

History



Intent

Aims

At Harbottle C of E First School we want all of our pupils to have a sound understanding of the past and how it can shape the future. We believe that high-quality history lessons encourage critical thinking, equipping children to ask perceptive questions and develop the ability to weigh evidence and generate discussion, develop chronological understanding and allow pupils to develop their perspective and judgment. Over and above all, we want our pupils to be passionate about learning History going into Middle School and beyond.

National curriculum programmes of study

Our History curriculum is full of topics that are selected because we believe they will foster a sense of awe and wonder and actively motivate children to ask 'why.' We particularly want to use the rich historical resources of our local area to give the children an awareness of what has shaped the world around them, and how that relates to British history. The learning objectives of each lesson draw from knowledge and skills included within the National Curriculum.

At Harbottle CofE First School, we use the National curriculum programme of study as the basis of our history curriculum.

Use of local resources

We make every effort to ensure that local specialists and resources are made use of to bring the subject to life for the children. For example, during our Castles topic, Stone Age, Bronze Age and Iron Age and Travel and Transport and The Border Reivers, we take the children on trips to see local examples or visitors with expert knowledge come into school. We also contact the Bailiffgate museum to see if artefacts are available as well as the Schools Library Service for subject texts and resources.

Implementation

Time Allocation

History is taught in half term units of study, in weekly, hour and a half, sessions. There are three History units each year.

Level expected at the end of EYFS ELG	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Understanding the World (People and Communities) 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. Understanding the World (The World) 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 Due to mixed age classes History is taught over a 2 year rolling program. The Middle school curriculum is consulted so that subjects do not repeat themselves as children progress their learning.	Pupils should be taught about: • 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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality.	Pupils should be taught about: • 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.

Key Stage One Framework

KS1 History National Curriculum

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.

Historical theme/Topic							
	KS1 National Curriculum links	Chronological Understanding	Cause and Consequence	Significant People and Events	Similarities and Differences Change and continuity	Organisation and Historical Interpretation	Vocabulary
<i>Was the wheel the most important invention in history?</i> The history of travel, transport and inventors. Female pilots	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements.	Develop an awareness of what we mean by 'the past' Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born... As a class, use a simple timeline to order events that took place.	Discuss the importance of innovation and invention. How travel and transport has changed the world in different ways.	Discuss importance of the Wright Brothers and the first flight. Resilience of not giving up Benz and motorcars Amelia Earhart on being adventurous even when dangerous. George Stephenson(local history link) and	Identify simple similarities/ differences between ways of life at different times. Look at different methods of transport then and now.	Use a simple timeline to order events and inventions. Talk, write and draw about events from the past. Ask and answer simple questions Look at books, videos and photographs relating to the event or individual.	Now, yesterday, a long time ago, Distant past, Recent past, Longboat, locomotive, sedan chair, petrol, plane, travel transport, steam, electric

<i>There is no need for explorers anymore as everywhere has been explored.</i> Significant explorers in History	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong	Develop an awareness of what we mean by 'the past and present' Understand where each of the stories of the individual explorers fit into a simple chronological timeline e.g. before my Grandparents were born...	Explore how Neil Armstrong's mission helped understand the universe. Explore how Robert Scott's mission aided the understanding of Earth.	Discuss the role of Explorers in history and today. Importance of events such as The moon Landing	Compare and contrast the lives of different individuals and missions eg. Matthew Henson and Neil Armstrong	Communicate ideas about different explorers through speaking, writing, drawing, role-play, storytelling and computing. Look at books and pictures, stories, eye witness accounts, pictures, artefacts, historic buildings and the internet to find out about the past.	Now, yesterday, last week, when I was younger, a long time ago... Exploration, voyage, Rihla, Ibn Battuta, Matthew Henson, Felicity Ashton, Neil Armstrong, Commemorate,
Local history study <i>Was Cragside the original 'Smarthome?'</i> <i>History of Cragside</i>	Significant historical events, people and places in their own locality	Look at aspects of Victorian life and the role of Cragside as a home in the area	What was the impact of the inventions of Lord Armstrong?	Lord Armstrong Lady Armstrong	How did Lord Armstrong create energy and how does that compare to our houses today? Make comparisons with local 'smarthouse' Kidlandlee	Use a simple timeline to order significant events at the castle. Use local historians knowledge and interpretation as well as field trips to gain further insight. Look at, books, and photographs relating to the estate. Trip to the House.	Engineering Invention Hydroelectricity Hydraulics Lord William Armstrong Lady Margaret Armstrong
<i>How has farming changed over the years?</i> Exploring the history of farming with emphasis on farming in the	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Look at aspects of farming practises and how they have changed over time. Why do people farm in the Coquet Valley? Past and	How has technology made farming more efficient to the practises from 1000s of years ago?	Local farms in the Valley that have been farming for generations. Cartington Four generations	Look at different tools and systems Machinery Technology Livestock and how	Order historical farm tools and machinery on a simple timeline. Look at books and pictures, stories, eye witness	Past Present Machinery Tractor Plough Crops Livestock Crop rotation

Coquet Valley (Generations of farmers)	Significant historical events, people and places in their own locality	present	How has farming production increased?		they are reared.	accounts, pictures, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	
<i>Do Kings and Queens have the best lives?</i> Kings and Queens	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 [for example, Elizabeth I and Queen Victoria, Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria. Know the chronological order of some kings and queens.	Place individuals and events onto a simple chronological timeline of the past. Understand and use the words past and present when telling others about the individuals.	Why did Queen Elizabeth I say no to getting married? Henry VIII splitting from the Catholic church and repercussions	William the Conqueror Edward I Longshanks Henry VIII Richard III Elizabeth I Elizabeth II	Compare the different monarchs and discuss similarities and differences between... Eg Henry VIII and his daughter Elizabeth I	Communicate ideas about different monarchs through speaking, writing, drawing, role-play, storytelling and computing. Look at books and pictures, stories, eye witness accounts, pictures, artefacts, historic buildings and the internet to find out about the past.	King Queen Monarch Parliament Succession
<i>Why was London Burning in 1066?</i> Great Fire of London	Events beyond living memory that are significant nationally or globally.	Understand and use the words past and present when telling others about the event. Study timeline of events that lead to the fire. Order	Find out what happened during and after the fire. Explore how buildings, London and the fire service have changed as a result of the fire.	Learn about Samuel Pepys diary and how that helped create a timeline of what happened. Understand how the Great Fire	Identify and write about similarities/differences between life in the 1600s and present day. Fire Engines, Houses and	Look at books and pictures, stories, eye witness accounts, pictures, artefacts, historic buildings, museums, galleries, historical	Past Present Future Samuel Pepys River Thames London

		events on a simple timeline.		influenced London, building structures and the fire service after the event happened.	building materials etc	sites and the internet to find out about the past. Communicate ideas about The Great Fire through speaking, writing, drawing, role-play, storytelling and computing.	
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Lower Key Stage 2 Framework

Historical theme	Historical Concepts Historical Enquiry						
	KS1 National Curriculum links	Chronological Understanding	Cause and Consequence	Significant People and Events	Similarities and Differences	Organisation and Historical Interpretation	Vocabulary
<i>Who first lived in Britain and how did this change?</i> Changes from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	Create timelines which show the relative lengths of time that events lasted. Use a timeline to place historical events in chronological order.	Explore events of the Stone Age and how that has impacted on present day. Research what humans needed to survive throughout the Stone Age.	Learn about significant people and events in the Stone Age and understand what makes them significant Especially focus on the metals and tools.	Record comparisons and contrasts of life in Stone Age to in the Iron Age.	Visit a local hillfort. And research others nearby. Communicate ideas about using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using computing.	Stone Age Bronze Age Iron Age Stonehenge Palaeolithic, Mesolithic Neolithic Artefact Celts Roundhouses

<i>Why settle here? Were the Anglo Saxons and The Vikings so different?</i> Britain's settlement by Anglo Saxons and the Viking invasions	Pupils should be taught about Britain's settlement by Anglo Saxons	Create timelines which show the relative lengths of time that events lasted. Use a timeline to place historical events in chronological order.	Understand and make connections about the impact Anglo Saxons had upon the North East of England today.	Learn about significant figures during the Anglo Saxon settlement and the invasion of the Vikings.	Discuss, compare and contrast the Saxons and Vikings and their different ways and beliefs.	Communicate ideas about using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using computing. Explore the idea that there are different accounts of history	Anglo Saxon Viking Invasion Settlement
<i>Does punishment always fit the crime?</i> Changes in crime and punishment through different periods of time	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present	Order key significant events and dates of the history of crime and punishment on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Find out about typical Roman and Anglo Saxon punishments and explore reasons why people were punished. How did this change during the Tudors and Victorians -compare and contrast.	Learn about the life of Dick Turpin	.Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.	Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin.	Bobbies Peelers Deterrent] Execution Highwaymen Humiliation Judge Jury Ordeal Treason Victim Trial Deterrant
Year B							
<i>Who were the Border Reivers?</i> Local History Study looking at what happened after the withdrawal of the Romans in our local area.	Significant historical events, people and places in their own locality	Order key significant events and dates from the Roman period on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Understand how the Border Reivers impacted our local area and who they were. Did their actions have an impact on why our county is so sparsely populated?	Muckle Mouth Meg Kinmont Willie Armstrong	Compare/contrast day to day life of a Reiver with an honest farmer.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Know that people in the past represent events or ideas in a way that persuades others.	Reiver Alliance Bereaved Allegiance

<i>What makes someone be remembered as a 'hero' in History?</i> In British History, why it could be argued that William Wilberforce Lord Shaftesbury Mary Seacole Emmeline Pankhurst Mary Seacole (Emily Davison Grace Darling)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Order key significant events and dates from the past Sequence the acts of the individuals thinking about the context of the time.	Why was there a need for a hero or a heroic action at this time? What changes did these individuals make that made them heroes?	William Wilberforce Lord Shaftesbury Mary Seacole Emmeline Pankhurst Mary Seacole (Emily Davison Grace Darling)	Are there similarities and differences between the individuals e.g. class, gender, ambition?	Discuss what is a hero? What makes a historical hero? Look around context of the times of each hero studied. What was the change that they made? Who in your opinion is the greatest hero and why?	Hero Heroine Transatlantic Abolish Inequality Votes Democracy Prejudice
<i>Who were the ancient Mayans?</i> The study of an Ancient civilisation - contrast to our own.	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	Describe how Mayan civilisation has affected or influenced life today. Suggest reasons why changes may have occurred over time.	Learn who the ancient Maya people were and where/when they lived.	Compare and contrast aspects of Mayan civilisation to life today and record. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)	Compare and contrast aspects of Maya civilisation to life today and record. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)	Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Maya people Pyramid Stelae Evidence Reliability Hieroglyphic Maize god

Throughout each topic the children will develop their historical investigation skills:

Historical Investigations KS1	Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: - a observe or handle evidence to ask simple questions about the past; - b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
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	c choose and select evidence and say how it can be used to find out about the past.
Historical Investigations LKS2	Children should understand how our knowledge of the past is constructed from a range of sources. Children can: - a look at more than two versions of the same event or story in history and identify differences; - b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 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: - a use a range of sources to find out about the past; - b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - c gather more detail from sources such as maps to build up a clearer picture of the past; - d regularly address and sometimes devise own questions to find answers about the past; - e begin to undertake their own research.

Impact

Above all, we want our children to think of themselves as Historians and have an understanding of what this terminology means. We want them to be curious about the past and how it impacts the present. We want our children to be able to recall specific historical events, appropriate to their age, and to be able to demonstrate an understanding of the key moments within events, the historical people involved and the impact it has had on current British society and the rest of the world.

