can ask a few questions about explorers, locate relevant information and communicate the answers as sentences	Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses	Can reach a valid conclusion based on devising and answering questions to a historical enquiry (eg investigate the quality of lives of different Anglo-Saxons from several sources and reach a conclusion at the end of the enquiry)	
Using sources as evidence		Can extract information from several different sources (written, visual, oral and artefacts)	Can recognised possible uses of a range of sources for answering historical enquiries	Can accept and reject sources based on valid criteria when carrying out particular enquiries (eg ask questions about the usefulness and reliability of sources relating to the lives of children in the Industrial Revolution)	

Appendix 4 Building Blocks – how knowledge builds from EYFS to Year 6

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Knowledge	Living memory From now, look back to parents and grandparents	Local history within and just beyond living memory – shopping, transport, farming Guy Fawkes , Remembrance Day, King Charles I and III , Mary Anning	Pre-history to the Iron Age The Roman Empire	From the Romans to 1066 – Anglo Saxons and Vikings Themes beyond 1066	Add/compare Ancient Greece , the Shang Dynasty and the Mayans WW1 and WW2
Government		Monarchy – what makes a good monarch? Parliament - Guy Fawkes – what happens when people disagree with the government?	The nature of ancient civilisations, the expansion and dissolution of empires, the achievements and follies of mankind.		
Tribes, monarchy, republic, empire, parliament, city states Democracy Parliament Senate society			Tribes to Iron age kings Civilisation and Empire Emperors/Empire v Tribes. Monarch/Republic/Empire	Smaller kingdoms The role of the church in society and politics The role of the Witan in selecting kings Wessex and Danelaw Alfred's dream to unite England Athelstan – the first king of England The challenges of succession 1066	AG – Independent city states with different systems of government: oligarchy, monarchy, democracy. Coming together to fight a common foe Shang monarchs Mayan city states Role of religion and the state administration
Invasion and Settlement		n/a	Key understanding of Britain as a nation of immigrants		Compare British history of invasion to the history of other societies and the impact on their lives and culture.
			Movement of pre-historic peoples to the British Isles Impact and legacy of the Roman invasion and settlement	Impact and legacy of Saxon and Viking invasion and settlement	
Economy and trade (farming)		How farming has changed in living memory	Fundamental change from hunter gatherers to farmers Why the Romans came to Britain. Trade across the Empire. Introduction of Roman produce and new crops to Britain	AS settlements based around farming Why the Vikings wanted to come to Britain	Importance of trade in the British Empire and the consequences of that trade
Conflict (and how to resolve it)		Know that Guy Fawkes and James disagreed over religion Understand a little about the origins of WWI	Defeat of Julius Caesar Boudicca's attempt to repel the Romans.	Conflict between Viking and Saxons and how Alfred attempted to resolve this.	Trojan Horse Social conflict - Lord Shaftesbury

Law and Order		Know about traitors and how they were punished (Gunpowder Plot)	Know about Roman discipline and how it made the army more effective Slaves and gladiators and the ability to earn your freedom	Compare Saxon and Viking laws Wessex and Danelaw	
Culture and religion		Know that Elisabeth I had to deal with religious conflict Know that Guy Fawkes and James disagreed over religion Know that	The purpose of Stonehenge Cave paintings The importance of the gods to the Romans Roman architecture Mosaics	The spread of Christianity Viking gods Viking long boats Saxon jewellery	AG gods Vases Triremes Mayan architecture Chinese painting – the four gentlemen