History Curriculum Scheme of Work – Reviewed 2022

Curriculum Intent and Vision Statement:

The study of History at Shottermill Juniors provides children with a breadth of opportunity and experiences, where we set out to discover the historian in each and every child by igniting their curiosity and passion for the world in which they live and how it became as it is today. Through our teaching of History, we endeavour to:

- **Support children to make connections about how the local, national and international world has changed over time and challenge them to question their place within it.**
- **Place an emphasis on ensuring children's skills and historical enquiry are progressively developed in a range of different contexts.**
- **Help children see the opportunities their world holds for them, by understanding it better, seeing how it has changed and appreciating the role in its sustainability.**
- **Focus on challenging children to ask and answer in-depth questions and draw comparisons with the modern work (e.g. looking at the impact of Coronavirus or Black Lives Matter).**
- **Encourage children to think critically, weigh evidence, sift arguments and develop good perspective and judgement.**
- **Develop their historical vocabulary, including cause and consequence, similarity and difference as well as more abstract terms (e.g. 'civilisation' or 'democracy').**
- **Help children to successfully present information in a variety of ways, for different audiences and purposes.**

Implementation of History at our school:

All children should be taught three in-depth historical units throughout the year (alternating with Geography units) for 1 hour each week. We strive to ensure that learning experiences are made accessible to all children (for example SEND or those disadvantaged pupils), whether this is through differentiating resources, pre-teaching vocabulary or helping support financially with access to educational experiences and special activities.

Lessons will usually start with completion of the KWL grid. This allows children to identify what they already *Know*, what they *Would* like to learn and then after completion of the topic, what children have *Learned*.

Class assemblies, as well as homework tasks, are used by children to present information to a wider audience for a range of purposes. Children will also develop their skills within Google Classroom to complement their learning in History units of work.

The following educational trips and special activities will enhance the teaching and learning in this subject:

Year 3

- Egyptian themed visit to Haslemere Museum.
- Undertake exploration of an Egyptian Tomb, make a replica River Nile and create a Mummy mask for homework.
- Greek Day – Portals of the Past visit to inspire and engage the children through a day immersed in the topic.
- Children explore artefacts from Ancient Greece and how key events (e.g. Olympics) influenced the Western World.
- Children make their own shield as a homework project and are given opportunities to present information in a range of ways.

Year 4

- Stone Age Day – Portals of the Past visit to inspire and engage the children through a day immersed in the topic.

Year 5

- Create a Mayan temple homework
- Viking boat making homework

Year 6

- Chinese drumming workshop
- Good Night Mr Tom -English link
- Visit to Atlantic Wall (Hankley Common)

- Stone Age house building or clothes design homework
- Roman Day – teacher led
- Visit to Fishbourne Roman Palace
- Create a gladiator fitness regime homework

Scheme of work to be taught:

Year 3

Autumn 1 – Ancient Egypt

Students will continue to develop chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the units they study by:

- Learning about where and when the ancient Egyptians lived
- Raise questions about and be able to discuss artefacts

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- learning about the daily lives of many ancient Egyptian people.
- Raise questions about and be able to discuss artefacts, Egyptian life, The Nile

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by:

- learning the about the mummification process used by the ancient Egyptians.
- Distinguishing information about different gods

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by:

- learning about the discovery of the tomb of Tutankhamun, how evidence can give us different answers about the past, use different sources to build a picture of events

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by:

- exploring Ancient Egyptian writing systems, comparing and contrasting Egyptian writing with their own, comment on similarities and differences between hieroglyphics and English, and understand how hieroglyphics were used

Spring 1 – Ancient Greece

Know and understand significant aspects of history: nature of ancient civilisations; expansion & dissolution empires In the context of:

- the Ancient Greek empire; how did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline, how it changed and grew, reason why (including focus on timeline BC and AD)

Note connections, contrasts and trends over time and ask questions about change, cause, similarity and difference

- How the ruling systems in Ancient Greece changed over time, compare ancient and modern democracy.

Year 4

Autumn 2 – Stone Age to Iron Age

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by:

- Learning about how early man survived the Stone Age (challenges faced, tools used)

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about Skara Brae and understand its significance in knowing more about the Stone Age

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time (with a focus on local historical examples)

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by:

- Learning the different theories for the building of Stonehenge (ideas of how it was built and used)
- Understanding why some of our knowledge about Iron Age Druids might be unreliable

Note connections, contrasts and trends over time and develop the use of appropriate historical terms by:

- Learning how and why hillforts developed as popular places to live during the Iron Age (building on prior knowledge of settlements from year 3 Geography and with a focus on local historical examples)

Spring 2 – Romans

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius (with a focus on timeline BC and AD)

Construct informed responses that involved thoughtful selection and organization of relevant historical knowledge by:

- How the Olympic games have changed over time, and how some things have remained the same.

Understand how our knowledge of the past is constructed from a range of sources

- Pottery such as Greek vases
- Artefacts
- Stories such as Homer's Iliad
- Greek Myths

Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses :

- Order of events for the Battle of Marathon, similarities and differences between Athens and Sparta, explain the battle from the point of view of someone involved
- Think of questions about Greek artefacts
- Create a chronological diary of the Trojan War

Gain historical perspective by placing growing knowledge into different contexts, understand the connections between religious and social history by:

- Learning about Ancient Greek gods and goddesses and knowing what they represented to the people who worshipped them
- Learning about Greek myths and the key features that link to religious history such as origins, good vs evil.

Summer 1 - Education through time (cross chronological)

Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by:

- Learning about significant developments of the British railway system and there impact.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about some of the most iconic steam trains of Britain, answering comprehension questions, looking at similarities and differences of steam locomotives

Note connections, contrasts and trends over time and develop appropriate use of historical terms by:

- Through researching and evaluating key events from early locomotives to today.

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by:

- Studying examples of railway art and considering what the pictures tell us about the railways of the past and present.

- Learning about Roman roads (how and why they were created and have become so famous)
- Knowing when, how and why Hadrian's Wall was built
- Learning about the religious beliefs and the Gods and Goddesses the Romans worshipped
- Learning about Roman baths (how they were built and used)

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Knowing about the resistance of Boudicca and understanding different perspectives
- Inquiring into the impact of the Roman Empire on Britain

Summer 1 - Riotous Royalty (across timeline study)

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about the arrival of King William and the Normans in 1066
- Learning about the modern royal family in Britain

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning about the significance of the Magna Carta in English history
- The significance of a royal heir in securing power of a Monarchy (focus on Henry VIII)

Note connections, contrasts and trends over time and develop the use of appropriate historical terms by:

- Learning about how Queen Anne helped to create Great Britain as a country (Acts of Union 1707)

Construct informed responses that involved thoughtful selection and organisation of relevant historical knowledge by:

- Finding out about Queen Victoria's quest for empire

Construct informed responses that involved thoughtful selection and organisation of relevant historical data by:

- Investigating the impact of the first railways on existing industries, the environment and people in society (with a focus of local area)

Year 5

Autumn 2 – Mayans

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives by:

- Discovering facts about the Maya Civilisation.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Considering similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods and design their own.

Note connections, contrasts and trends over time by:

- Learning about the Maya number system (how did it work, how does it compare to ours)

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by:

- Learning what Maya people grew and ate (comparisons with modern diet)

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and link to Geography aim of interpreting a range of sources of geographical information, including maps.

- Students will locate the ancient Maya Cities, understand how much area these cities covered and names.

Understand how our knowledge of the past is constructed from a range of sources by:

- Learning about what we know about the Maya from the drawings of Frederick Catherwood (first explorers finding Mayan ruins)

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by:

- Children will present an information guide..

Year 5 Spring 1 - Anglo Saxons and Scots

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning why, where and how the invasions of Britain took place after the Roman withdrawal (building on prior knowledge from Romans study in year 4)

Year 6

Autumn 1– Shang Dynasty of Ancient China

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by:

- Examining and learning about artefacts from the Shang Dynasty and deducing what they can tell us about the culture at this time.
- Learning about and discussing the accuracy of information from this time.

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning about the time period the Shang Dynasty began and ended (including understanding what a dynasty is).

Construct informed responses that involved thoughtful selection and organisation of relevant historical knowledge by:

- Learning about the social hierarchy of the Shang Dynasty and what life was like for different people.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about the role of royalty, ceremonies, sacrifice, gods and beliefs during the Shang Dynasty (student-led small group inquiry).

Spring 1 – WW2

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning about the events leading to the outbreak of World War II
- Learning about a variety of key events during the course of WWII (with a focus on key turning points).

Construct informed responses that involved thoughtful selection and organisation of relevant historical knowledge by:

- Learning about when, where and why children were evacuated in WWII
- Learning about the importance and significance of the role of women in WWII (war time jobs, propaganda, with connections also made to modern examples)
- Learning about the events of the Holocaust

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by:

- Knowing where the Anglo-Saxons settled and what they named the places they settled in (how Anglo-Saxons have influenced Britain and explain some of the place names and their meaning)
- By learning about Anglo-Saxon settlements and village life (typical Anglo-Saxon village and what jobs people did)
- Learning about Anglo-Saxon religious beliefs and the gods they worshipped (beliefs and practices)

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by:

- Examining and learning about Anglo-Saxon Artefacts and deducing what they can teach us about Anglo-Saxon culture.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about how the Anglo-Saxons were converted to Christianity in Britain (some of the people who were influential and some of the important building they founded)

Year 5 Spring 2 - Anglo Saxons and Vikings

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Knowing who the Vikings were, when and why they raided and invaded Britain.
- Learning about the last Anglo-Saxon kings of England and what happened in Britain during their reign.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings (compare the significance of Anglo-Saxon kings during the Viking period).
- Learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by:

- Learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegald.
- Learning about and organising information about Viking life.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about rationing during WWII and how people adapted to deal with the reduced product availability (real life connections to also be made with pandemic)

Year 6 Summer 1 - Leisure and Entertainment (across timeline study)

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by:

- Learning about the role of cinema in 20th century entertainment.
- Learning about why the British holiday industry boomed from 1930s onwards (holiday camp popularity, local examples, connections to impact of recent pandemic).

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied by:

- Learning about how and why football changed across the 20th century in Britain and throughout the world.

Note connections, contrasts and trends over time and develop the use of appropriate historical terms by:

- Learning about how some young people spent their leisure time in the 1960s (how this differs from today).

Understand how our knowledge of the past is constructed from a range of sources by:

- Learning about how television became a popular leisure activity (and understand recent changes in this with streaming).

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by:

- Learning about the impact of 20th century technologies on leisure and entertainment in the 21st century (how have these changes affected our lives today).