WILLIAM BARNES PRIMARY SCHOOL

History Subject Statement

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching. Education is for all, not the few as all children have the right to be the best they can be. At William Barnes, we aspire to foster a love of learning alongside the development of the well-rounded child.

Preparing Children for Life

We believe that we are preparing children for successful futures. We aim for them to be independent thinkers, confident, interested learners and global citizens, equipped to live, work in and contribute to society.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships;
- High-quality feedback that moves their learning forward;
- Appropriate support to overcome specific barriers that they may face.
- Routines that provide consistency and stability throughout the school day.
- Children are able to be curious about different areas of learning.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible with a vocabulary rich curriculum and school experience.
- Academic and pastoral experiences serve to enhance

Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or procedural (to know how to).
- Both these forms are important and that declarative knowledge is turned into procedural knowledge through action and the act of practising and applying.
- Skills can be procedural knowledge as a result of the application of declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.
We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

<u>Parents and carers</u>

Evidence shows that *"Parental engagement has a positive impact on average of 4 months' additional progress."* (EEF) Parents and Carers are a vital part of the learning process at every step of a pupil's journey through our school therefore we work together with families to support their children's learning.

"For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are." (EPPE)

INTENT

Vision and Mission

Our aims in teaching History are:

- To help children understand the present in the context of the past.
- To arouse interest in the past and encourage questioning and speculation.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play.
- To enrich and support other areas of the curriculum.
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live.

Current Practice

History is a foundation subject in the National Curriculum. This policy outlines the purpose, nature, management and assessment of History as taught in William Barnes Primary School.
History is a valued part of the curriculum at William Barnes Primary School as it provides a means of exploring, appreciating and understanding the world in which we live. It involves enquiring about the past and using investigative processes.
History stimulates curiosity and imagination, building upon the child's innate curiosity about the past.
We encourage children to learn by experience and we value fieldwork where pupils find evidence, weigh it up and reach their own conclusions as an integral part of the history curriculum. To do this they need to be able to research, sift through evidence and argue for their point of view.

Aims

The national curriculum for history aims to ensure that all pupils:

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

Objectives

Early Years

Within the EYFS, children in reception will begin to learn about History through Understanding of the World (People and Communities) this will also link to Communication and Language (Understanding and Speaking).
Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
To meet the Early Learning Goal children should be able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

The National Curriculum states that;

Key Stage 1
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

OVERVIEW

Year	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
R	**Me in My Community** *Children explore their family history and look at how they have changed since being babies. Children are introduced to the vocabulary of time, such as yesterday and last week. They learn about the lives of people in their community and their role in society, such as emergency service workers.* **Exploring Autumn**	**Once Upon a Time** Children are introduced to the theme of the monarchy and royalty and find out about kings and queens in the stories. They begin to compare life in the past with their lives by looking at artefacts, such as clothes and buildings. **Sparkle & Shine**	**Long Ago** In this project, children talk about events in their lives and the lives of their family members. They use stories and non-fiction books to find out about life in the past and make comparisons to their lives. Children use the vocabulary of time, such as first, then, next, after that, yesterday and last week, and use this to talk about and order familiar events. They explore how school has changed over times and discover that school was like in the past. The children examine pictures of everyday objects from the past, including clothes, toys and vehicles and how those objects have changed over time. They look at stories about significant historical figures, including kings and queens. **Winter Wonderland**	**Stories and Rhymes** In this project. Children build on their knowledge of life in the past from the project Long Ago as they look at and discuss illustrations in nursery rhymes and traditional tales. **Dangerous Dinosaurs** Children share stories and non-fiction books to learn about life in the past. **Signs of Spring**	**Sunshine and Sunflowers** **Splash**	**Animal Safari** **Creep, Crawl & Wriggle**

1		**Helen Keller – A life without limits** During this project, children will learn the story of Helen Keller and explore how she learned to communicate. They will also learn about the story of her good friend, Alexander Graham Bell, whose inventions and ideas helped Helen communicate, before understanding how Helen became an important campaigner for people's rights. They will then learn more about Louis Braille, the inventor of the reading and writing system that was so important to Helen, before using Braille to make their classroom more accessible for visually impaired people. The children will finally learn about Helen's influence on the world and how other people have been inspired by her life. Who was Helen Keller? **Significance** What can sources tell us about Helen Keller? **Sources and Presenting information** Who was Alexander Graham Bell, and how was he connected to Helen Keller? **Significance** How did Helen Keller make a difference to the world? **Significance** How did Louis Braille's invention help Helen Keller communicate with the world? **Significance**		**The Great Fire of London** In this project, children will learn what London was like in the 1600s when the Great Fire of London began. Children will then use a timeline to sequence the main events. They will also learn why the fire spread so quickly and look at historical sources to find out how Londoners fought the fire. In addition, children will learn about Samuel Pepys and listen to extracts from his diary. Finally, they will learn how the Great Fire changed London forever. What was the Great Fire of London? **Changes - Chronology** Why did the fire spread so quickly? **Significance** What do historical sources tell use about how Londoners fought the fire? **Sources and Presenting information** What can Samuel Pepy's diary tell us about the Great Fire? **Significance** How did London change after the fire? **Significance** Why was the Great Fire of London a significant event? **Changes - British History**		**Schools Then, Schools Now** Children will learn about the history of their own school, before finding out what schools were like in Victorian times. They will study artefacts from Victorian schools to find out what they were used for and what they can tell us about the past. Children will 'meet' Samuel Wilderspin, the creator of infant school education, and experience what it was like to learn in a Victorian classroom. At the end of the project, they will compare schools in Victorian times with schools today. What can we find out about our school's history? **Place and Space – Local history** What were schools like in the Victorian times? **Humankind – Everyday life** What can we learn about Victorian

		How does Helen Keller still inspire the world? **Significance**				schools using objects and artefacts? **Sources and Presenting information** Who was Samuel Wilderspin, and why was he significant? **Significance** What was it like to learn in a Victorian classroom? **Sources and Presenting information** How were schools different in Victorian times from schools today? **Comparisons**
2		**Flight Through Time** During this project, children will learn about the history of flight and how human invention and brave aviators have changed the world of aviation and our everyday lives. Using a range of different sources, they will learn key facts about the history of flight, from the first flight of the Wright brothers to the invention of the jet engine by Frank Whittle. They will also learn how brave aviators, such as Bessie Coleman and Amy Johnson, blazed a trail for others and broke barriers of race and gender before considering how flight impacts people's everyday lives.		**Titanic Tragedy** During this project, children will learn the story of the Titanic, from its ambitious construction to its tragic sinking on 15th April 1912. Through historical accounts and other sources of evidence, children will uncover the human stories and lessons learned from one of history's most infamous maritime disasters. What was the RMS Titanic and why was it special? **Sources and Presenting information**		**Age of the Aztecs** During this project, children will learn how the Aztec civilisation developed in Mexico 500 years ago. They will explore the city of Tenochtitlán through an eyewitness account and map, and learn about aspects of everyday life. They will also find out about the importance of religious beliefs – and chocolate – in Aztec culture. At the end of the project, the children will learn how the arrival of the

		What are some of the important moments in the history of human flight? **Changes** Why was Otto Lilienthal's glider so important to the history of flight? **Significance** Who were the Wright brothers, and what was their most significant achievement? **Changes** Who were some of the most significant aviators in the history of flight? **Changes** Why was the invention of the jet engine so important to the history of flight? **Significance** How has flying changed over time and what impact has it had on people's everyday lives? **Changes - chronology**		What was everyday life like for passengers on board the Titanic? **Humankind** What did the crew do on board the Titanic? **Humankind** What happened to the Titanic and why was it a significant event? **Significance** Why was the rescue of passengers from the Titanic significant? **Significance** Why is the sinking of the Titanic still remembered today? **Significance**		Spanish explorer and conqueror, Cortés, quickly brought the Aztec civilisation to an end. Who were the Aztecs? **Humankind** What was the Aztec city of Tenochtitlan like? **Sources and Presenting information** What was everyday life like for the Aztecs? **Humankind** How did the Aztecs' beliefs affect their everyday lives? **Humankind** How do we know chocolate was important to the Aztecs? **Humankind** **What happened to the Aztecs?** **Significance**
	Cornerstones are currently creating new themes for Geography. **As these are added to the site, the overview will be updated.** **Key Stage 2 is working on a 2-year rolling programme.**					
3/4	**Invaders and Settles: The Anglo Saxons** During this project, children will explore who the Anglo-	**The Viking Age: Fear from the Sea** During this project, children will use primary sources of evidence			**Cradles of Civilisation**	

	Saxons were, why they came to Britain and what happened after the Romans left. They will use stories and historical sources to investigate everyday life, learn about the spread of Christianity and discover the story behind Sutton Hoo. At the end of the project, they will consider the Anglo-Saxon's lasting influence on Britain. What happened after the Romans left Britain? **Significance** What were the consequences of the Anglo-Saxons settling in Britain? **Humankind Changes** How do we know about Christianity in Anglo-Saxon England? **Humankind Sources and Presenting information** What was the everyday life like in Anglo-Saxon Britain? **Humankind** What does the Sutton Hoo ship burial tell us about Anglo-Saxons? **Sources and Presenting information** How can the impact of the Anglo-Saxons be seen in Britain today? **Humankind Changes**	to investigate the early Viking raids on Portland and Lindisfarne and consider how viewpoint and bias can affect what is written. They will then explore Alfred the Great's resistance and the development of Danelaw, before learning about Viking life through finds from York's Coppergate Dig. Finally, children will weigh all the evidence to decide whether the Vikings were invaders or settlers and explain their conclusions clearly. Who were the Vikings, why did they come to Britain and what happened when they first arrived? **Significance** What can we learn about the Vikings from the evidence we have about their raid on Lindisfarne? **Sources and Presenting information** How did Alfred the Great resist the Viking invaders? **Humankind** How did life change in the north and east of England when Danelaw was created? **Changes** What has the Coppergate Dig revealed about Viking life? **Sources and Presenting information** **Humankind** Were the Vikings invaders or settlers? **Humankind**				

4/5	**Fallen Fields** The Sun sets on the battlefields of France and a solitary bugle sounds the *Last Post*. Known as 'the war to end all wars' the First World War was a conflict that had a devastating effect on millions of people across the world. What started this global tragedy? What was life like for families on the home front as they waited for news of loved ones who were 'missing in action'? How did the soldiers endure the terrible conditions in the trenches? How was a fragile peace finally achieved? We will always remember the fallen.	**Road Trip USA History and Geography focus** Buckle up, sunglasses on. We're going on a road trip across the good old US of A. Flying from London Gatwick, and landing at JFK airport New York, it's time to explore the sights and sounds of the Big Apple. Use your map skills to navigate your way around some of its most famous landmarks and send a postcard home to ask the question 'Do you wish you were here?' Learn how to send an email to book a day trip or reserve a room. Make sure you ask the important questions 'Does your hotel have a pool? Is there 24-hour room service?' Meet the Iroquois tribe; Native Americans with amazing customs and traditions. Then plan a bespoke road trip for Mr Smith and his family of four. They want to spend three weeks in the sunshine. It's going to be a long ride. Put the roof down and let the wind blow through your hair. We're off.	**Hola Mexico** Welcome to Mexico. Get ready to explore this unique country, from its towering temples and stunning geography to its pulsing rhythms and fun festivals. Is your tummy rumbling? Concoct a traditional fruit cocktail or a delicious Mexican meal. What's on your shopping list? Go steady with the spices. Discover the mysterious world of the ancient Maya civilisation. Make their chocolate, learn their poetry, play their ball game and follow all of their curious rituals. Just try to keep your head. Feel like celebrating? Design a flute, grab a drum, join a tribe and make some noise. Have you got what it takes to be chief? Let's find out.		**Darwin's Delights** We're off on an exciting expedition with Charles Darwin and his crew on HMS *Beagle*. Can you trace his route across the vast ocean? Stop at the magical Galápagos Islands to see the amazing species that helped Charles Darwin to develop his theory of evolution by natural selection. Do you know what's so special about a lava lizard, or why the blue-footed booby has blue feet? See how animals adapt to their environments over time and meet some of the world's greatest explorers and naturalists. Imagine how humans will evolve in millions of years. It's a scary thought. Ready to trace the origin of species? Let's set sail.	
5/6		**Hope, Heroes and the Home Front** In this project, children will explore the key causes of the Second World War and its impact on people in Britain. They will learn about evacuation, the Battle of Britain, the Blitz, and everyday life on the home front, using evidence and stories. They	**Kingdom of Benin**			**Our City's Growth Story**

		will also explore wartime jobs, propaganda posters and the events leading to Victory in Europe Day. Throughout the project, children will consider how people experienced the war in different ways and how they supported one another during difficult times. What were the key events in Britain during the Second World War and when did they happen? **Changes** What was evacuation, and how did it affect children and their families? **Human Geography** What happened during the Battle of Britain and why was it so important? **Changes** How did the Blitz affect the lives of ordinary people? **Sources and Presenting information** How ere people persuaded to help on the home front? **Sources and Presenting information** What happened at the end of the war? **Changes**				

Year B	Autumn term		Spring Term		Summer term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
R	**Me in My Community** *Children explore their family history and look at how they have changed since being babies. Children are introduced to the vocabulary of time, such as yesterday and last week. They learn about the lives of people in their community and their role in society, such as emergency service workers.* **Exploring Autumn**	**Once Upon a Time** Children are introduced to the theme of the monarchy and royalty and find out about kings and queens in the stories. They begin to compare life in the past with their lives by looking at artefacts, such as clothes and buildings. **Sparkle & Shine**	**Long Ago** In this project, children talk about events in their lives and the lives of their family members. They use stories and non-fiction books to find out about life in the past and make comparisons to their lives. Children use the vocabulary of time, such as first, then, next, after that, yesterday and last week, and use this to talk about and order familiar events. They explore how school has changed over times and discover that school was like in the past. The children examine pictures of everyday objects from the past, including clothes, toys and vehicles and how those objects have changed over time. They look at stories about significant historical figures, including kings and queens. **Winter Wonderland**	**Stories and Rhymes** In this project. Children build on their knowledge of life in the past from the project Long Ago as they look at and discuss illustrations in nursery rhymes and traditional tales. **Dangerous Dinosaurs** Children share stories and non-fiction books to learn about life in the past. **Signs of Spring**	**Sunshine and Sunflowers** **Splash**	**Animal Safari** **Creep, Crawl & Wriggle**
1		**Helen Keller – A life without limits** During this project, children will learn the story of Helen Keller and explore how she learned to communicate. They will also learn about the story of her good friend,		**The Great Fire of London** In this project, children will learn what London was like in the 1600s when the Great Fire of London began. Children will then use a timeline to sequence the main events. They will also learn why		**Schools Then, Schools Now** Children will learn about the history of their own school, before finding out what schools were like in Victorian times. They will study

		Alexander Graham Bell, whose inventions and ideas helped Helen communicate, before understanding how Helen became an important campaigner for people's rights. They will then learn more about Louis Braille, the inventor of the reading and writing system that was so important to Helen, before using Braille to make their classroom more accessible for visually impaired people. The children will finally learn about Helen's influence on the world and how other people have been inspired by her life. Who was Helen Keller? **Significance** What can sources tell us about Helen Keller? **Sources and Presenting information** Who was Alexander Graham Bell, and how was he connected to Helen Keller? **Significance** How did Helen Keller make a difference to the world? **Significance** How did Louis Braille's invention help Helen		the fire spread so quickly and look at historical sources to find out how Londoners fought the fire. In addition, children will learn about Samuel Pepys and listen to extracts from his diary. Finally, they will learn how the Great Fire changed London forever. What was the Great Fire of London? **Changes - Chronology** Why did the fire spread so quickly? **Significance** What do historical sources tell use about how Londoners fought the fire? **Sources and Presenting information** What can Samuel Pepy's diary tell us about the Great Fire? **Significance** How did London change after the fire? **Significance** Why was the Great Fire of London a significant event? **Changes - British History**		artefacts from Victorian schools to find out what they were used for and what they can tell us about the past. Children will 'meet' Samuel Wilderspin, the creator of infant school education, and experience what it was like to learn in a Victorian classroom. At the end of the project, they will compare schools in Victorian times with schools today. What can we find out about our school's history? **Place and Space – Local history** What were schools like in the Victorian times? **Humankind – Everyday life** What can we learn about Victorian schools using objects and artefacts? **Sources and Presenting information** Who was Samuel Wilderspin, and why was he significant? **Significance**

		Keller communicate with the world? **Significance** How does Helen Keller still inspire the world? **Significance**				What was it like to learn in a Victorian classroom? **Sources and Presenting information** How were schools different in Victorian times from schools today? **Comparisons**
2		**Flight Through Time** During this project, children will learn about the history of flight and how human invention and brave aviators have changed the world of aviation and our everyday lives. Using a range of different sources, they will learn key facts about the history of flight, from the first flight of the Wright brothers to the invention of the jet engine by Frank Whittle. They will also learn how brave aviators, such as Bessie Coleman and Amy Johnson, blazed a trail for others and broke barriers of race and gender before considering how flight impacts people's everyday lives. What are some of the important moments in the history of human flight? **Changes**		**Titanic Tragedy** During this project, children will learn the story of the Titanic, from its ambitious construction to its tragic sinking on 15th April 1912. Through historical accounts and other sources of evidence, children will uncover the human stories and lessons learned from one of history's most infamous maritime disasters. What was the RMS Titanic and why was it special? **Sources and Presenting information** What was everyday life like for passengers on board the Titanic? **Humankind** What did the crew do on board the Titanic? **Humankind** What happened to the Titanic and why was it a significant event? **Significance**		**Age of the Aztecs** During this project, children will learn how the Aztec civilisation developed in Mexico 500 years ago. They will explore the city of Tenochtitlán through an eyewitness account and map, and learn about aspects of everyday life. They will also find out about the importance of religious beliefs – and chocolate – in Aztec culture. At the end of the project, the children will learn how the arrival of the Spanish explorer and conqueror, Cortés, quickly brought the Aztec civilisation to an end. Who were the Aztecs? **Humankind**

		Why was Otto Lilienthal's glider so important to the history of flight? **Significance** Who were the Wright brothers, and what was their most significant achievement? **Changes** Who were some of the most significant aviators in the history of flight? **Changes** Why was the invention of the jet engine so important to the history of flight? **Significance** How has flying changed over time and what impact has it had on people's everyday lives? **Changes - chronology**		Why was the rescue of passengers from the Titanic significant? **Significance** Why is the sinking of the Titanic still remembered today? **Significance**		What was the Aztec city of Tenochtitlan like? **Sources and Presenting information** What was everyday life like for the Aztecs? **Humankind** How did the Aztecs' beliefs affect their everyday lives? **Humankind** How do we know chocolate was important to the Aztecs? **Humankind** **What happened to the Aztecs?** **Significance**
3/4	**From Stone to Iron** During this project, children will work as historians to explore how people lived during the Stone, Bronze and Iron Ages, discovering how life evolved over thousands of years. They'll investigate daily life – from hunting and gathering to farming and metalworking – and examine artefacts, including Iron Age hoards, to uncover stories about their makers. They'll also meet figures like the			**Building Britian the Roman Way**		

	Amesbury Archer and consider what his burial reveals about prehistoric beliefs and skills. What can we find out about the Stone Age? **Humankind, Sources and Presenting information** What was everyday life like in the Bronze Age? **Changes and Comparisons Humankind** How was everyday life in the Iron Age different from the Bronze Age? **Humankind Sources and Presenting information** What can the Snettisham Hoard tell us about life in the Iron Age? **Humankind Sources and Presenting information** Who was the Amesbury Archer? **Humankind Sources and Presenting information**					
4/5	**Gods and Mortals** From nothingness came chaos; from chaos came air and water; from air and water came life. Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount	**Alchemy Island** It's time to suspend your disbelief and open your mind. We're going on a magical journey to Alchemy Island. Can you find the gold hidden deep within the island's mysterious landscape? The only way is to study the map, unravel the riddle and begin your adventure. On the way, you must do all you can to learn about	**Urban Pioneers History and Geography focus** Hop on the bus and take a trip downtown where the lights are bright, and every street has a story to tell. Explore with fresh eyes the art of the city, then capture a moment in time – perhaps a reflection on a building or a shadow passing by. Make a map of your home town and find out how things have changed. Has time changed town life for the better? How could you improve the urban environment? Maybe add more colour? More light? More things to do, or perhaps a plaza with a comfortable bench or two? Or maybe, like Emil, the city astounds you with its sights and sounds and people rushing by. Now light up the city with creations of your own – a statue, a light show, a monument or street art. The possibilities are		**Off with her head or 1066**	**Allotment**

	Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus. Then decide your own fate when a mysterious box is found and stirs your curious mind.	gold and master the ancient art of alchemy. Be creative and try to impress the island's team of ace alchemists. Will they praise your scientific expertise? What if there were a video game version of Alchemy Island? Could you compose a stunning soundtrack to bring this mysterious landscape to life? You've got your map, coordinates and everything else you need to make your way across Alchemy Island. Don't forget to pack your imagination. Got your suitcase ready? Then let the journey begin.	endless. What will you choose? You're an urban pioneer, so get ready to go.			
5/6		**The Greeks: A Lasting Legacy** In this project, children will discover how Ancient Greece, especially Athens during the Classical period, shaped the world. They will learn about Greek city states and explore evidence of life in Athens, including the development of democracy, philosophy, architecture, and theatre. Through historical sources, drama, and discussion, they will build their knowledge before debating which Athenian	**Tech Through Time: Inventions that Shaped us**			**Secrets of the Shang**

		gift has had the greatest influence today. What was ancient Athens like? **Humankind** How did people make decisions in Athens? **Comparisons** Why are Greek thinkers still important? **Significance** How are buildings around the world inspired by Athens? **Humankind** How did Greek theatre influence the way we perform stories today? **Humankind** Which Greek idea had the biggest impact on the Western world? **Humankind**				

IMPLEMENTATION

How we Teach

How is History planned and taught?

1. Class teachers make use of Cornerstones as a basis for their planning and resources and this is overseen by the History subject leader to ensure progression and coverage of knowledge and skills across each key stage. This is sequenced model and History.
2. The broad learning objectives from the National Curriculum have been mapped out into smaller, lesson by lesson learning intentions.
3. To aid the development and progression of the key areas of History, 6 Golden Threads have been chosen: ***Humankind, Sources and Presenting information, Place and Space, Significance, Changes and Comparisons***
4. History is taught as an isolated subject (KS1-2).
5. Teachers plan lessons to include a variety of teaching and learning styles including; whole class teaching, group and individual learning.
6. Teachers ensure that the needs of SEND, Vulnerable and EAL children are met through planning differentiated teaching and learning activities to take account of individual needs, including the use of support staff.
7. Teachers plan History lessons to:
   - Enable children to develop their interest in the past, arousing their curiosity and motivation to learn.
   - Enable children to increase and develop their historical skills, concepts, knowledge and attitudes
   - Increase understanding of the present in the context of the past.
   - Enable children to develop and use their skills in enquiry, analysis, evaluation and argument.
   - Enable children to develop a sense of identity through learning about the past.
8. Teachers ensure that children are familiar with the key vocabulary for the area of History they are studying and that this is accessible to all children via classroom displays, word banks etc.
9. Teachers plan to use the local area and visitors when appropriate, historical artefacts and primary sources including visits to museums etc. to support and develop learning in History.

Reading/Vocabulary/Oracy

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.
Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch-up process for young children with a vocabulary gap.

Support

- There are regular staff meetings for the History subject leader to update staff.
- Staff have access to the Cornerstones site.

Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning.
Parents are invited to join in with trips and fieldwork activities through the year and to support children with any home learning linked to History topics.
We welcome visits to school from parents with a particular interest, knowledge or skill that will enthuse and enhance the children's learning in History.

IMPACT

Assessment

Summative Assessment

Work from throughout Reception in all seven areas of learning is used to create each child's end of EYFS profile. Several early skills, including chronological awareness and using and evaluating primary sources and historical artefacts are developed during learning in the EYFS that culminate in the Early Learning Goal for Understanding of the World,

In KS1 and KS2, teachers keep the Progression of skills and knowledge document up to date for their class.

All teachers are required to report on the child's ability and effort made in History as part of his/her end of school year report.

Formative Assessment

In EYFS, teachers make frequent observations and record these through the online 'tapestry' programme. This is shared with, and can be added to, by parents and carers. These regular observations are linked to specific objectives within the Early Years framework.

Teachers in all classes use AfL strategies to monitor children's progress in lessons and over time.

Multicultural/ Equal Opportunities

In accordance with our equal opportunities policy, all children regardless of race, gender or ability have equal access to the History curriculum at William Barnes Primary School. Class teachers plan and organise deepening activities for more able children and provide extra support for those who need it.

Resources

- The resources available include: reference books, textbooks, library and museum loans, teacher prepared materials, pictures, photographs, online resources and artefacts.
- Resources will be kept in the History resource area in The Pod, the library and in classrooms.
- Staff are encouraged to let the subject leader know if they require additional resources and the subject leader is responsible for ensuring that resources are in good condition and fit for purpose.
- Staff will inform the IT technicians if there are any difficulties with online resources

Monitoring

The History subject leader is responsible for:

- Taking the lead in policy development and subject overview designed to ensure progression and continuity in History throughout the school
- Supporting colleagues in the development of planning, implementation of National Curriculum objectives and in assessment and record keeping procedures.
- Monitoring progress in History and advise Head teacher on action need.
- Conducting work sampling regularly, focussing on different aspects of teaching and learning
- *Keeping up to date with developments in History education and disseminate information to colleagues as appropriate.*