



# Ark John Archer Primary Academy

## *History Curriculum*



## History Curriculum: *Rationale*

The Ark John Archer History Curriculum aims to inspire pupils' fascination and enquiry about the history of the world in which we live, the notable events and people that have had significant impact on the present day and the lessons that can be learnt in developing their own sense of character and values. Pupils develop a wide-ranging and deep knowledge of the past; of places and people and significant events through time. While learning about global and British history, pupils develop their ability to ask perceptive questions, think critically, weigh evidence and cultivate perspective and judgement.

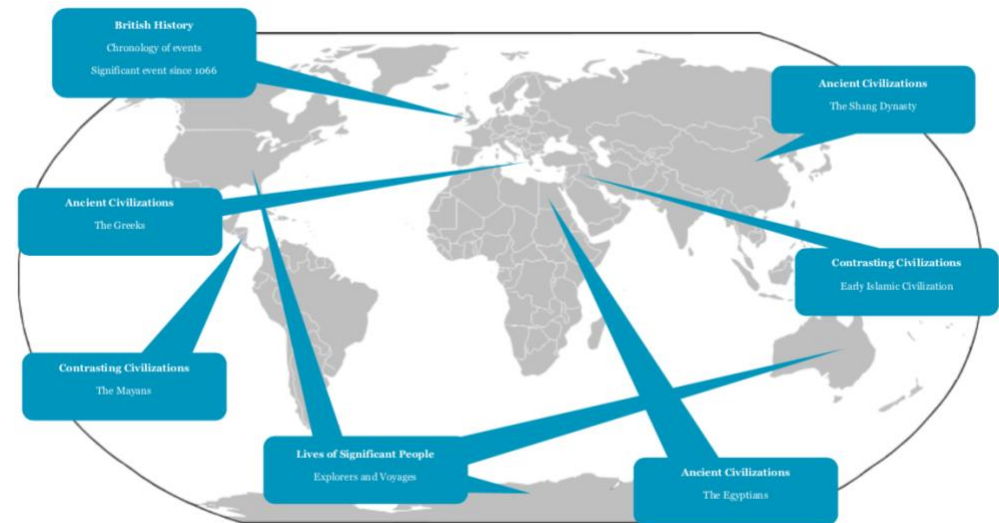
The curriculum has been developed to focus and build on three core strands; chronology, British history and ancient global civilizations, with a careful and consistent progression of skills and knowledge that allows the pupil to make the necessary connections to piece their learning together throughout their learning journey. As children progress through the History Curriculum, explicit links and connections are made to support pupils to continually build upon the knowledge and skills they have accumulated in previous year groups.

In Reception, children concentrate on the world around them including recent history. This gives them a firm foundation on which to understand the concept of time and how this has influenced the present day. Children explore the concept of Space and the universe outside of Earth and learn about key historical events that have taken place that have led to our current understanding of space. This understanding of the world around them will support their learning in Year One where they will explore the past and its influence, building on what they already know.

The sequence of learning begins by developing pupils' understanding of chronology in Key Stage One, learning about things within living memory through topics such as *Toys in Time* and *Seaside, Now and Then*. Towards the end of Year One and through Year Two, learning progresses to explore significant events and people beyond living memory in topics such as *Ticket to Ride* and *The Great Fire of London*. Towards the end of Key Stage One, pupils further develop their chronological awareness by learning about significant individuals in *Kings and Queens*, and *Explorers and Voyages*.

As they enter Key Stage Two, pupils continue to expand their historical knowledge and skills through two main strands, investigating Britain's past and a series of studies from civilizations around the world. They build upon their understanding of chronology to provide context to their learning and place significant periods and developments in time. British history is taught chronologically beginning with Settlers of the *Stone Age*, *the Bronze and Iron Ages* then exploring the significance and impact of invaders such as *The Romans* and how they shaped Britain at the time and throughout history. In Year 5, pupils learn about *The Saxons* and *The Vikings*. Chronological knowledge continues to be developed by investigating history beyond 1066 in Year 5 where they learn about the Victorians and the industrial revolution and in Year 6, where pupils explore significant events through a study into the history of *Crime and Punishment*. Year 6 then move onto debating whether brains or brawn were ultimately responsible for the allies' victory in both World Wars as they investigate 'Conflict and Resolution'. As they reach the end of their primary studies, pupils are provided opportunities to draw together their knowledge and skills from across their primary sequence of learning, making direct reference to prior learning and applying their knowledge to form opinions and personal actions.

The study of civilizations in the History Curriculum has been carefully developed to link to Geographical studies of regions; Year 3 pupils study both the Ancient Greeks and Europe; Year 4 pupils study the Mayans whilst engaging in locational studies of America.



As children develop a secure understanding and ability to independently connect their learning they will be able to speak enthusiastically about their knowledge and conduct research that builds on what they have learnt in the classroom and is applied into society and beyond. Pupils demonstrate perseverance and adopt a relentless approach in their quest for knowledge and understanding, forming their own lines of enquiry and opinions, continually shaping their character and personality.

### **History Curriculum: Our Aims**

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- Pupils learn about global history alongside national history as well as investigating how nations have changed, how empires have risen and fallen, and their legacies.
- Pupils draw competently upon the historical skills needed to identify, sort, and evaluate primary and secondary sources, establish changes over time in the local area and demonstrate historical knowledge that has been acquired independently.
- Pupils learn how significant individuals have impacted history. This will include the diversity of societies and relationships between groups, the legacies of particular individuals and discuss possible interpretations of the same person.
- Pupils develop a deep and wide-ranging knowledge of the past and apply this to make sense of events in the present day.

### **History Curriculum: Our Approach**

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#### ***Knowledge and memory:***

- *Knowledge organisers:* prior to a unit of study, pupils are given knowledge organisers, allowing them to immerse themselves in the unit of study. Knowledge organisers present main concepts, key questions, definitions of specific vocabulary, significant people and places and images and diagrams to support understanding, and are regularly referred to within a unit and a main component of an introduction lesson. Children are encouraged to read and discuss information, share parts that sparked interest and ask questions; provoking curiosity. Organisers help children to make links with their learning and share the 'bigger picture' of a topic, enabling children to digest essential knowledge.
- *Significant people and places stickers:* all pupils receive a pack of collectable stickers at the start of each unit of study. These serve as a continual visual reminder of the people and places they have studied across their primary journey.
- *Discovery boxes:* as pupils head off for a half-term or holiday, they each take home a discovery box to engage them in their upcoming unit of study before the learning has even started. These include a range of activities and ideas to feed pupils' curiosity about what they are going to learn, encourage independent research and wider reading, and inspire creativity and joy for learning in the home. All pupils are provided with the materials and resources they need to engage in the crafts and activities, ensuring they are accessible for all children and families.
- *Connections and links:* while we acknowledge that most pupils find difficulty in transferring knowledge and skills from one context to another, explicit connections and references to prior learning are made for pupils throughout a unit to support mastery of the subject across different domains.
- *Wider reading and home learning:* suggested books and websites are shared with parents and pupils at the start of a unit of study to encourage wider reading, independent research and a collaborative approach to learning within the family environment.
- *Vocabulary is knowledge:* as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each lesson to enrich their learning. Teachers take pupils through a deep dive into a few carefully selected words, providing opportunity to orally rehearse, apply in different contexts

and construct sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.

- *Learning excursions:* opportunities are mapped out for pupils to apply their knowledge acquired and expand their thinking through fieldtrips and linked excursions. These may come at the start of a unit to launch new learning, or throughout a unit to facilitate continually discovery and inspiration for writing.

### **Skills acquisition:**

Historical skills are incorporated into the planning of each lesson. Throughout the sequence of learning, pupils are provided with the opportunity to build upon skills they have already mastered in order to continually expand their knowledge of chronology, British history and civilizations. There are four main historical skills that are taught and retaught throughout the curriculum; significance; continuity and change; cause and effect; perspective. Significance skills cover events, themes and issues and their impact throughout history. Children will investigate, order and weigh significant events and eventually discuss their relevance and appropriateness when being applied to modern lessons. Continuity and change deepens understanding of what has changed and remained over time and the impact of any changes. Cause and effect delves into the effect of changes on people and communities. Perspective develops pupils' ability to understand and evaluate sources and discuss multiple perspectives on the past.

### **Learning Environments:**

The classroom environment is designed to inspire curiosity and fascination about the past. To enable children's knowledge to develop and evolve, the environment grows in complexity throughout the school. Key materials are displayed around the classroom to communicate historical information throughout the progression of a unit of study:

- *Significant people and places posters:* posters are displayed around the classroom and school in corridors where pupils are exposed to the information daily. These posters have notable people, places and dates that are key to the unit that is being currently studied, providing a point of reference for new knowledge.
- *Driver questions:* classroom displays place the driver question as a focal point for the unit of study. Key materials and exemplary models are displayed on learning walls, demonstrating the learning journey and supporting pupils to see how each lesson is a building block towards answering the driver question.
- *Vocabulary:* key vocabulary to support application of both knowledge and skills are displayed on learning walls and throughout the classroom environment. Pupils are encouraged to make reference to this when completing written tasks and reasoning verbally within class discussions.
- *Timeline:* teachers in Year One start a timeline of significant people and events that is passed to the Year two teacher at the end of the academic year, and is continually passed on with each class through their journey at Ark John Archer. This should deepen pupils' understanding of chronology and give context to the current unit of study. This is displayed in the classroom and referred to frequently.
- *Pupil outcomes and achievements:* pupils are motivated by the opportunity to have an example of their learning displayed within the classroom. Examples are chosen where pupils have demonstrated application of knowledge, progress in understanding and exceptional achievements in their learning.
- *Home learning:* pupils are continually encouraged to engage further with their learning and study while at home and outside of the school environment. Home learning is celebrated during whole-school assemblies and displayed within classrooms / around the school for all pupils to view and celebrate.

### **Assessment:**

- *Knowledge quizzes:* at the beginning of each lesson, pupils complete a multiple-choice quiz to revisit previous learning and assess knowledge retention (what has been remembered as opposed to what has been taught). Pupils enjoy the opportunity to demonstrate what they know and share in the success of their learning journey. At this point, teachers catch misconceptions and/or misunderstanding and address these early on. At the end of each unit of study, pupils complete a more extensive knowledge quiz to assess retention of knowledge across the unit of study.
- *Driver question:* at the end of a unit, learning is assessed through pupil response to a 'big question', posing a question that provides pupils with the opportunity to share the knowledge they have retained throughout the unit of study and assess depth of application. An example of this is found in the Year 4 driver question, '*How did the Romans invade Britain and how successful were they?*' Lessons build on the fundamental knowledge and skills needed for children to be able to access and apply their learning at the end of a unit.
- *Moderation:* During the penultimate week of a half term topic, children complete their essay in response to the driver question – a day is dedicated to this across the academy. Pupil responses are moderated to assess knowledge retention and application, ensuring consistency in judgements and correctly targeted feedback and intervention for pupils. Teachers develop a set of criteria for each driver question to allow quantifiable judgement on the standard of the answer and to assess the progress made across the unit.



## Understanding Chronology

### Events within living memory

Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

### Events beyond living memory

### Lives of significant people

## Reception

### Space

*What exists outside of Earth?*

- Describe recent space travel events.

### Space

*What exists outside of Earth?*

- Explain key historical facts about space travel e.g. The moon landing.

### Space

*What exists outside of Earth?*

- Name the key figures involved with space travel.

## Year 1

### Toys in Time

*How have Toys changed over time?*

- Identify which toys children like to play with.
- Compare these with the toys their parents / grandparents played with.
- Identify if toys are old or new.
- How Teddy Bears have changed over time.

### Seaside: Now and Then

*Have we always liked to be beside the seaside?*

- Explore coastlines of the UK and make connections between physical geography and how the areas are used.
- Identify how Britain's beaches and seaside are used for recreations and tourism
- Contrast between seaside destinations of a time beyond living memory.

### Transport and Travel

*Have we always travelled in the same way?*

- Explore how people used to travel in the past.
- Compare and contrast with how we travel today.
- A study of how technology has changed transport focusing on;
  - Boats and ships; Omnibus and buses; The railway and George Louis Stevenson; Bicycles; Cars; Aeroplanes – The Wright Brothers; First space flight – 1962.
- Predict how transport might change and what it could look like in the future.

### Transport and Travel

*Have we always travelled in the same way?*

- George Louis Stevenson
- The Wright Brothers
- Yuri Gagarin

## Year 2

### The Great Fire of London

*How preventable was the Great Fire of London?*

- Identify the living conditions in London in 1066.
- Understand what the plague was, how it came to Britain and the impact it had.
- Sequence the events leading up to the Great Fire of London.
- Cause and effect of the Great Fire.
- How the great fire changed London forever?

### Kings and Queens

*Who were the Great Monarchs of Great Britain?*


- Place the Kings and Queens of the United Kingdom on a timeline.
- Identify the role of the monarch and what they do.
- Study the lives and times of;
  - William the Conqueror, Richard III, King Henry VIII, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II

### They Made a Difference


*Who... What...*

- Significant historical figures who have made a positive difference to society.

## History: Knowledge Progression Map (LKS2)


	British History		Civilizations	
	Chronology of events Developing a chronologically secure understanding of British History from the Stone Age to 1066	A History Case Study A depth study linked to one of the British areas of study listed above	Ancient Civilizations	Contrasting Civilizations
Year 3	<p><b>Stone, Bronze and Iron Ages</b> <i>What was the most significant event, discovery or technological advance of the pre-historic age?</i></p> <ul style="list-style-type: none"> <li>Discover who the early settlers in Britain where and where they came from?</li> <li>Changes in Britain from the Stone to Iron Age.</li> <li>Identify the changes that occurred in the Bronze and Iron age.</li> <li>Investigate the Iron age Celts, who they were and how they shared their culture.</li> </ul>	<p><b>Stone, Bronze and Iron Ages</b> <i>What was the most significant event, discovery or technological advance of the pre-historic age?</i></p> <ul style="list-style-type: none"> <li>Learning about life in the Stone Age from studies of Skara Brae and Stonehenge.</li> </ul>	<p><b>Ancient Greeks</b> <i>How did the Greeks use Myths to make sense of the World around them?</i></p> <ul style="list-style-type: none"> <li>Timeline of ancient Greeks from the Bronze Age (Minoan Civilization) up until the age of Alexander the Great.</li> <li>Evidence sources; the eruption at Thera – how Historians make sense of the past.</li> <li>The lives and significance of Great Greeks – people who changed History.</li> <li>The great Greek battles and wars.</li> <li>Sparta vs. Athens.</li> <li>The empire of Alexander the Great.</li> </ul>	
Year 4	<p><b>Romans: Roman Invasions</b> <i>How did the Romans invade Britain and how successful were they?</i></p> <ul style="list-style-type: none"> <li>The Roman Empire and Caesars first invasion of Britannia.</li> <li>Contrast first invasion with what happened when Claudius invaded Britannia in 41AD. The Celts.</li> <li>Identify why the Roman military were so successful in expanding the Roman Empire.</li> <li>In depth study into Boudicca and how she challenged the Roman occupation of Britannia.</li> <li>The decline of Roman rule in Britain.</li> </ul> <p><b>Romans: Roman Britain</b> <i>How did the Romans change Britain forever?</i></p> <ul style="list-style-type: none"> <li>Explore the lives of Romans in Roman Britain (including villas, roads and recreational life).</li> <li>Compare the Roman soldiers and their armour to that of the ancient Celts.</li> <li>Place significant events on a timeline and reflect on their legacy.</li> </ul>			<p><b>Maya Civilization</b> <i>What was the most significant event, discovery or technological advance of the pre-historic age?</i></p> <ul style="list-style-type: none"> <li>Place the rise and fall of the Mayan empire on a timeline.</li> <li>A day in the life – the Mayans.</li> <li>The natural resources available in Mexico and how this affected the way of life for the Mayans.</li> <li>How did Mayan life compare to other civilizations at the time?</li> <li>The end of the empire and the legacy of the Mayans.</li> </ul>

## History: Knowledge Progression Map (UKS2)

	British History		Civilizations	
	Chronology of events Developing a chronologically secure understanding of British History from the Stone Age to 1066	Beyond 1066 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Civilizations	Contrasting Civilizations
<b>Year 5</b>	<p><b>Anglo Saxons and Vikings</b> <i>Vikings Ruthless killers or peaceful settlers?</i></p> <ul style="list-style-type: none"> <li>Explore the Anglo Saxons, who they were and how they lived.</li> <li>Place Anglo Saxon events on a timeline.</li> <li>Understanding the significance of the Saxons and the legacy that still exists today.</li> <li>Significant Saxon towns and villages; case studies.</li> <li>Viking invasion. Who were the Vikings?</li> </ul> <p><b>Anglo Saxons and Vikings</b> <i>Vikings: Ruthless killers or peaceful settlers?</i></p> <ul style="list-style-type: none"> <li>Investigate what the Vikings brought with them when they settled in the UK.</li> <li>The lives and legacy of the Vikings.</li> <li>Significant battles and places.</li> <li>Who was Edward the Confessor and how did he die?</li> </ul>	<p><b>The Victorians and Industrial Revolution</b> <i>Did life get better for everybody during Queen Victoria's reign?</i></p> <ul style="list-style-type: none"> <li>Investigate who the Victorians were and events during that time.</li> <li>Learn about Queen Victoria and Prince Albert.</li> <li>Explore the change in the countryside.</li> <li>The change in Victorian towns.</li> <li>Significant changes in the way that people travelled around the country including the development of the underground.</li> <li>Understanding the scope and impact of the British Empire.</li> <li>How did the rights of the Victorians change during this period? Who could vote?</li> </ul>		<p><b>Baghdad and the Middle East</b> <i>How Baghdad was once the largest city in the world?</i></p> <ul style="list-style-type: none"> <li>Explore the rise of Baghdad, exploring the regional context at the time and links to other civilizations such as the Greeks.</li> <li>Compare the growth of the Empire – growth of centralised empires in areas outside Europe/China.</li> <li>The significance of European philosophy – translation and introduction of great works by Aristotle and Plato to a whole new audience.</li> <li>The legacy of the Early Islamic civilization and impact it has left on the world today.</li> </ul>
<b>Year 6</b>		<p><b>Conflict Resolution: WWI and WWII</b> <i>Did brains or brawn win World War 2?</i></p> <ul style="list-style-type: none"> <li>Place significant events of WW2 and battles on a timeline.</li> <li>Enigma – how spies and secrets codes were key to the battle for the Atlantic.</li> <li>Case Study into Alan Turing.</li> <li>What happened at Bletchley Park?</li> <li>The impact of the computer on cracking Enigma and the War.</li> <li>The technology revolution.</li> </ul> <p><b>Making Our Mark</b></p> <ul style="list-style-type: none"> <li>This will follow and dive into the history of social justice and protest.</li> </ul>		<p><b>Ancient Egyptians</b> <i>Who were the Pharaohs of Ancient Egypt?</i></p> <ul style="list-style-type: none"> <li>Place the Ancient Egyptian Civilization on a timeline.</li> <li>Explore the Egyptian Pyramids and monuments.</li> <li>Mummification.</li> <li>Gods and beliefs.</li> <li>Pharaohs and Dynasties.</li> <li>Daily life.</li> <li>Hieroglyphics.</li> </ul>




## History: Skills Progression Map

	Gathering historical data from a range of sources	Comparing and contrasting different historical time periods	Describing how the lives of significant individuals have impacted upon history	Establishing changes over time of in our locality	Demonstrating historical knowledge acquired independently	Following a line of enquiry in order to problem solve
<b>Reception Space</b>	Understand that we can gain information about the past from pictures, photos and other technology.	Understand that lives were different in the past.	Can describe actions by people in their own community have done to maintain the area they live in.	Understands that attitudes, customs and traditions in the local area will have developed over time and can differ to other areas.	Through explorations and discussion, finds out recent historical information about their own life and that of their immediate family.	To answer historical questions about their personal history.
<b>Year 1 Toys in Time Transport &amp; Travel Seaside: Now and Then</b>	Identifying and sorting sources to show an understanding of past events.	Explaining where people and events fit within a chronological framework.	Recognise the difference between past and present in the lives of others and suggest why this was significant.	Identify how changes over time have affected the people in the local area.	Identify historical themes, events and people of significance.	To ask and answer some historical questions in the form of sentences.
<b>Year 2 Kings and Queens The Great Fire of London They Made a Difference</b>	Identifying primary and secondary sources to show they know and understand key features of past events.	To sequence objects and events related to specific themes as well as highlighting similarities and differences between ways of life in different periods.	Compare life in different time periods through the actions and evidence of significant individuals e.g. Samuel Pepys.	Recount events from a significant historical event in our locality.	Use evidence to identify similarities, changes and differences over time and recounts key points of a historical event.	Asks and answers questions using historical terminology such as: 'what was it like for a...?', 'what happened in the past?', 'how long ago did... happen?',
<b>Year 3 Stone, Bronze and Iron Ages Ancient Greeks</b>	Using sources to collate evidence and show an understanding about how they form their awareness of the past.	Uses timelines to order historical events both BC and AD.	Describe how significant individuals have influenced a period.	Describes London in the context of a key historical period.	Uses appropriate evidence to describe the similarities, changes and differences that have taken place during specific time periods.	To pose valid questions for an enquiry and answer using a range of appropriate sources.
<b>Year 4 Romans and Roman Britain The Mayans</b>	Deciding which sources are most/least reliable and exploring why.	Sequence events, periods and people by providing key dates, labels and terms.	Uses evidence to find out how a significant individual changed the beliefs and attitudes of people during a time.	Can provide justified reasons for changing in housing, society, culture and ways of life in London over time.	Describe the significance of past events/people within a topic, time and to the present.	To independently devise historically valid questions and suggest sources of evidence from a selection provided to provide answers.
<b>Year 5 Anglo Saxons and Scots Vikings Baghdad and Middle East</b>	Evaluating the strength of sources in order to draw conclusions.	To research and detail the achievements of early civilizations. To sequence the most important events during key periods in British history.	Identifies how social, cultural, religious and ethnic diversities have come about through individuals' actions.	Identifies changes and links between different time periods studied and the locality.	Identify causes and consequences of the main events, situations and changes in the periods studied. Make links across time.	Choose reliable sources of evidence to answer questions that assist in devising a valid conclusion. Begin to consider factors that could affect reliability.
<b>Year 6 Conflict and Resolution Ancient Egyptians Making Our Mark</b>	Debating the conclusions drawn based on the validity of source data.	Choose reliable sources to describe main changes in an important period in history and make links between past events and their impact on society.	Examine and articulates the legacy of significant individual and why it is possible to have a variety of interpretations about the same person.	Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities;	Independently identify why changes have occurred, justified with evidence and make links between different chronological periods of time.	Respond to a variety of historical enquiries using a range of sources while considering factors such as accuracy and reliability.

				clothes, way of life and actions of people.		
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**History: Unit Overview**

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Reception			Space		
Year 1		Toys in Time	Transport and Travel		Our Seaside: Now and Then
Year 2	Kings and Queens	The Great Fire of London		They Made a Difference	
Year 3		Stone, Bronze and Iron Ages			Ancient Greeks
Year 4	Roman Invasions	Roman Britain		Maya Civilization	
Year 5	Anglo-Saxons and Scots	Vikings		Baghdad and the Middle East	Victorians and the Industrial Revolution

**Year 6**

Ancient Egyptians

Conflict and  
Resolution

Making Our Mark