



### Curriculum Statement of Intent

- Our curriculum at Teversham is underpinned by Christian values and aims to inspire all our children in their learning.
- The curriculum will enable children to explore, discover, flourish and achieve their best.
- Our broad and balanced curriculum provides opportunities to link knowledge and skills across areas of learning.
- Our curriculum is enriched with experiences which celebrate the opportunities in our local area and raise aspirations

### History Curriculum Statement

- Our history curriculum aims to inspire our pupils' curiosity to discover more about the past of Britain, the wider world and our local area.
- History helps children to understand the process of change, the diversity of societies as well as their own identity and challenges of their time.
- Children understanding history is a crucial element of the continuation of our heritage so that the future generations understand the impact individuals and their actions have had on current events.
- Our history curriculum will equip the children with the skills to explore the past by asking perceptive questions, thinking critically, weighing evidence, sifting arguments, developing perspective and situating judgement within the historical sphere.

### Aims of History

To ensure that all pupils:

- Know and understand the history of these islands in 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, different 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 method 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
- Gain historical perspectives by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified below.

**At Teversham school, we will assess whether or not children have met this criteria through a range of tools including, but not limited to, assessment for learning, end of unit teacher assessment, assessment of writing and extended writing as well as weekly 'quick quizzes' which are designed to assess the subsidiary and disciplinary knowledge gained by pupils on a regular basis.**

Resources to support teachers planning can be found in Curriculum Planning, History. These include:

- Arrow Documents – these show the development of key concepts in history that are revisited over the years.
- Source booklets – these give teachers quick access to quality primary and secondary sources that are relevant to each unit which should be used within lessons to support skill development and historiography.
- Unit plans – these outline the learning intentions for each week, as well as signposting which sources you could use to support the learning in each of these aspects
- Vocabulary progression document – this shows the progression of vocabulary throughout the school as well as outlining the key vocabulary for each unit. You will see specific year group words here in red to tie in with English.
- Planning organisers – these are to support the teachers in the planning of their units by giving a comprehensive overview of the topic, including a timeline with key events and residual knowledge that we expect most, if not all, children should have retained by the end of the unit.
- Black History Month planning document – this shows the progression in teaching and learning around Black History, which we have put a specific focus on in order to support and recognising the growing diversity of our school and links directly to more recent struggles developments around the world, showing that history has an impact on our lives today.
- Remembrance Day planning document – this shows the progression in teaching and learning around Remembrance Day and Wars in the past, including WW1, WW2 and the Crimean War. This is to support learning across the school in a significant event post 1066 that we feel is particularly important to learn about, as it has shaped the British identity.

**SEND**

History lessons involve a lot of abstract thought and pupils consider complex ideas. A lot of reading and writing is often required in history lessons. To include pupils with SEN and/or disabilities teachers should consider what makes a topic difficult for certain pupils. It might be, for example, the level of contextual knowledge, the concepts, or the language used. Teachers should then identify what pupils should be able to draw on from previous work, and the new things that need to be introduced to pupils, before identifying a series of questions and tasks that will make them accessible.

Teversham School is committed to engaging and motivating all children in every subject. Here is a summary of the ways we intend to support our SEND pupils in through our history curriculum.

- Differentiate source material and use smaller words or extracts. Use picture sources wherever possible, but also ensure all children are exposed to high quality written sources too.
- Refer back to past units chronology and how this unit fits in with other units that the children have studied.
- Practically show children how long ago this would have been with scale. Do this outside.
- Simplify and target questions for these children to ask about the sources – starting with questions like ‘What can you see?’ ‘What is happening?’ ‘How do you think these people will have felt?’ This is especially accessible with picture sources.
- Apply the Bloom’s taxonomy for questioning in reading to sources here too, especially where these are written. This goes... remembering, understanding, applying and analysis last.
- Use of cloze procedure.
- Written sources could be converted to an auditory form.
- Use a chart that shows the ‘big picture’ to help pupils make links between lessons, e.g. a chart showing the big question, and how each lesson is related to the question.
- Provide children with a visual parallel timeline of Anglo-Saxons and Vikings and be explicit on the timeline every lesson for the areas we are looking at. Is it just one group? Both? This will encourage children to engage in the chronology and gain chronological understanding as well as help with the parallels in the unit.
- When teaching – e.g. visual, tactile and auditory and approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video
- For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording
- Use pictures and symbols to illustrate abstract, new or historical concepts.
- Use role-play so that the children may begin to understand the situations people in the past were in and how they may have felt about these. This will enable historical understanding and past perspectives.
- Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.
- Pre-teaching of key vocabulary and content so the children are experiencing this lots of times.
- Assess understanding by inviting pupils to comment on a key issue, reformulating it to check understanding. Adult to scribe this if needs be.
- Have a much focused intention for these children which may occasionally be different, but will always link in, to what the class is doing.
- Start with the image of the past as a story. Children could story-map understanding as they are used to this as opposed to writing down what happened.

**Pupil Premium**

We are aware that history lessons often contain elements that children may well have had more exposure to if they are not from a low-income family, such as museum outings and experiences relating to history. We are committed at Teversham to closing this gap and providing experiences to develop cultural capital for all children, including pupil premium children. Vocabulary needs to be explicitly taught and aimed at these children who may not have had exposure to this at home.

**Greater depth**

Identifying children working at greater depth in History is vital. These children often show particular skill at inference and deduction. They synthesise information well and draw inferences and conclusions from a range of sources of evidence and will use subject-specific vocabulary confidently. They will establish and follow a line of enquiry, posing informed questions and making links with enrichment activities for those working at a greater depth.

It will be important to provide learning that challenges children through: cognitive conflict – using debate to question the children’s thinking; providing problem solving activities and designing investigative tasks which stimulate and encourage analytical discussion, higher order deductive skills and implicit inference.



**History Knowledge and Skills**

**EYFS**

The EYFS curriculum follows the EYFS statutory framework. History is embedded in the area of learning for Understanding the World following the guidance from the educational programme. “Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension” - EYFS Statutory Framework 2021

Progression in History Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**In KS1: To ensure progression across school, teachers are often introducing pupils to historical periods that they will study more fully at KS2 and beyond.**  
**In KS2: To ensure progression, teaching British, local and world history, teachers combine an overview and depth studies to help children understand the long arc of development and the complexity of specific aspects of content.**

Topic and Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Over the year, learning will be based on children’s interests and will be taught in according with this. We will do this by exposing children to sources from the past based on familiar experiences that they will have had in their lives (for example, homes, transport and technology). Resources will be made available in class to promote discussion on familiar topics and promote awareness of the past.</p> <p>Core topics that will be covered include, but are not limited to...</p> <ul style="list-style-type: none"> <li>- Homes and buildings</li> <li>- Technology</li> <li>- People in our past (families and family trees)</li> <li>- Historical figures based interests other topics covered across the curriculum e.g. <b>Ernest Shackleton</b> when discussing winter and ice and <b>Martin Luther King</b> on Black History Day.</li> <li>- What they were like when they were babies and what they are like now.</li> </ul> <p>These will be related to themes – diversity and religion. These are detailed in arrow documents.</p>	<p><b>Changes within living memory. Where appropriate use these to reveal aspects of change in national life -Toys through the past.</b></p> <p><b>Events beyond living memory that are significant nationally: Great Fire of London</b></p> <p><b>Lives of Significant individuals who have contributed to national or international achievements. Florence Nightingale, Edith Cavell and Mary Seacole</b></p>	<p><b>Events beyond living memory that are significant globally: History of Flight including first aeroplane flight.</b></p> <p><b>Lives of Significant individuals who have contributed to national or international achievements- Amelia Earhart and the Wright Brothers.</b></p> <p><b>Significant historical events, people and places in own locality: What was my school like in the past?</b></p>	<p><b>Changes in Britain from Stone Age to the Iron Age: This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</b></p> <p><b>Bronze Age religion, technology and travel e.g. Stonehenge</b></p> <p><b>Iron age hill forts, tribal kingdoms, farming, art and culture</b></p> <p><b>The achievements of the Earliest Civilisations: An overview of where and when the first civilisations appeared; A depth study of Ancient Egypt;</b></p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the Western World e.g. Olympics, democracy, Maths.</b></p> <p><b>The Roman Empire and its impact on Britain: This could include: Successful invasion by Claudius and conquest including Hadrian’s Wall</b></p> <p><b>British resistance, including Boudicca</b></p> <p><b>Romanisation of Britain: see local sites, impact of technology, culture and beliefs, including early Christianity</b></p>	<p><b>Britain’s Settlement by Anglo-Saxons and Scots: This could include: Scots invasion from Ireland to North Britain (now Scotland)</b></p> <p><b>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</b></p> <p><b>Anglo-Saxon art and culture</b></p> <p><b>Christian conversion: Canterbury, Iona, Lindisfarne</b></p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>This could include: Viking raids and invasion</b></p> <p><b>Resistance by Alfred the great and Athlestan, first king of England</b></p> <p><b>Edward the Confessor and his death in 1066.</b></p> <p><b>A non-European society that provides contrast with British History – a study of Baghdad and the Abbasid Caliphate c.900AD</b></p>	<p><b>A study of an aspect or theme of British History that extends pupils’ chronological knowledge beyond 1066: The changing power of the monarchs using case studies: William Conqueror, Victoria, Henry 8<sup>th</sup>, (link to colleges in Cambs)</b></p> <p><b>A Local History Study: A study of an aspect of History or a site dating from a period beyond 1066 that is significant locally. WW2 and Cambridge OR The significance of Cambridge in the anti-abolition movement</b></p>	



Over their time at Teversham, children will engage in learning around Remembrance Day each year. This will include learning about conflict in the past, specifically World Wars One and Two. Over time, children will build learning around key concepts in this unit, evident on a separate progression document, and they will be expected to apply the skills learnt here.

<p>Enquiry questions</p>	<p>How have I changed since I was baby? What were homes in the past like? What did Ernest Shackleton do? Why is Martin Luther King Jr important?</p>	<p><u>Toys</u> How have toys changed since our grandparents were children? <u>Great Fire of London</u> What caused the Great Fire of London? Do the consequences still impact us today? <u>Significant Individuals</u> How were Florence Nightingale, Edith Cavell and Mary Seacole similar?</p>	<p><u>History of Flight</u> Did the first flight change the world for better or worse? <u>Significant people, places and events in the locality</u> What was my school like in the past?</p>	<p><u>Stone Age to Iron Age</u> How did life change in Britain during pre-history? Which change was the most significant to the way people lived?  <u>Ancient civilisations with a depth study on Ancient Egypt</u> Was Ancient Egypt similar to other ancient civilisations?</p>	<p><u>Ancient Greeks</u> What did the Greeks ever do for us?  <u>Romans</u> What was the Roman Empire and what impact did it have on Britain?</p>	<p><u>Anglo-Saxon Settlement</u> How did England change after the Anglo-Saxon settlement?  <u>Anglo-Saxon and Viking Conflict</u> Does describing the Vikings as vicious raiders portray them accurately? Does King Alfred deserve to be known as the Great? Is it correct to say that the Saxons successfully controlled England from 878-1066?  <u>A non-European society that provides contrast with British History – a study of Baghdad and the Abbasid Caliphate c.900AD</u> Was the silk road an actual road? How was the Abbasid Caliphate similar to England around AD 900?</p>	<p><u>Changing power of monarchs</u> To what extent has the monarchy changed since 1066? Does it matter? Who does it matter to?  <u>WW2 and Cambridge</u> What was the impact of WW2 on Teversham and people who lived here?  OR  <u>The significance of Cambridge in the anti-abolition movement</u> Should Cambridge have a statue of Olaudah Equiano?</p>
<p>Enrichment/ trips</p>	<p><b>Castles? Burwell Museum – How did people live? Visiting an old home.</b></p>	<p><b>History off the Page or similar: experience day in school Florence Nightingale</b></p>	<p><b>Visit to Duxford Airbase Victorian School Day?</b></p>	<p><b>Trip – Wandlebury Country Park Iron Age Day</b></p>	<p><b>Trip – Colchester Castle Link Romans to Easter on timeline</b></p>	<p><b>Trip – West Stow</b></p>	<p><b>Trip – Kensington Palace</b></p>
<p><b>Chronology</b></p>	<p>A range of resources will be used to promote a chronological awareness in readiness for the KS1 curriculum. Examples of these could be, not are not limited to... - Calendars for month and year - Clocks for chronological awareness of the day and time passing - Floor book to be referred to in relation to events and learning that has happened in the past - First and next board</p>	<p>sequence events or objects in chronological order sequence photos etc from different periods of their life  <b>use common words and phrases relating to passing of time</b> <b>Use wide vocabulary of everyday historical terms (see vocabulary progression document for further information on this)</b></p>	<p>sequence artefacts closer together in time sequence events describe memories of key events in lives  <b>use common words and phrases relating to passing of time</b> <b>Use wide vocabulary of everyday historical terms (see vocabulary progression document for further information on this)</b></p>	<p>place the time studied on a timeline sequence events or artefacts use dates related to the passing of time  <b>note connections, contrasts and trends over time</b>  <b>develop use of appropriate use of historical terms (see vocabulary progression document for further information on this)</b></p>	<p>place events from period studied on a timeline use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD  <b>note connections, contrasts and trends over time</b>  <b>develop use of appropriate use of historical terms (see vocabulary progression document for further information on this)</b></p>	<p>place current study on timeline in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history  <b>note connections, contrasts and trends over time</b>  <b>develop use of appropriate use of historical terms (see vocabulary progression document for further information on this)</b></p>	<p>place current study on timeline in relation to other studies use relevant dates and terms sequence up to ten events on a timeline  <b>note connections, contrasts and trends over time</b>  <b>develop use of appropriate use of historical terms (see vocabulary progression document for further information on this)</b></p>



	Children must be offered opportunities to discuss a chronology beyond when they are born.						
<b>Range and Depth of Historical Knowledge</b>	begin to describe similarities and differences through pictures, stories and artefacts in the past be exposed to a range of sources that can tell us about the past	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	<ul style="list-style-type: none"> <li>- find out about everyday lives of people in time studied</li> <li>- compare with our life today</li> <li>- identify reasons for and results of people’s actions</li> <li>- understand why people may have had to do something</li> </ul> Study an ancient civilization in detail - Egypt  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations  Compare and contrast Ancient civilisations - Roman and Ancient Greek  <b>Understand how our knowledge of the past is constructed from a range of sources</b>	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period  find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>	write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Study change through the lives of significant individuals (e.g. William I, Henry VIII and Victoria)  <b>Understand how our knowledge of the past is constructed from a range of sources.</b>
<b>Interpretations of History</b>	Children will be exposed to a range of sources and artefacts that relate to the objects studied. They should begin to realise that some objects can tell us about how people live and lived. They will read books and stories which can help to tell us about the past and will be used as a springboard to allow children to think about asking and answering questions about how people in past lived.  Nursery rhymes are a critical tool in thinking about the past. For example... Why didn’t Jack and Jill not just turn on the tap to get some water? Why didn’t Wee Willie Winkie not just use a torch?	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)  <b>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</b>  <b>Understand some of the ways we find out about the past</b>	compare pictures or photographs of people or events in the past able to identify different ways to represent the past  <b>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</b>  <b>Understand some of the ways we find out about the past</b>	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons, etc.  <b>Address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.</b>  <b>Construct informed responses involving thoughtful selection and organisation of relevant historical information.</b>	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge  <b>Address and sometimes devises historically valid questions about change, cause, similarity, difference and significance.</b>  <b>Construct informed responses involving thoughtful selection and organisation of relevant historical information.</b>	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events  <b>Address and sometimes devises historically valid questions about change, cause, similarity, difference and significance.</b>  <b>Construct informed responses involving thoughtful selection and organisation of relevant historical information.</b>	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research  <b>Address and sometimes devises historically valid questions about change, cause, similarity, difference and significance.</b>  <b>Construct informed responses involving thoughtful selection and</b>



	Why didn't Polly not just switch the kettle on?						organisation of relevant historical information.
<b>Historical Enquiry</b>	children will begin to ask questions related to artefacts and will display curiosity related to history they will begin to identify that some artefacts are not what we would use now	sort artefacts into "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts use of timelines discuss the effectiveness of sources	use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account
<b>Organisation and Communication</b>	talk and discussion will be key, children will begin to sequence what happens in their day, children will sequence on a pictorial timeline	timelines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models.	select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups	fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative	Select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations