

Kenn C of E Primary

Curriculum Design for History



History INTENT

At Kenn C of E Primary School we want to ignite all children's curiosity, regardless of need or barrier, about the past in their local community, Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children will understand how the past influences the present. At Kenn, our children will develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

History IMPLEMENTATION

- Our History curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop the progressive skills of a historian. The curriculum builds on prior knowledge and as the pupils move through the school, it challenges them to demonstrate a more nuanced understanding of significant people, places, situations, changes and events of British history through synthesising and investigating relevant information from a broad range of historical sources, thereby developing skills in the following areas of history:
- Constructing the Past-so that our pupils can understand how history fits together.
- Sequencing the Past-so that our pupils can understand the chronology of history and understand key times and places.
- Continuity and Change-so that our pupils can identify how somethings have changed and some have stayed the same.
- Cause and Effect-so that our pupils can understand that some events in history have brought about another event which has produced implications and so that they can realise whether impacts of historical events/people had negative or positive impacts.
- Significance and Interpretation-so that our pupils can identify what is important and why, whilst also knowing that our understanding of the past comes from different places and sources.
- Historical Enquiries- so that our pupils can plan and carry out their own independent investigations to yield a better understanding of the past.
- Using Sources as evidence-so that our pupils understand that history is made up of a variety of different sources and to make judgements using primary and secondary sources.
- Vocabulary-so that our pupils can become more articulate historians.

Children's outcomes for history are presented both in exercise books and online using Seesaw. In using a variety of sources to present learning, children are enabled, no matter their ability, to access the learning that takes place within each Learning Enquiry.

We assess the impact of Learning Enquiries through:

- SLT reviews: they meet with children and question them on their learning and determine the depth of knowledge achieved.
- Detailed concept maps are constructed prior to and after learning to show the knowledge and skills the children have attained.

To further enrich and add more value to their learning experience in History, children will enjoy school trips and welcome visitors – all of which work to build each individual's cultural capital. Throughout their time at Kenn Primary school the pupils do not just learn a series of facts about the past. In History, they are encouraged to find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view.

History IMPACT

By the end of their time at Kenn Primary school the pupils should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Important to note

Although much of this document is completed there are still many aspects of it that are still being developed. The aim of this document is to have the facts, knowledge and skills clearly mapped out for teachers to implement in their classrooms.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

History ignites a passion for learning in children as the barriers that come with learning a core subject are often removed: children are empowered to present their learning in more creative ways. Children are encouraged to be independent in their learning and to have a drive to do well. Adaptations are not made to the curriculum subjects but are made to the ways in which teachers deliver content and provide scaffolding for individuals through planned use of IT and other resources. Trips, visits, and visitors in this subject are included throughout the year, giving our disadvantaged children the opportunity to develop their cultural capital, apply their knowledge and understanding, and broaden their vocabulary.

Our Christian Vision

Our teaching of History will contribute towards our Christian vision: 'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'. The teaching of History can play a pivotal role in nurturing and guiding moral values. In studying the past we can examine the darker side of the human nature and decisions that have had a detrimental effect on societies, both in Britain and the rest of the world, and we can teach how to embrace kindness, courage and faith in a desire for a more progressive future. Equally, the teaching of history will arouse national pride in our heritage, culture and social background. Furthermore, our History curriculum will teach and inspire children that courageous actions from significant individuals in history can lead to fundamental positive changes in our world.

What History is taught at Kenn?

This is an overview of what the year groups will cover in our 2-year rolling programme.

EYFS

Class 1 (Foundation)						
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Wonderful me Understanding the past - myself	Sparkle & Shine Understanding the past - families	Winter Wonderland Understanding the past - objects	Into the woods Understanding the past – animals in history	Ticket to Ride Understanding the past - transport	Beside the seaside Understanding the past – our area
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Wonderful Me Understand the past - myself	Celebrations Understand the past - families	Gruffalo and Friends Understand the past – animals in history	Spring has sprung Understand the past – the world around us	Magic & Mystery Understand the past - objects	Mini Madness Ugly Bug Ball Understand the past – our environment

The statements that are applicable to the development of children’s historical understanding and knowledge are drawn from Understanding the World, where children are guided to make sense of their physical world and their community.

Knowledge Skills and Understanding Break Down for History (UW)

Foundation Stage


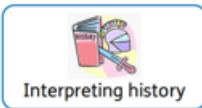
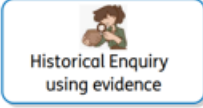



- In the EYFS children will be exposed to a variety of different artefacts, images, and stories about times from the past. This will be the children's first real experience of historical sources within school, and they will be encouraged to make connections between their own lives and the lives of those from the past.
- Children will be making connections between the past and their own lives through thinking about how they have developed within their lifetimes. This will include comparing information such as "when I was a baby I could not write, but now that I am four, I can write in sentences." They will be encouraged to make connections between themselves and their peers when looking at their past and noticing similarities and differences.
- Children will move on from considering history within the context of themselves, to the history of the community around them. They will achieve this through use of scaling. They will look at old photographs of the area of Kenn and draw comparisons with what they see today.
- Children will be exposed via a range of sources to the ways in which people carried out everyday tasks in the past, e.g. 19th century transport contrasted to modern day transport. The learning will be linked to their Learning Experiences.

KS1

Class 2 (Y1/2)			
Cycle A	Autumn	Spring	Summer
Enquiry	How does my life compare to Prince George or Princess Charlotte?	Why did the Great Fire of London cause so much damage? (1666)	How did Ernest Shackleton (1874 – 1922) survive his exploration to the poles?
Building on:	Foundation stage Autumn 2 Understanding the past – my family	Foundation stage Cycle B Understanding the past – the world around us??	Foundation stage Cycle A Spring 1 Understanding the past – transport
Key questions	Who is in my family? How does my family compare to the royal family? Would you like to be royal?	How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the Fire? How did people manage to live through the Great Fire?	Who is Ernest Shackleton? How did Shackleton get to the South Pole and what happened then? Why did Shackleton risk his life going to the South Pole? How do we know what happened on the journey? Why was he not the first to get to the South Pole? How should Shackleton be remembered today? Compare to Ellen MacArthur. What different technology did they use? How do we know about their different journeys?
Substantive Concepts	Technology, Monarchy	Monarchy Technology	Technology
Vocabulary	<i>Prince, Princess, Queen, King, Palace, Castle, Family, Generations, Grandparents, Parents, son, daughter</i>	London, firefighter, Samuel Pepys, smoke, River Thames, bakery, Pudding Lane, leather bucket, King Charles II, diary, Tower of London, fire hooks, water squirt, fire breaks	<i>South Pole, knight, discover, trek, Antarctica, cold, flag, ship, explorer</i>
Key Texts	<i>The Boy who would be king by Michael Foreman</i>	The Great Fire of London by Emma Adams	<i>Shackleton's Journey by William Grill</i>
Cycle B	Autumn	Spring	Summer
Enquiry	Why did the Titanic sink? (1912)	How did Neil Armstrong visit the moon? (1969)	Why is Powderham castle special?
Building on	Foundation stage Cycle A Spring 1 Understanding the past – transport	Foundation stage Cycle A Spring 1 Understanding the past – transport Y1/2 Cycle A – Exploration Ernest Shackleton	Foundation stage Autumn 2 Understanding the past – my family (& Queen Victoria)
Key questions	What was so special about life on the Titanic? How could the unsinkable titanic sink? Why weren't more people saved from the Titanic? When was the Edwardian period and who was the monarch? How did life for the aristocracy compare with life for poorer people? Why were there so many emigrants on board the Titanic?	Who was Neil Armstrong? Has man ever been to the moon and how can know for sure? Why did astronauts risk their lives going to the moon? How were they able to get to the moon and back safely? What did they do on the moon? Would you take the golden ticket and travel to the moon? Compare with Amy Johnson. Why do you think Amy Johnson was famous? How did she end up being the first woman to fly to Australia? Why was flying to Australia so difficult? How did people react to Amy Johnson's famous flight?	Where is Powderham castle? Why was it important to the local area?
Concepts	Technology	Technology	Monarchy


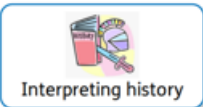
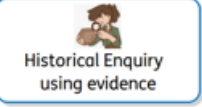



Vocabulary	iceberg, titanic, propeller, lifebelt, Atlantic, New York, first class, unsinkable, passengers, second class, sink, collision, survivors, third class, disaster, White Star Line	Orbit, spacesuit, Neil Armstrong, Michale Collins,Edwin "Buzz" Aldrin, Saturn V, Moon, astronauts, Pacific Ocean, Cape Kennedy, Florida, Space race, Eagle Lunar Module, Expedition	castle, turret, keep, portcullis, armour, bailey, arrow loops, dungeon, tower, battlements, Queen, King, Monarch, Lord, Victoria,
Key Texts	Rescuing Titanic by Flora Delargy	We're all Astronauts by Kate Pankhurst	National Trust – The Castle the King Built

Class 2 (Y1/2)

 <p>Chronology</p>	 <p>Interpreting history</p>	 <p>Historical Enquiry using evidence</p>	 <p>Change & Continuity</p>	 <p>Cause & Consequence</p>	 <p>Similarities & Differences</p>
<p>To understand how timelines show chronology (To understand where our current lives are on a chronological timeline (Cycle A and B))</p> <p>To sequence the events of their own life's timeline</p> <p>To sequence the life of Ernest Shackleton. To sequence the key events of The Great Fire of London.</p> <p>To sequence the key events in the sinking of the Titanic</p> <p>To sequence the timeline of Powderham Castle</p>	<p>Using a range of sources to discover historical information, including diary entries, secondary sources including opinions of historians and artwork. Use a range of sources to make simple observations about the key figures/ events studied</p>	<p>Begin asking questions linked to factual knowledge, e.g 'when' and 'how' questions</p> <p>Offer simple explanations to simple questions beginning with 'how' 'when' and 'why.'(Cycle A and B)</p> <p>Use sources of information together knowledge</p> <p>Distinguish between fact and fiction (Cycle A and B)</p>	<p>Identify the changes within my family and how they affect my life.</p> <p>Recognise the impact that the moon landing had on space travel.</p>	<p>Understand the reasons why The Great Fire destroyed London.</p> <p>Understand the reasons why so many people were travelling on the Titanic and why so many people died.</p>	<p>Discuss similarities and differences between fire management services in 1666 compared to now.</p> <p>Discuss similarities and differences in St Paul's Cathedral before and after The Great Fire of London</p> <p>Make direct comparisons between flight at the time of Amy Johnson compared to first moon landing.</p> <p>Discuss similarities and differences between different types of buildings and Powderham Castle</p>

KS2

Class 3 (Yr 3/4)			
Cycle A	Autumn	Spring	Summer
Enquiry	Victorian Christmas – Was life the same for all Victorian children? (11837 -1901)	How did life change in the Bronze Age? (2150BC – 800BC)	Were Saxon times really the “Dark Ages?” (410 AD – 1066 AD)
Building on	Y1/2 Cycle A How have changes within my family affected my life today? (Link to Queen Victoria and her family) Y1/2 Cycle B Why is Powderham castle special? (Link to Victorians)	Y3/4 Vikings & Romans Cycle B - Link to chronology of Vikings/Anglo Saxons and Romans/Celts	Y3/4 Vikings & Romans Cycle B - Link to chronology of Vikings/Anglo Saxons and Romans/Celts
Key questions	What do we mean by The Victorian era? What were the main changes that took place during this time? How bad was life for Victorian children? Why did people move out of the countryside and into the towns if life was so terrible there? Was working in the factories so bad for Victorian children? What were the workhouses and why were people sent to them? What was school like in Victorian times?	What are the mysteries around Stonehenge? Why did they build Stonehenge? How did Bronze replace Stone? How did hunter gatherers survive? What kind of sources tell us about the Stone Age? How much did life change when man learned how to farm? What can we learn about life in the stone age from Skara Brae? What was life like in the Iron Age and how do we know?	Why did the Saxons invade? Where did the early Saxons live and how do we know? What can Saxon graves tell us about their lives? How did people’s lives change when Christianity came to Britain? How did the Vikings try to take over the country? How great was Alfred the Great? How effective was Anglo Saxon Justice?
Substantive Concepts	Civilisation ,Monarchy Technology	Monarchy	Monarchy, Invasion
Vocabulary	transport, factories, mines, urbanisation, sanitation,	Social class, Monument, Ceremony Interred, Commemorate, Cist, Capstone, Timeline, Artefact, Stone circle, Archaeologist, Chieftain	Cemetery, Danelaw, Hoard, Monastery, Pagan, Christian, Picts, Sceptre, Settlement, Sutton Hoo, Treaty, Urn, Viking, Wergild
Key Text	You wouldn’t want to be a Victorian Schoolchild by John Malam	The Stone Age by Marcia Williams	Arthur the always King by Kevin Crossley-Holland
Cycle B	Autumn	Spring	Summer
Enquiry	What can pyramids tell us about life in Egypt? (3100 BC – 332 BC)	Why did the Romans leave sunny Italy to invade cold, wet Britain? (753BC – AD476)	Were the Vikings ruthless raiders or peaceful settlers? (AD 793 – AD 1066)
Building on	Place Egyptians chronologically compared to previous topics -	Place Romans chronologically compared to previous topics -	Place Vikings chronologically compared to previous topics -
Key questions	What do we already know about ancient Egypt? How can we discover what ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women and children? What did the ancient Egyptians believe about life after death and how do we know? What did ancient Egypt have in common with other civilisations from that time?	What do we already know about the Romans? Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Why did Claudius invade? Why did Boudicca stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How did the Roman way of life contrast with the Celtic lifestyle and how do we know? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?	What image do you have of the Vikings? Why have the Vikings gained such a bad reputation? How have recent excavations changed our views? What can we learn about the Viking Settlement from a study of place- name endings? Where did the Vikings settle and how do we know? How should we remember the Vikings?
Substantive Concepts	Civilisation, Monarchy	Invasion, Monarchy, Civilisation	Invasion, Monarchy, Trade
Vocabulary	Pharaoh, Conquest, Book of the Dead Ma’at, Valley of Kings, Artefact, Archaeologist Ceremony, Worship, Revere, Intercede, Forensic, Sarcophagus, Embalm, Desiccate, Hieroglyphics, Pyramid, Sphinx	AD, Conquest, Invasion, Occupy, Pacify, Uprising Plebian, Philosopher, Gladiator, Artefact, Emperor, Conquer	Primary evidence Pagan, Norsemen, Invasion, Longship, Myth, Legend, Legacy, Witan, Occupy, Territory, Homeland


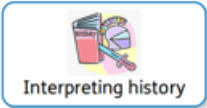
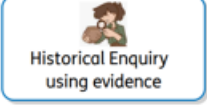



Key Texts	The Legend of Tutankhamun by Sally Morgan	Roman Soldiers by Tegen Evans	Viking Voyagers by Jack Tite		
Class 3 (Y3/4)					
 Chronology	 Interpreting history	 Historical Enquiry using evidence	 Change & Continuity	 Cause & Consequence	 Similarities & Differences
<p>Realises that we use dates to describe events in time, eg: The Viking Invasion at Lindisfarne in AD 793.</p> <p>Can use phrases such as 'over 300 years ago' in their writing</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p> <p>The more able can describe relative lengths of time e.g. when the Romans were in Britain compared with the whole length of the Roman Empire</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today e.g spotting a modern tractor in a picture of ancient Egypt.</p> <p>Can sequence events in simple narrative e.g. Boudicca's revolt</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification</p> <p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian</p>	<p>Realises that not all sources of information answer the same questions, e.g: by comparing what the monks at Lindisfarne recorded about the arrival of the Vikings compared with an account from a Viking's perspective.</p> <p>Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. How the Vikings travelled in their longboats.</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</p> <p>Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events.</p> <p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. biography of Cleopatra.</p> <p>Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p>	<p>Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of how Howard Carter discovered the tomb of Tutankhamun.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children extract simple information from text / pictures / objects showing basic comprehension</p> <p>Able pupils make deductions from photographs, going beyond the literal and what can be seen</p> <p>Able pupils will realise that there are potential weaknesses in eyewitness accounts such as the monks at Lindisfarne.</p> <p>Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.</p>	<p>Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</p> <p>Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age</p> <p>Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</p> <p>Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</p> <p>Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times</p> <p>Not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and to workers</p> <p>Sees that some changes lead to others e.g. inventions in power affect transport links on River Exe.</p>	<p>Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: Why did the Roman's invade Britain?</p> <p>Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Roman Invasion of Britain (e.g. roads were built, language changed, sanitation improved.)</p> <p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Start to understand that there are short and long-term causes of events.</p> <p>Comment on the importance of the different causes for some key events</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Begin to understand that historical events create changes that have consequences</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p> <p>Compare similarities and differences in Victorian children's lives compared to our lives now.</p> <p>Identify similarities and differences in the Roman way of life compared to our lives now</p>

<p>mummies in the Valley of the Kings close to where Howard Carter was in the 1920s</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman</p> <p>Realises that Ancient means thousands of years ago. Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings</p> <p>Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt;</p>	<p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. we have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p>			<p>Understand that a consequence is something that happens as a direct result of something else</p> <p>Understand that historical events have consequences that sometimes last long after the event is over</p>	
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Class 4 (Y5/6)			
Cycle A	Autumn	Spring	Summer
Enquiry	How is the Mayan Culture different from our own? (1800BC – 1500AD)	How do we know so much about the Greeks? (1200BC – 146BC)	Why did Britain have to go to war in 1939? (1939 – 1946)
Building on	Place chronologically on timeline compared to ancient civilisations Rome and Egypt (Y3/4 Cycle B) What do ancient civilisations have in common?	Place chronologically on timeline compared to ancient civilisations Rome and Egypt (Y3/4 Cycle B) What do ancient civilisations have in common?	Place chronologically on timeline compared to Victorians (Y1/2 and Y3/4) Discuss who the monarch/prime ministers were at the time of the war. Which monarch are they linked to?
Key questions	Why do we study the Maya in history? How did the Maya manage to become so important? What was life like at the height of Mayan civilization? Why did they have human sacrifice?	Who were the ancient Greeks and when did they live? How do we know so much about the Ancient Greeks who lived over 2,500 years ago? The Trojan Horse Is there any evidence for the legend? What was everyday life like in Ancient Athens? What artefacts survived and why? Who was Alexander the Great? How did Alexander the Great's empire grow? What do we mean by "Legacy"? How did democracy work in ancient Greece? What were ancient Greek City-States? Would you have preferred to live in Athens or Sparta? Why?	Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated and what was evacuation really like? How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know? Why is it so difficult to be sure what life on the Home Front was really like? What was VE day really like?
Substantive Concepts	Civilisation	Civilisation, Monarchy, Invasion, Trade	Invasion, Monarchy
Vocabulary	<i>Artefact, Reconstruct, Ceremonial, City, Tropical, Rainforest, Expedition, Rediscover, Famine, Eclipse, Deforestation, Timeline, Water cycle Restoration, Flash flood, Drought, Overpopulation</i>	<i>Artefact, City-state, Sparta, Troy, Siege, Myth, Legend Engraving, Manuscript, Mosaic, Authenticate, Depiction, Legacy, Envoy, Conquest, Ruler, Warrior, Deception, Empire, Culture, democracy</i>	<i>Allies, Invasion, Occupy, Fuhrer, Politician, Reich, Prime Minister, Luftwaffe, Royal Air Force, Alliance, Evacuation RADAR, Combat, Blitzkrieg, Neutral, Dependency, Command, Superiority, Campaign, Propaganda</i>
Key Texts	<i>Mayan Civilisations by Claire Hibbert</i>	<i>Greek Tales: The tortoise and the hare by Terry Deary</i>	<i>Everything World War II National Geographic</i>
Cycle B	Autumn	Spring	Summer
Enquiry	How has Crime & Punishment changed over time?	Victorian Era – Dark age or Golden Age?	Black British History
Building on		Y1/2 Queen Victoria/Powderham Y3/4 Victorian Christmas, Powderham & the river Exe Cycle A	
Key questions	What do you already know about crime and punishment in history? How were criminals punished 800 years ago and how do we know? What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years?	What do we mean by the Victorian era? (Timeline/monarch links etc) What were the main changes that took part in this time? What important inventions were made? How did the railway affect local life? (Powderham) What impact have his achievements had locally? (Clifton Suspension bridge, Railway line through Powderham) How did improvements in transport change cities?	How shall we tell the story of the first black Britons in Britain? What part did black people play in British life when they started to settle 500 years ago? What difference did the slave trade make to the experience of black people? When so many black people rushed to fight in the two world wars, why is it only now that their sacrifice has been properly recognised? How did the arrival of the Empire Windrush change the way the Black people were treated in Britain? How far has life improved for black people living in Britain in the last 60 years?

Substantive Concepts	Civilisation	Monarchy, Technology	Civilisation, Invasion
Vocabulary	Primary evidence, Border, Secondary evidence AD, offender, deterrent, protection, confess, defendant, guilty, innocent, judge, jury, law, sentence, trial, verdict, victim, witness	Colony, Era, Innovation, Mill, Foundry, Manufacture, Colliery Reformer, Domestic system Exploitation, Factory system Technological, Member of Parliament Export, Prime Minister, Smelting	Windrush, Empire, slave trade, settle, equality, transatlantic, portrait, emigrate, immigrant, race relations, Jamaica, Africa, West Indian
Key Texts			Granny came here on the Empire Windrush by Patrice Lawrence

Class 4 (Y5/6)

 Chronology	 Interpreting history	 Historical Enquiry using evidence	 Change & Continuity	 Cause & Consequence	 Similarities & Differences
<p>Uses more sophisticated time markers within, as well as between periods e.g. <i>“at the start of Victoria’s reign”, “this was in the last 10 years of Churchill’s life”, “the causes had been building up for 20 years”</i></p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Brunel changed in the way he developed during his life</p> <p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz</p> <p>Can successfully match simple iconic images to each of the periods studied</p>	<p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.</p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past</p> <p>Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mayan artefacts, Greek pottery.</p> <p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. a novel about evacuation was written with a</p>	<p>Children start combining information from more than one source e.g. the internet compared with video text book or oral evidence.</p> <p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Children see that some sources are more useful than others and can explain why.</p> <p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, <i>We cannot tell for sure. Most evidence suggests.</i></p> <p>Children start to think of reasons why a source might be unreliable e.g. propaganda in WWII.</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.</p> <p>Start to categorise some types of changes into political, economic social and technological.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history e.g. Battle of Britain in context of World War Two</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p>Examine in more detail the short and long-term causes of an event being studied</p> <p>Understand that some causes may be more significant than others and that some causes are less significant</p> <p>Begin to understand that historians may not agree on the main causes of an event</p> <p>Understand that one event can have multiple consequences that impact on many countries and civilisations</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p>	<p>Explain and give varied examples of how life was similar and different in the past</p> <p>Explain and give examples to show that things may have been different from place to place at the same time</p> <p>Start to give reasons for these similarities and differences. e.g. Compare similarities and differences of people’s opinions on the Mayans</p> <p>Identify similarities and differences in the Mayan culture compared to now.</p> <p>Identify similarities and differences between the Maya and Greek periods.</p>

<p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on democracy or on Victorian architecture.</p>	<p>different purpose and audience in mind.</p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g.</p> <p>This version is not accurate because it shows the Greeks to be civilised. We know from the evidence that has been discovered that they used slaves.</p> <p>Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</p> <p>Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialisation and empire, and more negative if looking at child labour or slavery.</p>	<p>Can consider the worthiness of a source by reference to what is known about the topic. eg: This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</p> <p>Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'</p>	<p>Identify how crime and punishment changed over time.</p> <p>Identify the changes within our monarchy over the years and identify how the power changes.</p>	<p>Address and devise historical questions about cause and consequence</p> <p>Identify the effect of Mayan's developing writing strategies.</p>	<p>Identify similarities and differences in crime and punishments over a period of time.</p>
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Formative Assessment.

At Kenn Primary School, each unit of work is assessed with a final assessment piece which allows the children to answer their enquiry question using the evidence and sources they have learnt throughout the topic. Formative assessment will take place by the class teacher who will assess the piece against history objectives in the national curriculum and on our Target Tracker, our school's assessment programme. Formative assessment will be fed back to the subject leader. The subject leader will monitor the teaching, learning and assessment of history.

End Points and expectations.

Our history curriculum follows a progression of skills which is organised into the following

By the end of EYFS:

Understanding the world

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of 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.

By the end of Key Stage One Aged 7: (Taken from the historical association)

Pupils develop their understanding of significant people, places and events in the past using basic subject vocabulary through identifying, selecting, describing and sequencing information from a variety of historical sources to compare and contrast and offer reasons for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did.

Figure 4: Suggested history benchmarks as an aid to long-term planning

By the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.

By the end of Lower Key Stage Two Aged 9:

Pupils demonstrate a more nuanced understanding *using more sophisticated subject vocabulary* of significant people, places, situations, changes and events of British history through *synthesising* relevant information from a broad range of historical sources to *explain through more informed responses* how and why people lived and behaved at particular times in the past making meaningful links between them.

By the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.







By the end of Upper Key Stage Two Aged 11:

Pupils make *informed conclusions* and *reasoned judgements* about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through *selecting* and *evaluating, critiquing and justifying* their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.

By the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted.
- be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources.
- be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.

Key Skills for History Explained

 <p>Chronology</p>	<p>Chronology is the study of time. It refers to the passing of time and to putting events in the correct order in which they happened. Children will develop an understanding of the chronology of key events studied throughout their time at Kenn Primary School and will be able to place these in the correct order.</p>
 <p>Interpreting history</p>	<p>This refers to creating an explanation of past events. The children interpret historical events through use of sources, data and the opinions of others (for example, through use of textbooks).</p>
 <p>Historical Enquiry using evidence</p>	<p>Evidence is provided to historians through objects, artefacts, documents, and images amongst other things. Historians use evidence to arrive at their judgement of an event. Sources can be defined as primary (first hand, created at the time), or secondary (second hand, usually the opinion or judgement of historians and taken from textbooks).</p>
 <p>Change & Continuity</p>	<p>Change refers to the changes that occur throughout history. It is interlinked with continuity as children need to realise that change is rarely large and decisive all at once. Instead, changes often occur slowly and over long periods of time. Continuity refers to things that stay the same over a long period of time, e.g. the reign of the British monarchy. Change that is sudden, decisive and has a large impact on society is called a 'turning point'.</p>
 <p>Cause & Consequence</p>	<p>This is the understanding that events sometimes happen because they are triggered by a separate event. It is about looking into the effect of seemingly small events and the effect they have on the topic studied.</p>
 <p>Similarities & Differences</p>	<p>Looking for similarities and differences between groups of people, periods of time and places can help children to understand the realities of life in the past. When considering similarities and differences, it is important to avoid generalisations and ensure that children are aware that people perceived events in the past in many different ways based on their own contexts.</p>