



History scheme of work

Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children's parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Our History curriculum has been developed because at Fletewood School, we believe that:

Children need to understand the impact of the past in the shaping of our future.

- Children need to understand the importance of change over time.
- Children need to have a broad knowledge of significant events and people from the past and know how this impacts and effects their own lives.

- Children need to connect with their personal history – this can then influence the way that they think and help them to understand their place in the world.
- Children need an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Children need the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. They need to develop debating skills and realise others may think differently.
- Children need to develop a passion for history and be enthusiastic and engaged in learning, which develops their sense of curiosity about the past and their understanding of how and why.
- Children need to develop a respect for historical evidence and use it to support their explanations and judgements.

Implementation

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

History is taught as a discrete subject but links to other subjects are made where appropriate. In EYFS History comes under the umbrella of 'Understanding the World'. Although history can be dominated by knowledge we connect a series of skills through the scheme of work that are matched to age and stage of development. Skills include, chronological understanding, historical enquiry and interpretation as well as developing the skills of presentation and organisation.

We believe that trips, visits and the use of artefacts are essential in the implementation of engaging children in their history learning. We use local museums, landmarks and attractions as well as borrowing resource boxes and loan service artefacts. Teaching children to respect the past is vital; by using first hand experiences pupils have a far better understanding of its importance.

The children will know and understand significant aspects of the history of the wider world. The children will be taught about continuity and change, cause and consequence, difference and significance. They will be taught to apply their knowledge and skills to make connections, draw contrasts, analyse trends, frame historically- valid questions and create their own accounts. The children will be taught to understand methods of historic enquiry, including how evidence is used and how interpretations have been constructed.

Subject overview:

Year A

Class	Autumn Term	Spring Term	Summer Term
Class 1 (EYFS)	<p>Comment on familiar situations in the past. Begin to make sense of their own life story and family history. Talk about the lives of the people around them and their roles in society.</p>	<p>Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
Class 2 (Y1/2)	<p>Gunpowder Plot The Gunpowder Plot unit will teach using a variety of methods, to fully develop their knowledge and understanding of this significant event in British history: The Gunpowder Plot. The children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. They will deepen their understanding of the events of the Gunpowder Plot through several speaking and listening activities, such as hot seating and role play, as well as</p>	<p>War and Remembrance This War and Remembrance unit will teach about this significant event in British and global history: the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities. As well as finding out why and how Remembrance Day is marked, the unit covers the</p>	<p>Great Fire of London This Great Fire of London unit will teach about the key events of the Great Fire of London and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.</p>

	<p>sequencing events and designing posters. A lesson on how bonfire night has been celebrated in Britain since the 1930s is also designed to consolidate their knowledge of changes within living memory.</p>	<p>experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front.</p>	
<p>Class 3 (Y3/4)</p>	<p>The Vikings and Anglo-Saxons This unit will teach about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</p>	<p>Crime and punishment This Crime and Punishment unit will teach the children to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.</p>	<p>Golden age of Exploration 1400 -1800 In this World Explorers unit, the children will learn about the journeys of six famous world explorers up to the late 18th century. They will learn where they travelled, their motivations, the people whom they met and how they impacted the societies they encountered. They will also learn the difference between explorers, traders and navigators as well as the nature of exchange between peoples.</p>

<p>Class 4 (Y5/6)</p>	<p>History of The Silk Road Early Islamic Civilisation - Trade and Travel (H) This unit of work will teach the class about the early Islamic civilisation. They will learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. In addition to this they will find out about the House of Wisdom and some of the influential people who worked and studied there. They will study in detail about how early Islamic doctors made significant contributions to the development of medicine and surgery and how their work still influences the medical profession today. The children will also have the opportunity to learn about other significant discoveries and inventions made by Muslim scholars in the early Islamic civilisation and to explore how items were made and where and how they were traded with the rest of the world. One lesson will focus on the birth of Islam and the first four caliphs who ruled following the death of the</p>	<p>Ancient Maya This unit of work will teach the class all about the ancient Maya civilisation. The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn</p>	<p>WWII This unit of work will teach the class all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. The unit pack contains six lesson plans with their own lesson presentations and all the necessary resources. There are also two home learning tasks, challenge cards and fact cards designed to support and encourage independent learning.</p>
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	prophet Muhammad and children will have the opportunity to act in role to debate the legitimacy of the Sunni and Shia Muslims.	and chocolate, arguing which was most important in a class debate.	
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Year B

Class	Autumn Term	Spring Term	Summer Term
Class 1 (EYFS)	<p>Comment on familiar situations in the past.</p> <p>Begin to make sense of their own life story and family history.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
Class 2 (Y1/2)	<p>Kings & Queens</p> <p>This Kings and Queens unit will teach about the significant British monarchs in history, and gives a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p>	<p>Toys</p> <p>This Toys unit will teach about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. A range of</p>	<p>Travel & Transport</p> <p>This Travel and Transport unit will teach about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.</p>

		learning activities are used in this unit which include: drawing discussions, role play and games as well as writing tasks to encourage the children to fully engage in lessons.	
Class 3 (Y3/4)	<p>The Romans</p> <p>In this unit about the Romans, children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Children will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the</p>	<p>Ancient Egypt</p> <p>This Ancient Egypt unit will teach the class in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p>	

	<p>Romanisation of Britain. This includes the building of a network of roads, the construction of new towns and the development of agriculture and countryside villas. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.</p>		
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<p>Class 4 (Y5/6)</p>	<p>Ancient Sumer This ancient Sumer unit will teach the class about the early civilisation of ancient Sumer. They will use their geographical skills to locate where in the world Sumer was and explore why it was such a unique location. The children will also have the opportunity to learn about different aspects of life during the ancient Sumerian period, including what it was like to live in a city state and how Sumerian inventions had a lasting influence on the wider world. In addition to this they will learn about the religious beliefs and practices of this ancient civilisation and analyse a range of artefacts and evidence.</p>	<p>Leisure and Entertainment This Leisure and Entertainment in the 20th Century unit will teach the class in depth about the rise in popularity of cinema. They will learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. Children will also learn about how developments in 20th century technology can make life in this century easier</p>	<p>.</p>
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Impact

As a result of the provision above, all pupils including those with SEND will develop confidence and resilience in the classroom and will demonstrate high levels of engagement. All pupils will make progress from their starting points. They will develop both as independent and interdependent learners.

Through the teaching and learning of the History curriculum the long term impact will be:

- That children's experiences will support the acquisition of historical knowledge.
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm.
- That children will make decisions in life that will be underpinned by a knowledge of the past.
- That children will understand the timelines of their personal histories, local history, British history and world history.
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners.
- That most children will have an on-going interest and in some cases a passion for history.

Assessment in History:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, clear progression in skills

Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting

