

Avonwood Primary School

History Curriculum Policy



September 2023

Subject Leader: Mrs Andrews



Avonwood Primary School

The best in everyone™

Part of United Learning

Contents

1.0	Our School Vision	3
1.1	How our whole school vision links with history.....	4
2.0	Subject Intent, Implementation & Impact	5
2.1	Subject Intent.....	5
2.2	Subject Implementation.....	5
2.3	Subject Impact	6
3.0	Sequencing of the Avonwood History Curriculum.....	7
3.1	Whole School Overview: Long Term Planning	7
3.2	Knowledge & Skills Overview – EYFS.....	9
3.3	Knowledge & Skills Overview – KS1	12
Year 1	.....	12
Year 2	.....	14
3.4	Knowledge & Skills Overview – KS2	16
Year 3	.....	16
Year 4	.....	18
Year 5	.....	20
Year 6	.....	23
4.0	History Curriculum Resources.....	26
4.1	Example Medium Term Plan.....	26
4.2	Lesson Structure.....	28
Example Knowledge Organiser	.....	29
4.4	Assessment	30
5.0	Roles and Responsibilities.....	31
5.1	Class Teacher.....	31
5.2	Subject Leader.....	31
5.3	Senior Leadership Team.....	31

1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of inspiring wonder and intellectual curiosity.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If 'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with history

The Avonwood Curriculum for history provides all children, regardless of their background, with a set of core ideas that will enable all students to experience a personal sense of awe and wonder when describing and explaining the world around them. Our curriculum ensures that children will master core content through the development of key concepts and timely revisiting of key knowledge. The curriculum has been sequenced and specific knowledge selected to allow for gradual development of vertical concepts – the ‘big ideas’ in history – to provide firm foundations for KS3 and KS4. At Avonwood we purposefully teach appropriate knowledge, to aid current and future understanding, and to smooth the transition to KS3. We encourage children to apply and make connections between the curriculum and the wider world.

The history curriculum at Avonwood Primary School provides children with a:

- Coherent, chronological knowledge of the history of Britain and the wider world, explored through the lenses of three ‘vertical concepts’:
- ‘Quest for knowledge’ How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time?
- ‘Power, empire and democracy’ Who holds power, and what does this mean for individuals at different levels of society? How are people’s rights different in different political contexts?
- ‘Community and family’ What is life like for people in different societies? How are family or community relationships different at different times and in different places?
- Grounding in core disciplinary knowledge, and the ability to approach challenging, historically valid enquiry questions
- Excitement for history, that inspires a curiosity to learn more about the past.

Throughout our curriculum we have selected examples that inspires children’s’ curiosity about the world and it’s history. In addition, we have supplemented our curriculum with key significant figures that ensure that all children can see themselves reflected in the history curriculum, by highlighting a range of key figures and their contributions to the development of the world from a wide range of backgrounds; and considering social and cultural values.



2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

History teaching at Avonwood Primary School aims to teach a set of core ideas that will enable all students to experience a personal sense of awe and wonder when describing and explaining the world around them and its history. We aim to instil an excitement for history, which inspires a curiosity to learn more about the past.

At Avonwood, we aim to give children an understanding of the world around them whilst substantive knowledge is chronological, aligned to the National Curriculum, and prepares children for Key Stage 3. Disciplinary knowledge is taught alongside substantive knowledge and is revisited and developed across KS1 and KS2. Using and interpreting sources and evidence is embedded in all units across the school.

The history curriculum delivers a coherent and chronological substantive knowledge of the history of the Britain and the wider world, selected to build children's understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help children gain a deep understanding of complex, abstract ideas:

- **Quest for knowledge:** How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?
- **Power, empire and democracy:** Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?
- **Community and family:** What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?

This provides a consistent context that allows children to situate new knowledge in their wider historical understanding, as well as build a deep awareness of abstract concepts like 'power'.

At Avonwood, we provide opportunities for all children to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The history curriculum teaches children about civilizations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain. All children are encouraged, to use their core disciplinary knowledge to approach challenging, historically valid questions.

Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of enquiry, so that children learn to use a variety of approaches to answer relevant questions.

2.2 Subject Implementation

The Avonwood history curriculum is adapted from the United Learning curriculum and is aligned to the National Curriculum 2014 and Programmes of Study for KS1 and KS2 and 'Understanding of the World' in the Early Years Foundation Stage.

The Avonwood history curriculum sets out the units that should be covered in each year. Within each year, the units have been sequenced in a chronological way that means that substantive knowledge and skills progresses from one to the next and there is gradual understanding of 'vertical concepts'.

All lesson plans are based on Rosenshine principles and reflect best practice. Teachers use assessment for learning to tailor lessons around our children and help plan for subsequent sequences of lessons.

All units include:

- A practical pre unit formative assessment:
- A knowledge organiser which outlines knowledge (including vocabulary) all children must master
- A cycle of lessons for each subject, which carefully plans for progression and depth
- Continuous formative assessment to identify misconceptions and fill gaps in knowledge
- Opportunities to apply ideas and knowledge for example, trips and visits from experts

At Avonwood, history is taught for half a term (with the other half-term being geography) per each term. Within each lesson, opportunities for formative assessment are provided and teachers continually adapt their lesson delivery to address misconceptions and ensure that children are keeping up with the content.

2.3 Subject Impact

Our History Curriculum is high quality, well-sequenced and is planned to demonstrate progression. Our history curriculum aims to help equip children with the knowledge and skills that they need to be able to actively question information and make judgements about the reliability of the sources around them. Children will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

At Avonwood, the history curriculum will enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will also inspire children's curiosity to know more about the past. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. At Avonwood, we also enable children to better understand the world around them by understanding it's history and continued change. Children will also have a variety of role models throughout history that they can also identify with.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Tracking of knowledge in history exercise books
- Tracking of knowledge in post learning quizzes
- Challenge questions for children to apply their learning in a philosophical/open manner

3.0 Sequencing of the Avonwood History Curriculum

3.1 Whole School Overview: Long Term Planning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>All about me and my heroes</p> <p>[Aut1]</p> <p>Comparing heroic characters from the past and present Me and my world</p> <p>[Aut1]</p> <p>Talking about different family members and their roles in more depth</p>	<p>My family history</p> <p>[Aut 2]</p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory.</p>	<p>Local history: community & family</p> <p>Using primary and secondary sources to learn how our local community has changed over time</p>	<p>European history: Prehistoric Britain</p> <p>[Aut 2]</p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p>North American history:</p> <p>[Aut 2]</p> <p>Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>European history: Ancient Rome</p> <p>[Aut 2]</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Settlement by Anglo-Saxons</p> <p>[Aut 1]</p> <p>Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>
Spring	<p>Castles, knights and dragons</p> <p>[Spr1]</p> <p>Learning about historical figures in castles and comparing</p>	<p>History of transport</p> <p>The development of transport by land, sea, air and space and the</p>	<p>Great Fire of London</p> <p>[Spr 2]</p> <p>Life in London 1660s, and the causes and effects of the</p>	<p>African history: Ancient Egypt</p> <p>The role of the pharaoh in Ancient Egypt, and</p>	<p>Asian history:</p> <p>[Spr 1]</p> <p>Early Islamic Civilisation</p> <p>The establishment of Baghdad and the</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans</p>	<p>European history: Viking age</p> <p>[Spr 2]</p> <p>Understanding who the Vikings were and how their</p>

	images of Queen Elizabeth II with that of historical queens	roles of key individuals	Great Fire of London	examining pyramids, mummification and conquest in the Egyptian empire	contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology	maintained power in Britannia	reputation has changed over time; making arguments as to whether they deserve a violent reputation
Summer	<p>Where we live [Sum1]</p> <p>Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults</p>	<p>Homes through time</p> <p>How homes looked different in the past, using pictures and videos</p>	<p>Comparison of explorers</p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p>European history: Ancient Greece [Sum 2]</p> <p>The contributions made by the city-states of Ancient Greece, and how these are influence our lives today</p>	<p>European history: Local History</p> <p>Why is Bournemouth famous today?</p> <p>How has Bournemouth Pier been important in our community?</p> <p>How has migration shaped our community?</p>	<p>Global history: Quest for knowledge [Sum 2]</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p>Global history: Power, empire and democracy</p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>

3.2 Knowledge & Skills Overview – EYFS

<i>Term & Focus</i>	<i>Early Learning Goal</i>	<i>Pupil outcomes / Year 1 readiness Skills, knowledge and understanding</i>	<i>Other opportunities to develop understanding</i>	<i>Diversity and Inclusion opportunities</i>
<p>Autumn <u>All About Me and my heroes</u> Family history, family trees, real life superheroes (historical)</p> <p><u>Let's Celebrate</u> Amazing Autumn</p>	<p><u>Development Matters</u></p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p><u>Understanding the World</u> <u>– Past and Present ELG:</u> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>-I can recognise that I have changed since I was a baby and discuss some of those changes -I can talk about members of my family -I can talk about different occupations of family members and people who are known to them. -I can ask questions about different occupations -I can talk about what I did yesterday/last week -I can order events in my day -I can talk about things that happened a long time ago, a short time ago and today -I can talk about why we remember special historical events -I can talk about why traditions are important -I can talk about people who help us</p>	<p>The Gunpowder plot Birthdays Family trees Rama and Sita</p>	<p>Show examples of different and a diverse range of families.</p>

<p>Spring Spring 1 Where We Live Chinese New Year</p> <p>Spring 2 Spring in our Step</p>	<p><u>Understanding the World</u> <u>– Past and Present ELG:</u> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>I know ...</u> Where I live, my local area, and can describe it Some key features of where I live That places have changed over time</p> <p><u>I can...</u> Talk about my home and where I live. Talk about places I have visited and say how that place was similar or different to the past Compare my local community and how it has changed over time</p>		
<p>Summer Summer 1 Once There Were Dragons</p> <p>Summer 2 Science Detectives ?</p>	<p><u>Understanding the World</u> <u>– Past and Present ELG:</u> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>I know...</u> How to use information to find out about events and people from the past About scientists of significance</p> <p><u>I can...</u> talk about things that happened a long time ago, a short time ago and today; talk about why we remember special historical events;</p>	<p>St George and the Dragon Knights Comparisons over time, e.g. castles and life in a castle</p> <p>King, King Charles III, royal, reign, monarch, heir, Queen, succession, coronation, Westminster Abbey</p> <p>Scientists, invent, Mary Anning, fossil, palaeontologist, astronauts, Neil Armstrong</p>	<p>Key significant figures – King Charles II Mary Anning Neil Armstrong</p>

		<p>talk about why traditions are important;</p> <p>make comparisons between how we live today to life in castles in the past;</p> <p>compare King Charles III to historical kings</p>		
--	--	---	--	--

Year 1

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn <u>Family History</u> What is my family history? Community and family	Changes within living memory	I know about members of my family I know about a family event that happened before I was born I know about my family from the past	I can reflect on family events that have happened I can ask questions about my family I can ask questions about my own life I can order events from my life on a timeline I can use common words and phrases relating to the passing of time	Celebrate diverse communities and differences in celebrations and day to day life. Look at a range of families and family set ups – celebrate differences.
Spring <u>Travel</u> How did people travel in the past? Quest for knowledge Power, empire and democracy	Changes within living memory; events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight	I know what early forms of transport looked like I know how transport has changed over time I know that modern transport e.g. planes meant that people could travel further, faster cheaper	I can evaluate why transport changed over time I can compare transport over time I can reflect on how life would have been different with early forms of transport I can identify similarities and differences between periods	Look at key individuals e.g. Bessie Colman, first African-American woman, and also the first Native-American, to hold a pilot license

<p>Summer <u>History of housing</u> Where did people live in the past? Quest for knowledge</p>	<p>To understand some of the ways in which we find out about the past</p>	<p>I know there are lots of different types of homes. I know that the building materials used for housing has changed. I know that the fact that houses can make up different types of settlements</p>	<p>I can reflect on how life would have been different with early I can evaluate why transport changed over time I can identify similarities and differences between periods</p>	<p>Look at housing around the world throughout history – link to Geography.</p>
---	---	--	--	---

Year 2

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn Local History Unit Change and continuity How has my community changed over time? Community and family	Changes within living memory; significant events, people and places in their own locality.	Local History Unit I know how the local area has changes I know what key changes and events have happened in the local areas I know what the blue plaques are for	Local History Unit I can use secondary sources to identify changes within the local area I can make simple observations about different types of people, beliefs, events within a society	
Spring <u>Great Fire of London</u> Why do we call the Great Fire of London 'great'? Power, empire and democracy	Changes within living memory; events beyond living memory that are significant nationally or globally e.g. the Great Fire of London	I know where all key people and events fit into the chronology of British history I know why the fire started and why it spread I know what London looked like before, during and after the Great Fire of London	I can plot the events in order on a timeline I can ask questions such as: What was it like for people? What happened? How long ago? I can explain how we know about the Great Fire of London (Samuel Pepys diary)	Samuel Peeps – why did he stop writing his diary? Was it due to his eyesight? Is this a choice he would have to make today? Who was named in the Great Fire of London? (mostly men – look at impact on females too – is this an

			<p>I can describe how life changed in London because of the fire (buildings were brick and creation of Fire Service)</p> <p>I can identify similarities and differences between periods</p> <p>I can identify some ways that we find out about the past</p> <p>I can ask and answer some questions</p> <p>I can recognise why people did things, why events happened and what happened as a result</p> <p>I can compare two astronauts</p> <p>I can consider what skills an astronaut might need</p>	<p>inclusive view of London at that time?)</p> <p>Book – surviving the Great Fire of London.</p> <p>Include BAME individuals e.g. Captain Edward Dwight, Katherine Johnson, Dorothy Vaughan, Cecilia Payne and Mary Jackson)</p>
<p>Summer</p> <p>Explorers</p> <p>Quest for knowledge</p>	<p>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; significant events, people and places in their own locality.</p>	<p>I know what an explorer is</p> <p>I know who Sacagawea is</p> <p>I know who Michael Collins</p> <p>I know the historical significance of Michael Collins</p>	<p>I can describe the achievements of key individuals</p> <p>I can recognise the similarities and differences</p>	

Year 3

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn How was life in a prehistorical settlement different to life today? Quest for knowledge Community and Family Similarity and difference	Changes in Britain from the Stone Age to the Iron Age	I know where all key events fit into the chronology of British history I know the changes between hunter gatherers and early farmers I know the changes in Bronze Age technology and travel, e.g. Stonehenge I know the changes from Bronze Age to Iron Age hill forts	I can identify where pre-history periods appear within chronology I can explain how the changes between Stone Age to Iron Age impact on life in Britain. I can use evidence discovered in key historical sites, e.g. Skara Brae, Stonehenge and Maiden Castle, to draw conclusions on changes in Britain	Make reference to evidence of the first people found in Africa – humans in the Mesolithic period, nomadic, portable housing (Starr Carr) All humans have their roots in Africa due to continent shift Stone Age – survival of the fittest but evidence shows those with disabilities were well cared for
Spring Why were Pharaohs so powerful? Causation Quest for knowledge Power, empire and democracy	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt	I know where all key people and events fit into the chronology of world and British history I know the achievements of the earliest civilizations I know the impact of significant historical people e.g. Howard Carter	I can devise historical valid questions I can establish clear narratives within and across periods studied I can compare the similarities and differences between historical developments in pre-history Britain and Ancient Egypt	Locating Africa in time and space Tutankhamun – club foot visible disability, difficulties walking unaided, bone problems, possible cleft pallet – helps to understand his time as a leader and what is in his tomb – is this how he is presented as a leader? Is his disability known? Why might that be?

<p>Summer How did the Ancient Greeks change the way we think today? Historical significance Power, empire and democracy Community and family</p>	<p>A study of Greek life and achievements and their influence on the western world</p>	<p>I know where all key events fit into the chronology of world history I know how the Ancient Greeks changed the way we think today I know the achievements of the Ancient Greeks I know the influence the Ancient Greeks had on the western world</p>	<p>I can understand how the past is constructed from a range of sources I can study and compare Greek life and their achievements I can compare how the Ancient Greeks thought and changed the way we think</p>	<p>Significant inventors and inventions that came from the Greeks that have shaped some societies today, e.g. government type, philosophers, How did the ancient Greeks change the world? - BBC Bitesize Inspiration on Greek figures: Ancient Greece for Kids: 25 Famous People of Ancient Greece (ducksters.com)</p>
--	--	--	---	---

Year 4

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<p>Autumn How was life similar for Mayans and Ancient Greeks? Similarity and difference Quest for knowledge Community and family</p>	<p>A non-European society that provides contrasts with British history; a Mayan civilization AD900</p>	<p>I know where all key events fit into the chronology of world history I know where the Mayan civilisation was I know what life was like for Mayans I know how life was similar for Mayans and Ancient Greeks</p>	<p>I can note connections and contrasts with other periods of history e.g. Mayans and Ancient Greeks I can compare and contrast the Mayans to British history I can identify how Victorian historians learnt about the Mayans I can research aspects of Maya life (e.g. religion and gods, food, writing and the number system) and compare this with British examples (e.g. The Iron Age and Ancient Greek) I can understand how historical knowledge is constructed from a range of sources</p>	<p>War and disputes between Maya and Greeks based on similarities and differences in cultures. Celebrate examples of shared culture and celebrations e.g. the Olympics. Review use of city states.</p>
<p>Spring What did the Early Islamic civilisations do for us? Quest for knowledge</p>	<p>A non-European society that provides contrasts with British history; early Islamic civilisation, including a study of Baghdad AD900</p>	<p>I know where all key events fit into the chronology of world history I know that Baghdad was a city and when it was built I know that people came from around the world to Baghdad to trade, teach and learn I know that the attack on Baghdad destroyed the city</p>	<p>I can understand historical concepts such as cause and consequence I can identify reasons for historical events, situations and changes I can describe social, cultural and religious and ethnic diversity in Britain and wider world</p>	<p>Silk roads - significant figure – Ibn Buttuta (compare to others) Look at other civilisations and their inventions – whose came first? Contrast to British history</p>

Power, empire and democracy				
<p>Summer Local History Unit (details TBA) Why is Bournemouth famous today? How has Bournemouth Pier changed over the years? How has the pier been important in our community? Quest for knowledge Historical significance Power, empire and democracy Community and family</p>	<p>A local history study; a study of an aspect or theme in British history that extends children chronological knowledge beyond 1066?</p> <p>Why was Mary Shelley famous? How has Bournemouth changed since 1851 when Mary Shelley died?</p>	<p>Local History Unit I know where all key people and events fit into the chronology of British and local history. I know the impact that Mary Shelley has had on Bournemouth now (e.g. places and road names).</p>	<p>Local History Unit I can devise and address historically valid questions I can understand how historical knowledge is constructed from a range of sources</p>	<p>Investigate disability – was Frankenstein a political statement?</p> <p>Look at lasting results of a significant female author – was it unusual for the time?</p>

Year 5

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
Autumn How did the Roman Empire change over time (World History)? Change and continuity Quest for knowledge Power, empire and democracy Community and family	The Roman Empire	I know where all key people and events fit into the chronology of world history I know how the Romans began to build their empire I know where the Roman empire began I know key leaders in the Roman Empire I know what life was like in Roman cities and how the Roman culture developed I know about key Roman technology	I can understand historical concepts such as continuity and change I can describe social, cultural and religious changes brought about by the Roman Empire I can evaluate why the Romans invaded I can use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology	Challenge images of white Roman soldier with evidence that people came to Britain from different parts of the Roman Empire, including Africa (How did an African general challenge Roman Power?) Kingdom of Kush – never conquered by Romans but Roman head (statue) found under steps – in History Museum now. Roman and Egypt war first century BCE How did the Roman attitude to disabilities differ depending on the disability? E.g. eyesight.

<p>Spring How did the Romans keep control in Britain? Power, empire and democracy Community and family Causation</p>	<p>The Roman Empire and its impact on Britain</p>	<p>I know where all key people and events fit into the chronology of British history I know some attempted and the successful invasions of Britain I know key facts about the invasion of Britain (why they chose Britain) I know the legacy of the Roman Empire in Britain (unification, religion, infrastructure)</p>	<p>I can explain why the Romans needed to build forts and roads in this country I can describe who Queen Boudicca (links to Celts) was and how the tribes in Britain resisted Roman rule I can explore a famous Roman site in Britain and explain what it tells me about daily life (e.g. Bath, Caerwent) I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	<p>How diverse was Roman Britain? Compare modern interpretations (BBC issue). Emperor Septimius Severus born in Africa and died in York. Compare Queen Cleopatra and Boudicca</p>
<p>Summer How has our knowledge of the world changed over time? Quest for knowledge (Longitudinal study) Change and continuity Quest for knowledge</p>	<p>A study of an aspect or theme in British history that extends children chronological knowledge beyond 1066; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<p>I know where all key events fit into the chronology of world and British history I know the definition for 'golden age'. I know what the Golden Age was I know what the landscape (physically and socially) was in England prior to the Industrial Revolution, including the building of the Houses of Parliament in 1837 I know that significant change came in the Victorian period in industry I know that coal mining had been a practice that occurred throughout history including back to Anglo-Saxons where rent was paid in coal</p>	<p>I can develop appropriate use of historical terms I can note connections, contrasts and trends over time I can name and recognise Queen Victoria and learn that she came to the throne in 1837 and died in 1901 I can explain the cause and effect of the development of mining industry e.g. the expansion of transport and factories I can consider whether the Victorian era was a period of Golden Age or Dark Age I can understand that Ancient Greece and Ancient Rome laid the foundations of science and technology in Europe for many centuries.</p>	<p>Look at depiction of disability and mental health during Industrial revolution and Victorian era</p>

		<p>I know that during the Victorian Period between 1837 and 1842, children under 10 worked in the mines.</p> <p>I know that during the 'Dark Ages' developments slowed but did not stop altogether at this time</p> <p>I know that during this period the rise of Christianity and monasticism ensured study, writing and learning still took place.</p> <p>I know that the Scientific Revolution brought about developments in the way people thought: (1) they looked beyond religion for explanations; (2) the 'scientific method' was developed; (3) the Royal Society created a journal that is still published today, that allowed sharing and reviewing of ideas.</p> <p>I know that the Industrial Revolution changed people's lives in a huge way.</p> <p>I know that the Victorian Age continued the developments of the Industrial Revolution and showcased these at the Great Exhibition.</p>	<p>I can consider whether the 'Dark Ages' is an unfair name for this period.</p> <p>I can understand that the Industrial Revolution saw Britain move away from its 'cottage industry', thanks to natural resources, a new confident culture and individual inventors.</p> <p>I can consider whether the developments made in the Industrial Revolution always had a positive impact on people's lives.</p>	
--	--	---	--	--

Year 6

<i>Term & Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<p>Autumn Local History Unit (details TBA) How have people's rights in Europe changed over time? Power, empire and democracy Quest for knowledge</p>	<p>A local history study; a study of an aspect or theme in British history that extends children's chronological knowledge beyond 1066 (e.g. a significant turning point in British history for example, the Battle of Britain)</p>	<p>Local History Unit (details TBA) I know I know where all key people and events fit into the chronology of world and British history</p>	<p>Local History Unit (details TBA) I can understand that different versions of the past may exist and give reasons for that I can note connections, contrasts and trends over time</p>	<p>Include the experiences of BAME people during WW2, both at home (e.g. in country homes – link to evacuees and also fighting in the war)</p> <p>WW2 changed views a little after mass killing of disabled people – acts to protect them but more needed for inclusion – American civil rights movement did a lot to try and right this in 60s and 70s</p> <p>Begin to consider those who did return and survived from war but returned with injuries, how were they treated? The contribution from disabled people in war factories – what was the treatment of them?</p> <p>Identify the perspectives taken by each thing – e.g. WW2 – who reported the information</p>

				we are learning, would it be reported in the same way in another country?
<p>Spring</p> <p>What can we learn about the Anglo-Saxons from what we see today?</p> <p>Similarity and difference Community and family Quest for knowledge</p>	Britain's settlement by Anglo-Saxons and Scots	<p>I know where all key people and events fit into the chronology of British history</p> <p>I know who the Anglo-Saxons invaders were</p> <p>I know where the Anglo-Saxons invaded</p> <p>I know why the Anglo-Saxons invaded Britain</p> <p>I know what an Anglo-Saxon village looked like</p> <p>I know how Anglo-Saxon kingdoms were organised</p> <p>I know some place names from the Anglo-Saxons</p> <p>I know about Alfred the Great and Athelstan, the first King of England and his resistance</p> <p>I know about Anglo-Saxon law and justice</p> <p>I know about the Scots invasions from Ireland to north Britain (now Scotland)</p> <p>I know about Anglo-Saxon art and culture</p>	<p>I can select and organise relevant historical information</p> <p>I can develop appropriate use of historical terms</p> <p>I can note connections, contrasts and trends over time</p> <p>I can reflect on prior knowledge about invasions into Britain and use this to understand why the Anglo-Saxons invaded Britain</p> <p>I can explain the process of Christian conversion</p> <p>I can explain the similarity and differences between Anglo-Saxons and the Romans and consider the Roman withdrawal from Britain in 410 AD and the fall of the western Roman Empire</p> <p>I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	<p>Abbot Hadrian of Canterbury</p> <p>Look at the make-up of Britain – recent evidence suggests a significant amount of migration from Europe to Britain so Britain was a diverse place to be – look at theme of migration and immigration. Consider how this contributed to religion and language.</p>
<p>Summer</p> <p>Why do the Vikings have a violent reputation</p>	The Viking NS Anglo-Saxon struggle for the Kingdom of England to the time of Edward the	<p>I know the geographical context to the Vikings</p> <p>I know where all key events fit into the chronology of British history</p>	<p>I can describe and make links between main events, situations and changes within and across different periods/societies</p>	<p>Look at the idea of democracy and justice.</p> <p>Vikings were also tradespeople and did</p>

<p>and, do they deserve it?</p> <p>Causation Community and family Power, empire and democracy</p>	<p>Confessor (and his death in 1066)</p>	<p>I know about Alfred the Great and Athelstan, the first King of England and his resistance</p> <p>I know the Vikings were considered both raiders and settlers</p> <p>I know where there were Viking settlements</p> <p>I know that the Vikings had great skill and craftsmanship</p> <p>I know that Vikings had a system of justice and were not just 'violent'</p> <p>I know about Edward the great and his death in 1066</p>	<p>I can explain when and where the Vikings came from and why they raided Britain</p> <p>I can compare the significance of Anglo-Saxon kings and how they fought against the Vikings</p> <p>I can identify and explain key aspects of Viking life</p> <p>I can explain how the last Anglo-Saxon kings shaped Britain</p> <p>I can consider historians motivations into sources surrounding the Viking's reputation</p> <p>I can consider political and technological factors</p> <p>I can understand how historical knowledge is constructed from a range of sources and evaluate how reliable these sources may be</p>	<p>participate in slavery – examine and build on prior knowledge.</p>
--	--	---	---	---

4.0 History Curriculum Resources

4.1 Example Medium Term Plan

This is an example of a Year 5 Medium Term Plan on the unit of Roman Britain.

	Lesson Title	Knowledge to be taught	Lesson summary
1	Roman conquest of Britain	<ul style="list-style-type: none"> Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 Britain was difficult for the Romans to control because it was far from the centre of the empire, it was one of many boundaries, and many Britons fought against Roman conquest 	Children will review Iron Age Britain (Y3 Aut) and Ancient Rome (Y5 Aut) – spending more or less time on this as a required – and then will learn about the three attempts at conquest. Children can summarise information in a table, drawing images to illustrate if you choose. They will also consider three images and discuss why Britannia was so hard for emperors to control.
2	Soldiers, fortresses and walls	<ul style="list-style-type: none"> The Romans kept control using disciplined armies, fortresses, roads and walls Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England 	Children will review knowledge of Ancient Rome including roads and auxiliary/legionary soldiers. They will then take each of soldiers, fortresses and Hadrian's Wall in turn and discuss and write why it was important in helping Romans keep control.
3	Leadership in Britannia	<ul style="list-style-type: none"> The Roman emperor delegated power to the Governor in Britain, who delegated power to local leaders. Taxes were collected locally and sent to the governor and emperor. The Romans often allowed native tribe chiefs to continue in their roles as local leaders, as long as they submitted to Roman emperor 	Children will see how power in the Roman empire was delegated to governors and local leaders (and how this was also the case in Ancient Egypt from Y3 and Early Islamic Civilisation in Y4). Children can annotate a diagram showing this system. They will then see this effect in action with the story of Boudica's Revolt.

4	A shared culture?	<ul style="list-style-type: none"> The Romans and the Britons had some shared culture, including in towns, food and religion. 	Children can examine 1. what Britons were doing before the Romans arrived; 2. what the Romans brought with them; and 3. how these two came together in some places to create a shared culture. Resources provided can be used and adapted in a range of ways.
5	Reading and writing	<ul style="list-style-type: none"> Literacy – the ability to read and write – allowed Romans to communicate quickly and to write their own versions of history Historical evidence: Historians cross-reference sources in order to build confidence Chronology: Use vocabulary like decade, century and millennium 	Children will learn about how, while the Romans spoke many languages, writing was mostly in Latin. Children will learn about the two advantages this gave the Romans, and then will consider why it is important for historians to cross-reference sources. Two sets of sources have been provided that can be adapted for a range of activities.
If it aligns with your mathematics curriculum, this might be a good opportunity to teach (or review) Year 5 mathematics knowledge: read Roman numerals to 1000 (M) and recognise years written in Roman numerals so that it can be taught with historical context. See slides 20-21 in this pack.			
6	How did the Romans keep control of Britannia?	<ul style="list-style-type: none"> Drivers of power can be categorised into institutional, economic, physical, intellectual and informal Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others Causation: Historians can argue that one cause is more important than another 	Children will review knowledge of the unit and collate ways that Romans kept control. They will then be taught about the categories listed, and will sort the various ways into these categories. Finally, they will discuss and consider which were the most important methods that the Romans used to keep control.
If you have time this half term, you might choose to teach an additional lesson at the end of the sequence on Boudica's Revolt . See slide 24.			

4.2 Lesson Structure

At Avonwood, we believe that the lessons should inspire intellectual curiosity so units may have an exciting hook, visit or trip to ensure children are enthusiastic and motivated with their learning. For example, children may come dressed up, try food, have a treasure hunt with clues etc. Lessons generally will follow the same lesson design across their half-term.

Phase lesson design across the school (EYFS to Year 6):



1. Monthly review task (review prior knowledge from previous topics where there are links and current topic as well)
2. Weekly review task
3. I: Teacher Modelling & Explaining
4. We: Guided Practice
5. You: Independent Task
6. Discussion-based Plenary

Roman Britain

Vocabulary

- **Britannia:** (Noun) the Roman name for its territories in Britain.
- **conquer** (verb) to take control of a place by force.
- **delegate:** (verb) to give someone more junior the responsibility for something.
- **economic:** (adjective) relating to money.
- **fortress:** (noun) a defensive and fortified structure, usually housing legionaries.
- **informal:** (adjective) casual or unofficial.
- **institutional:** (adjective) relating to an organisation or official structure.
- **intellectual:** (adjective) relating to the mind, knowledge or intelligence.
- **governor:** (noun) a person appointed to govern a province.
- **literate:** (adjective) able to read and write.
- **province:** (noun) a smaller part of the Roman empire, which was ruled by the governor who also collected taxes.
- **tax:** (noun) money that is collected by governments to pay for the things that the government does.

Roman conquest

- Caesar tried to conquer Britain in 55 BC. His ships did not land at Britain and, to save face, he tried again the next year (54 BC). This was more successful, but his victory was quickly forgotten by Britons because he had to leave to fight elsewhere in the empire.
- Claudius successfully invaded in AD 43. He and his soldiers stayed in Britannia for longer and so kept control where Caesar had failed.

Keeping control

- Britannia was hard to control because it was far away from Rome, one of many borders that Romans had to control, and because lots of tribes of Britons did not want to be controlled!
- The Romans kept control using different types of power:
 - Physical** – the Romans stationed auxiliary soldiers like the Aurelian Moors in Britannia and built fortresses and Hadrian's Wall to defend it.
 - Institutional** – the Roman governor in Britannia delegated power to local leaders who were British tribe chiefs. This made some Britons less likely to rebel.
 - Economic** – the Roman governor and local leaders collected taxes to send to the emperor. This could pay for the soldiers, fortresses and wall.
 - Informal** – The Romans brought some new things to Britain, and this combined with what Britons were doing to create a shared culture between some Romans and Britons.
 - Intellectual** – more Romans could read and write, which meant they controlled what was said, shared and left behind about the Romans and Britons.

History | Year 5 – Spring Term | Knowledge Organiser

4.4 Assessment

Teacher assessment in history should consider a large body of evidence of the child's knowledge, their knowledge and their independent practical application of history skills. To assess history successfully, teachers need to consider assessment when they start their planning for each topic.

This is done through:

Formative assessment in lessons

During lessons, teachers continuously watch, question, listen to and review any recorded work to build up a picture of each individual's knowledge, vocabulary and skills, so any gaps in knowledge or skills, or misconceptions, can be identified and addressed.

Low-stakes summative assessment

A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether children have learned the core knowledge for that unit. These should also be used formatively, and teachers should plan to fill gaps and address misconceptions before moving on.

Pupil Books and Pupil-Conferencing

At Avonwood, we value children's voice and so subject leads and class teachers take the time to discuss their books which aids as a formative assessment tool and tells us how much of the curriculum content is secure. These conversations are used most effectively to determine whether children have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units.

End of unit assessment grids

At Avonwood, we use year group assessment grids which can be found at the start of a history book and show a breakdown of the objectives taught each unit. Once the unit is completed, this allows teachers to summatively assess children against the learning objectives.

This is an example Year 6 Autumn assessment grid.

Unit: Power, Empire & Democracy

Knowledge to be taught				
1	To know where the British Empire fits on a timeline.			
2	To explore how the two world wars impacted the empire.			
3	To know about the Commonwealth and consider the push and pull factors behind migration.			
4	To know about the Windrush generation and how they faced racial discrimination.			
5	To know the three key moments in the British civil rights movement.			
6	To know about the changes to the law in Britain from 1965 to 2012.			

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work. It is also the class teacher's responsibility to plan and teach history lessons within the ordered sequences, actively looking for misconceptions, activating prior knowledge and opportunities for formative assessment to ensure children are equipped with the best knowledge and skills to be able to retain their learning.

5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our children, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link. Their roles are to:

- Support the subject leader to:
 - Be an advocate for the subject
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time