

- History is taught in line with the National Curriculum in blocked units 3 times a year and forms the basis for our themes.
- Where possible each theme starts with a focus day. This could be a trip to a museum or place of historical significance, workshop or whole school activity day.
- Where possible lessons involve a practical element and are recorded using photographs as well as pupil work.
- A range of resources are used to teach lessons including PowerPoints, online videos and artefacts.
- Pupils work in a range of different ways both individually and in groups, both inside and outside of the classroom.
- Parents are invited in to share the pupils' work through curriculum afternoons and assemblies.
- Displays around the school showcase themes taught throughout the year and help pupils to remember what they have learnt and share learning across the classes.
- At the beginning of each theme pupils and parents are provided with suggested homework activities to enhance their child's learning.
- The Aspire curriculum is a progression of skills and therefore pupils are taught according to their ability and past experiences not necessarily their year group.
- Knowledge organisers are written for each topic to ensure progression across year groups and highlight key skills and vocabulary to be taught.

History Overview 4 Year Cycle

	Ancient Civilisation	British History	Local History study
Cycle 1 Year 2019-20	Ancient Egypt	Stone Age to Iron Age	William Morris and The Red House
Cycle 2 Year 2020-21	The Mayans	The Romans	Eltham Palace and the Tudors
Year 3 Year 2021-22	Shang Dynasty	Anglo Saxons	Hall Place and the Victorians
Year 4 Year 2022-23	Ancient Greece	Vikings	Local Area - World War II

History Progression of Skills

		Year 1/2	Year 3/4	Year 5/6
		National Curriculum		
		<ul style="list-style-type: none"> ● 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 ● 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 	<ul style="list-style-type: none"> ● changes in Britain from the Stone Age to the Iron Age ● 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 ● 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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ● a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 ● a local history study 	

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
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Chronology

Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
Show where places, people and events fit into a broad chronological framework
Begin to use dates

Develop increasingly secure chronological knowledge and understanding of history, local, British and world
Put events, people, places and artefacts on a time-line
Use correct terminology to describe events in the past

Develop increasingly secure chronological knowledge and understanding of history, local, British and world
Put events, people, places and artefacts on a time-line
Use correct terminology to describe events in the past
Use greater depth and a range of knowledge

Historical Terms

Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries

Develop use of appropriate subject terminology, such as: empire, civilisation, monarch

Record knowledge and understanding in a variety of ways, using dates and key terms appropriately

Historical Enquiry

Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?
Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
Choose and use parts of stories and other sources to show understanding of events
Communicate understanding of the past in a variety of ways

Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
Suggest where we might find answers to questions considering a range of sources
Understand that knowledge about the past is con-structured from a variety of sources
Construct and organise responses by selecting relevant historical data

Devise, ask and answer more complex questions about the past, considering key concepts in history
Select sources independently and give reasons for choices
Analyse a range of source material to promote evidence about the past
Construct and organise response by selecting and organising relevant historical data

Interpreting History

		Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays	Be aware that different versions of the past may exist and begin to suggest reasons for this	Understand that the past is represented and interpreted in different ways and give reasons for this
Continuity and Change				
		Discuss change and continuity in an aspect of life, e.g. holidays	Describe and begin to make links between main events, situations and changes within and across different periods and societies	Describe and begin to make links between main events, situations and changes within and across different periods and societies Use a greater depth of historical knowledge
Cause and Consequences				
		Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did
Similarities and differences				
		Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance				
		Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	Identify and begin to describe historically significant people and events in situations	Give reasons why some events, people or developments are seen as more significant than others

