



**Subject Overview 2021/22: History**  
**Intent (Skills/ knowledge):**  
**Implementation (How/ When):**



	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"><li>- Place the time studied on a timeline.</li><li>- Sequence events or artefacts.</li><li>- Use dates related to the passing of time.</li></ul>	<ul style="list-style-type: none"><li>- Place events from period studied on a time line.</li><li>- Use terms related to the period and begin to date events.</li><li>- Understand more complex terms e.g. BCE/AD</li></ul>	<ul style="list-style-type: none"><li>- Place current study on time line in relation to other studies.</li><li>- Know and sequence key events of time studied.</li><li>- Use relevant terms and period labels.</li><li>- Relate current studies to previous studies.</li><li>- Make comparisons between different times in history.</li></ul>	<ul style="list-style-type: none"><li>- Place current study on time line in relation to other studies.</li><li>- Use relevant dates and terms</li><li>- Sequence up to ten events on a timeline.</li><li>- Identify trends over time, identifying how ideas have been continued/developed.</li></ul>
Historical Knowledge-Skills	<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 to do something.</li><li>- Study an ancient civilisation in detail. (Egypt)</li></ul>	<ul style="list-style-type: none"><li>- Use evidence to reconstruct life in time studied.</li><li>- Identify key features and events.</li><li>- Look for links and effects in time studied.</li><li>- Offer a reasonable explanation for some events.</li></ul>	<ul style="list-style-type: none"><li>- Study different aspects of life of different people- differences between men and women.</li><li>- Compare life in early and late times studied (Mayans/Victorians)</li><li>- Compare an aspect of life with the same aspect in another period.</li></ul>	<ul style="list-style-type: none"><li>- Examine causes and results of great events and the impact on people.</li><li>- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li><li>- Compare beliefs and behaviour with another period studied.</li><li>- Know key dates, characters and events of time studied.</li></ul>



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Interpretation of history	<ul style="list-style-type: none"><li>- Identify and give reasons for different ways in which the past is represented.</li><li>- Distinguish between different sources and evaluate their usefulness.</li><li>- Begin to look at different representations of a period.</li></ul>	<ul style="list-style-type: none"><li>- Look at the evidence available.</li><li>- Begin to evaluate the usefulness of different sources.</li><li>- Use of text books and historical knowledge.</li></ul>	<ul style="list-style-type: none"><li>- Compare accounts of events from different sources - fact or fiction.</li><li>- Offer some reasons for different versions of events.</li></ul>	<ul style="list-style-type: none"><li>- Link sources and work out how conclusions were arrived at.</li><li>- Consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li><li>- Be aware that different evidence will lead to different conclusions.</li><li>- Confident use of the library for research purposes.</li></ul>
Historical Enquiry-Skills	<ul style="list-style-type: none"><li>- Use a range of sources to find out about a period.</li><li>- Observe small details- artefacts, pictures.</li><li>- Select and record information relevant to the study.</li><li>- Begin to use the library, e-learning for research.</li><li>- Ask and answer questions.</li></ul>	<ul style="list-style-type: none"><li>- Use evidence to build up a picture of a past event.</li><li>- Choose relevant material to present a picture of one aspect of life in time past.</li><li>- Ask a variety of questions.</li><li>- Use the library, e-learning for research.</li></ul>	<ul style="list-style-type: none"><li>- Begin to identify primary and secondary sources.</li><li>- Use evidence to build up a picture of life in time studied.</li><li>- Select relevant sections of information.</li><li>- Confident use of library, e-learning, research.</li></ul>	<ul style="list-style-type: none"><li>- Recognise primary and secondary sources.</li><li>- Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</li><li>- Bring knowledge gathering from several sources together in a fluent account.</li></ul>



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<b>INTENT</b> (Text in green references any history taught in a geography unit)	Autumn 1 <u>Scavengers and Settlers</u> <ul style="list-style-type: none"> <li>- Know how Britain changed between the beginning of the stone age and the iron age</li> <li>- Know the main differences between the stone, bronze and iron ages</li> <li>- Know what is meant by 'hunter-gatherers.'</li> </ul>	Autumn 1 Water, Weather and Climate  GEOGRAPHY UNIT TAUGHT	Autumn 1 <u>Marvellous Mayans</u> <ul style="list-style-type: none"> <li>- Know about the impact that one of the following ancient societies had on the world: The Mayan civilization; the Islamic civilization; or the Benin</li> <li>- Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	Autumn 1 <u>Battles, Blackouts and the Blitz</u> <ul style="list-style-type: none"> <li>- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>- Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>- know how Britain has had a major influence on the world</li> </ul>
	<u>Key Vocabulary</u> archaeologist, artefacts, Neolithic, Mesolithic, Neanderthal, B.C, chronology, tribal, hunter-gatherers, settlers, prey, pre-history, Nomad, Homo Sapiens, roundhouse, hill fort, spears, farming, fire, hearth, Skara Brae, cave paintings, thatch, axe, thatched roof, short spear, tribe, club, arrow, sabre-toothed, fire, woolly rhino, flint, evolve, mammoth, antler, Palaeolithic, ancestors, glaciers, extinct, caves, nomadic,	<u>Key Vocabulary</u>	<u>Key vocabulary</u> Sacrifice, calendars, maize, cacao beans, Headdress, priests, codex, El Castillo, Chickeen Itza, civilization, descendants, warrior, slaves, farmers, empire, dynasty, Mesoamerica, advanced, Temples, pyramids, logograms, phonetic symbols, Mayan glyphs, scripts, calendar, codices, monuments, fertile, slash and burn, ritual, garments, loincloth, huipil, hierarchy, feathers, carvings, Popul Vuh, Hun Ixim.	<u>Key Vocabulary</u> Britain, war, Allies, Axis Powers, evacuee, evacuation, Blitz, bombing, rationing, everyday life, jobs, propaganda, wartime, fighters, soldiers, gas mask, Anderson shelter, Morrison shelter, Air raid shelter, bomber, medal, prisoner, Ration book, Home guard, code breaker, Spitfire, Winston Churchill, Adolf Hitler, ARP warden, blackout,



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grindstones, weaving, <b>Stonehenge.</b>			
Autumn 2 <u>Normacot</u>  GEOGRAPHY UNIT TAUGHT	Autumn 2 Rivers  GEOGRAPHY UNIT TAUGHT	Autumn 2  Continued from Spring 1	Autumn 2 <u>Vicious Vikings</u> <ul style="list-style-type: none"> <li>- Know where the Vikings originated from and show this on a map</li> <li>- Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>- Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>
<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u> Sacrifice, calendars, maize, cacao beans, Headdress, priests, codex, El Castillo, Chickeen Itza, civilization, descendants, warrior, slaves, farmers, empire, dynasty, Mesoamerica, advanced, Temples, pyramids, logograms, phonetic symbols, Mayan glyphs, scripts, calendar, codices, monuments, fertile, slash and burn, ritual, garments, loincloth, huipil, hierarchy, feathers, carvings, Popul Vuh, Hun Ixim.	<u>Key Vocabulary</u> Vikings, axe, long boat, shield, spear, <b>freeman</b> , archer, sword, thatched house, coins, king, slave, Wessex, <b>Danelaw</b> , horn cup, York, Jorvik, <b>runes</b> , Freyja, Odin, Thor, Denmark, Norway, Sweden, <b>monastery</b> , <b>raided</b> , Lindisfarne, trade, <b>manuscripts</b> , warriors, leather, weapon, Valhalla, brave, <b>Danegeld</b> , alphabet (Futhark), linen, <b>pagan</b> , carve, <b>intricate</b> , fortune tellers, long ships, chronology.
Spring 1 <u>Walk like an Egyptian</u>	Spring 1 <u>Raiders or Traders</u>	Spring 1 <u>Victorious Victorians</u>	Spring 1 <u>Rainforests</u>



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<ul style="list-style-type: none"> <li>- Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>- Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>- Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>- Use a timeline to show when the Anglo Saxons were in England.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Know how the lives of wealthy people were different from the lives of poorer people during this time</li> <li>- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>- Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>- know how Britain has had a major influence on the world</li> </ul>	<p align="center">GEOGRAPHY UNIT TAUGHT</p>
<p><b><u>Key vocabulary</u></b>  Pharaohs, Gods/Goddesses, tombs, mummification, pyramids, Valley of the Kings, burial chamber, Tutankhamun, <b>Canopic Jar</b>, Ankh, afterlife, Papyrus, Howard Carter, Lord Carnarvon, <b>hieroglyphics</b>, amulet, <b>sarcophagus</b>, irrigation, Sphinx, barter, slaves, <b>archaeologist</b>, worship, slave, Eye of Horus, scribe, Cleopatra, obelisk, scarab beetle, River Nile, Amun, <b>Egyptologist</b>, goddess, dynasty, Giza, Anubis.</p>	<p><b><u>Key Vocabulary</u></b>  Anglo-Saxon, Angles, Saxons, Jutes, <b>runes</b>, coins, cremation pot, bronze helmet, battle, Kent, Wessex, Northumbria, East Anglia, Mercia, Offa's Dyke, lyre, <b>Bayeux Tapestry</b>, thatched wooden house, jewellery, <b>emigrating</b>, heritage, armies, monk, St Bede, <b>invasion</b>, <b>chronicles</b>, Alfred the Great, monasteries, King Vortigern, Hengest and Horga, <b>settlement</b>, <b>conquest</b>, <b>threshing</b>, <b>scythe</b>, <b>brooch</b>, Sutton Hoo, barrows, shield, Christianity, Pagans, Canterbury, King Athelstan, chronology</p>	<p><b><u>Key vocabulary</u></b>  Queen Victoria, <b>empire</b>, workhouse, <b>Industrial Revolution</b>, manual work, education, arithmetic, disease, <b>poverty</b>, <b>pollution</b>, railways, <b>reign</b>, mining, chimney sweeps, <b>era</b>, <b>contrast</b>, terraced, corsets, wealth, waistcoats, pocket watch, hobnail boots, servants, <b>malnutrition</b>, mining, governess, boarding school, <b>slums</b>, sewage, petticoats, mangle, punishments, three Rs (reading, writing and arithmetic, drill, chanting, anaesthetic, antiseptic, Florence</p>	<p><b><u>Key Vocabulary</u></b></p>



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			Nightingale, <b>infirmaries</b> , cottage hospitals, asylums.	
Spring 2 <u>Walk like an Egyptian</u> <ul style="list-style-type: none"><li>- Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li><li>- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li></ul>	Spring 2 <u>Rotten Romans</u> <ul style="list-style-type: none"><li>- Know how Britain changed from the iron age to the end of the Roman occupation</li><li>- Know how the Roman occupation of Britain helped to advance British society</li><li>- Know how there was resistance to the Roman occupation and know about Boudicca</li><li>- Know about at least one famous Roman emperor</li></ul>	Spring 2 <u>Stoke On Trent (Six towns)</u> <ul style="list-style-type: none"><li>- know how Britain and in particular the local area has had a major influence on the world</li></ul>	Spring 2 <u>Rainforests</u>  GEOGRAPHY UNIT TAUGHT	
<u>Key vocabulary</u> Pharaohs, Gods/Goddesses, tombs, mummification, pyramids, Valley of the Kings, burial chamber, Tutankhamun, Canopic Jar, Ankh, afterlife, Papyrus, Howard Carter, Lord Carnarvon, hieroglyphics, amulet, sarcophagus, irrigation, Sphinx, barter, slaves, archaeologist, worship, slave, Eye of Horus, scribe, Cleopatra, obelisk, scarab beetle, River Nile, Amun, Egyptologist, goddess, dynasty, Giza, Anubis.	<u>Key Vocabulary</u> Romans, Rome, Italy, <b>invasion</b> , <b>empire</b> , <b>emperor</b> , Augustus, army, <b>legions</b> , Caesar, soldiers, Londonium, Hadrian's wall, <b>Latin</b> , Gregorian calendar, roads, <b>politicians</b> , citizen, <b>legionaries</b> , <b>centurion</b> , Bath house, bathing, Roman Villa, <b>Amphitheatre</b> , Colosseum, fighting, gladiators, slaves, <b>chariots</b> , mosaics, <b>Barbarians</b> . chronology	<u>Key Vocabulary</u> industry, coal, mining, pottery, clay	<u>Key Vocabulary</u>	





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<p>Summer 1  <u>Where in the World?</u>  <b>GEOGRAPHY UNIT TAUGHT</b></p>	<p>Summer 1  <u>Rotten Romans</u></p> <ul style="list-style-type: none"> <li>- Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>- Know how the Roman occupation of Britain helped to advance British society</li> <li>- Know how there was resistance to the Roman occupation and know about Boudicca</li> <li>- Know about at least one famous Roman emperor</li> </ul>	<p>Summer 1  <u>Mountains</u></p> <p><b>GEOGRAPHY UNIT TAUGHT</b></p>	<p>Summer 1  <u>Groovy Greeks</u></p> <ul style="list-style-type: none"> <li>- Know some of the main characteristics of the Athenians and the Spartans</li> <li>- Know about the influence the gods had on Ancient Greece</li> <li>- Know at least five sports from the Ancient Greek Olympics</li> </ul>
<p><u><b>Key vocabulary</b></u></p>	<p><u><b>Key Vocabulary</b></u></p> <p>Romans, Rome, Italy, invasion, empire, emperor, Augustus, army, legions, Caesar, soldiers, Londonium, Hadrian's wall, Latin, Gregorian calendar, roads, politicians, citizen, legionaries, centurion, Bath house, bathing, Roman Villa, Amphitheatre, Colosseum, fighting, gladiators, slaves, chariots, mosaics, Barbarians. chronology</p>	<p><u><b>Key vocabulary</b></u></p>	<p><u><b>Key Vocabulary</b></u></p> <p>Archaeologist, <b>philosophy</b>, Athenians, Spartans, <b>democracy</b>, Olympics, Zeus, toga, <b>citizen</b>, temple, <b>Acropolis</b>, <b>Parthenon</b>, Marathon, alphabet, <b>mythology</b>, <b>Peninsula</b>, <b>Amphitheatre</b>, classical, crops, wheat, barley, oxen, ploughing, hunting, raps, bows, spears, courtyard. Citizens, <b>philosophers</b>, Plato, Socrates, Aristotle, Zeus, Athena, Apollo, Poseidon, Ares, Hera, educated, slavery, Athens, Alexander the Great.</p>
<p>Summer 2  <u>Europe</u>  <b>GEOGRAPHY UNIT TAUGHT</b></p>	<p>Summer 2  <u>All about the Potteries</u></p> <ul style="list-style-type: none"> <li>- Know about a period of history that has strong connections to their locality and understand</li> </ul>	<p>Summer 2  <u>Natural Disasters</u>  <b>GEOGRAPHY UNIT TAUGHT</b></p>	<p>Summer 2  <u>Groovy Greeks</u></p> <ul style="list-style-type: none"> <li>- Know some of the main characteristics of the Athenians and the Spartans</li> </ul>



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		<p>the issues associated with the period.</p> <ul style="list-style-type: none"> <li>- know how Britain has had a major influence on the world</li> </ul>		<ul style="list-style-type: none"> <li>- Know about the influence the gods had on Ancient Greece</li> </ul> <p>Know at least five sports from the Ancient Greek Olympics</p>
	<u><b>Key vocabulary</b></u>	<u><b>Key vocabulary</b></u> Stoke- On- Trent, industry, pottery, Josiah Wedgwood, <b>dialect</b> , <b>accent</b> , Josiah Spode, pot bank, <b>kiln</b> , population, <b>boundaries</b> , mining, <b>colliery</b> , land use., Spitfire, Reginald Mitchell, clay, <b>saggarmaker</b> , Bone china, <b>casting</b> , slip, Earthenware, <b>Enamel</b> , Fire clay, firing, <b>glaze</b> , potter, potter's wheel, <b>saggar</b> , throwing.	<u><b>Key vocabulary</b></u>	<u><b>Key vocabulary</b></u> Archaeologist, philosophy, Athenians, Spartans, democracy, Olympics, Zeus, toga, citizen, temple, Acropolis, Parthenon, Marathon, alphabet, mythology, Peninsula, Amphitheatre, classical, crops, wheat, barley, oxen, ploughing, hunting, raps, bows, spears, courtyard. Citizens, philosophers, Plato, Socrates, Aristotle, Zeus, Athena, Apollo, Poseidon, Ares, Hera, educated, slavery, Athens, Alexander the Great.
<b>IMPLEMENTATION</b>	<u><b>Approach to History</b></u> At Alexandra Junior School, we teach history in either half termly or termly units spread out throughout the year. Every child will have two hours of history a week during the unit. To allow children to become historians, the curriculum has been designed to help children gain a coherent understanding and the appropriate knowledge of Britain's past and that of the wider world. The National Curriculum states that history teaching 'should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement'. As the children move through the school, they will develop these skills at a deeper level. At Key Stage two, children continue to develop the sense of chronology. They secure their knowledge and understanding of a range of British, local and World history, establishing clear accounts of events within the periods they study. They begin to note connections, contrasting views and trends over time. A key focus within the teaching of history is the correct use of historical terms. As language is a key focus, given the school context, it is central to our teaching. Further on in the document, the way in which we approach this will be explained in more detail.			





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Learning from a range of sources becomes more prominent throughout the key stage and by Year Six, they will construct informed responses that involve thoughtful selection and organisation of relevant historical information.

When planning the curriculum, we ensure that we combine both overview and depth studies to help our pupils to understand both the long arc of development and the complexity of specific aspects of the content.

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective 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.

Our curriculum is designed so that the skills the children require progress as they move from Foundation stage to Key Stage 2. Consultations have been held with the feeder Infant School co-ordinator to ensure that skills progress from those taught at the Infant School and repetition is limited. Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners. We use a 3-tier vocabulary approach which is revisited regularly to enable understanding and retention.



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Pre-cueing of vocabulary is a regular focus for our EAL pupils. Knowledge mats are available for all units taught and these are used during classes. These knowledge mats consist of key vocabulary and their definitions, books that link to that area and the sticky knowledge which should be retained by the children. The history lessons support our school context-based drivers, the 5Es (**E**xcel yourself, **E**mbrace yourself, **E**xplore the world, **E**ngage with others, **E**xpress yourself). These are explicitly shared with the children.

A key focus within the curriculum is the idea of retention and that the children should be able to recall learnt facts further down the line. With this in mind, the children will be assessed at least half a term after the original teaching. The children will be assessed on their understanding of key vocabulary and learnt skills. The idea behind this is that the knowledge is able to be retained in the child's long-term memory which means that it can be recalled at a later date.

Children are required to gain a better understanding of key events within history. By teaching the curriculum in the way that the school is, we are providing children with adequate time to gain this understanding. This provides the children with the knowledge and skills they require to be Key Stage three ready by the time they leave the school in Year 6.



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Below is a timetable of when each unit is taught in Key Stage 2. The units highlighted in green are the history units.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age to Iron Age	Normacot -bar charts on traffic survey	Egyptians		Where in the World?	Europe
Year 4	Water , weather and climate -measuring rainfall line graphs	Rivers Fieldwork Sketch maps	Anglo Saxons	Romans	Romans	Local Study (Pottery industry)
Year 5	Mayans		Victorians	Stoke-On-Trent (six towns) population over time line graph/bar chart	Mountains	Natural Disasters
Year 6	World War Two	Vikings	Rainforests -temperature and rainfall (mean, average)	Rainforests	Romans (2021-2022 only- due to missed learning)	Romans (2021-2022 only- due to missed learning)



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Below is a progression chart which shows how the knowledge progresses through Key stage 2.

History: Key Stage 2		
CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"><li>To include:</li><li>Stone age to Iron age</li><li>Romans</li><li>Anglo-Saxons</li><li>Vikings</li></ul>	<ul style="list-style-type: none"><li>An aspect of theme that takes pupils beyond 1066</li></ul>	<ul style="list-style-type: none"><li>A local study linked to one of the periods of time studied under chronology; or</li><li>A local study that could extend beyond 1066</li></ul>
<b>Year 3</b> <ul style="list-style-type: none"><li>Know how Britain changed between the beginning of the stone age and the iron age</li><li>Know the main differences between the stone, bronze and iron ages</li><li>Know what is meant by 'hunter-gatherers'</li></ul>		
<b>Year 4</b> <ul style="list-style-type: none"><li>Know how Britain changed from the iron age to the end of the Roman occupation</li><li>Know how the Roman occupation of Britain helped to advance British society</li><li>Know how there was resistance to the Roman occupation and know about Boudicca</li><li>Know about at least one famous Roman emperor</li><li>Know how Britain changed between the end of the Roman occupation and 1066</li><li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li><li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li><li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li><li>Use a time line to show when the Anglo-Saxons were in England</li></ul>		<ul style="list-style-type: none"><li>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li></ul>



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## History: Key Stage 2

### ANCIENT ANCIENTS (approx. 3000 years ago)

- Cover each of and then choose one to look at in depth:
- Ancient Egypt
- Ancient Sumer
- Indus Valley
- Shang Dynasty

### CIVILIZATIONS from 1000 years ago

- Choose one of:
- Mayans
- Islamic Civilizations
- Benin Civilization

### ANCIENT GREECE

- Greek life and influence on the Western world

Year 3

- Know about, and name, some of the advanced societies that were in the world around 3000 years ago
- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty

Year 4



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## History: Key Stage 2

History: Key Stage 2		
CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"><li>• To include:</li><li>• Stone age to Iron age</li><li>• Romans</li><li>• Anglo-Saxons</li><li>• Vikings</li></ul>	<ul style="list-style-type: none"><li>• An aspect of theme that takes pupils beyond 1066</li></ul>	<ul style="list-style-type: none"><li>• A local study linked to one of the periods of time studied under chronology; or</li><li>• A local study that could extend beyond 1066</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li><li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li><li>• know how Britain has had a major influence on the world</li><li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li></ul>	
Year 6	<ul style="list-style-type: none"><li>• Know where the Vikings originated from and show this on a map</li><li>• Know that the Vikings and Anglo-Saxons were often in conflict</li><li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li></ul>	





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History: Key Stage 2		
ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
<ul style="list-style-type: none"><li>• Cover each of and then choose one to look at in depth:</li><li>• Ancient Egypt</li><li>• Ancient Sumer</li><li>• Indus Valley</li><li>• Shang Dynasty</li></ul>	<ul style="list-style-type: none"><li>• Choose one of:</li><li>• Mayans</li><li>• Islamic Civilizations</li><li>• Benin Civilization</li></ul>	<ul style="list-style-type: none"><li>• Greek life and influence on the Western world</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</li><li>• Know why they were considered an advanced society in relation to that period of time in Europe</li></ul>	
Year 6		<ul style="list-style-type: none"><li>• Know some of the main characteristics of the Athenians and the Spartans</li><li>• Know about the influence the gods had on Ancient Greece</li><li>• Know at least five sports from the Ancient Greek Olympics</li></ul>

Please see the top of the intent section for a progression of the skills being taught throughout the Key Stage.



## Subject Overview 2021/22: History

Intent (Skills/ knowledge):  
Implementation (How/ When):



### SEND/Differentiation

Our history curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this.

More guidance on how we achieve this can be found in the Inclusion in history document.

### SMSC

Spiritual development in history aims to foster the mystery of how and why events in the past happened and the reasons behind this. It helps children to realise the significance that key individuals have had on the past and see similarities and differences between people now and in the past.

Moral development in history aims to encourage pupils to comment on moral questions and dilemmas from the past. This will aid the children to empathise with the decisions that people from the past had to make. They will also become more open minded when considering the actions and decisions of people from the past.

Social development encourages the children to think about what societies from the past have done for us. In history, it promotes the child's own social development through collaboration with their peers and problem solving.

Cultural development in history develops a better understanding of our own multicultural society through studying links between local, British, European and world history. It allows children to gain an understanding of and develop empathy with people from different cultures.

### Reading for learning

Reading for learning is encouraged to enable learners to gain more information about the units being covered. E.G. evidence in guided reading sessions.



**Subject Overview 2021/22: History**  
**Intent (Skills/ knowledge):**  
**Implementation (How/ When):**



**Assessment and Record keeping**

**Formative assessment**

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. For each lesson, there will be a knowledge learning objective and a skill learning objective. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

**Summative assessment**

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported and assessed through a range of mini quizzes revisited regularly.

**Trips and visitors**

Trips and visitors are encouraged to engage the children further in their learning. These are encouraged towards the beginning of a unit of work, allowing the children to become fully immersed in the unit. Previous trips have included visits to the Dewa Centre in Chester to learn more about the Romans, Westport lake for a Stone age experience and Stafford Castle for the Anglo Saxons. We also welcome visitors to the school and for the last few years Year 3 and 4 have welcomed Portals to the Past in to school to hold whole days filled with learning about the Ancient Egyptians and the Ancient Greeks.

**Learning Recovery (KS2)**

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.