



Curriculum Learning Guide

History

How is History taught at St Philip's CE Primary Academy?

To be read alongside EYFS Programmes of Study for Curious Minds

Curriculum Intent:

What do we want to achieve with our History curriculum?

The aim of our History curriculum is to give children at St Philip's the opportunity to become historians, developing their enquiry skills and chronological understanding through the use of relevant eras and events in the past to learn from.

History is taught at St Philip's so that children can understand the society they live in: both within their local understanding of **heritage-rich Bradford**, and the wider **national** and **international** aspects of History that have contributed to how the 21st century world came to be. Children will, as historians, learn from **humanity's mistakes** and **celebrate** past generations' **achievements**, **make links** between themselves and those who came before them, and use their **knowledge** and **understanding** of that past to forge themselves a bright, **happy** future as **global citizens**.

Key Stage 1 & 2 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.

Children will understand that **History** is learning about people and events of the past.

Implementation:

How will this be achieved?

Our History Curriculum has been built in conjunction with the research and pedagogy from the book: **Understanding and Teaching Primary History by James Percival** and fully covers the requirements of the **National Curriculum**. The progression of History skills, knowledge and understanding are divided into the following areas of learning:

- Chronological Understanding
- Range and Depth of Historical Knowledge
- Interpretations of History
- Historical Enquiry

Each of these areas of learning are revisited during each new unit of work, building on prior learning and effectively developing the skills, knowledge and understanding to become an effective historian.

Within our History curriculum, through the four components of History and the specific year group units, we have mapped out both **disciplinary** and **substantive** knowledge (e.g. disciplinary: to start to identify and give reasons for different ways in which the past is represented; substantive: The Great Fire of London started in 1666)

Our History curriculum aims to excite the children and allow them to develop their skills as historians. We plan visits and visitors to provide first-hand experiences for the children to support and develop their learning within the History unit they are learning about. We recognise that to have impact, the visits must be clearly linked to the historical knowledge to be acquired, providing the opportunity for children to better understand the knowledge whilst applying historical skills such as using historical sources and enquiry.

A range of teaching and learning activities are used throughout lessons, and are based on good practice in teaching History (*Understanding and Teaching Primary History: James Percival 2020*) to ensure that all children can access learning and make progress.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust History curriculum. To support this, we have shared the findings of the book **Understanding and Teaching Primary History** with staff

Unit Structure & Lesson Structure

Over the Key Stage phase (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) each year group will cover three units of History. Each unit will be delivered over a full term, equating to approximately twenty hours of study. Class teachers will plan how this is covered during the term, by creating half-termly timetables to ensure coverage. This will be communicated and agreed with the History Subject Leader prior to the commencement of the new half term.

Throughout the units of History, children will: be taught to develop their enquiry skills, learn how to use historical sources and learn from historical stories. Class teachers will carefully plan for the use of visits and visitors to complement and enhance the teaching of History.

At the beginning, mid-point and end point of each History unit, children will be asked to demonstrate their understanding through a chronology activity such as putting photographs into chronological order or adding eras or periods of time onto a timeline. At some point during the second half of the unit, children will be asked to demonstrate their learning and understanding through a piece of extended writing.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These will be introduced to the children at the start of each unit and put into each child's History book for the pupils to refer.

Each lesson consists of a starter activity or '**Attention Grabber**' followed by the '**Main Event**' which includes a very practical approach to the teaching and learning of History, and will include the use of practical resources, written information, listening to information and watching video clips. All lessons should also give children the opportunity to develop their skills as a historian. The lesson will end with a plenary of '**Wrapping Up**'.

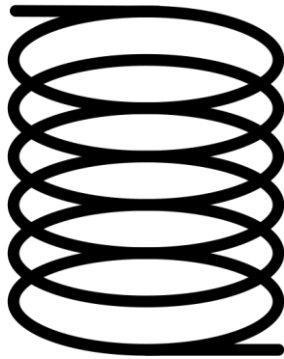
Impact:

The impact of the teaching and learning of History will be demonstrated as follows:

- Children will know more, remember more and understand more about History.
- Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.
- The large majority of children will achieve age related expectations in History.
- As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

Formative Assessment will be used to determine children's understanding and this will be summarized at the end of each History unit to inform the class teacher and History Subject Leader of the numbers of pupils working below, at and above age-related expectations. The **completed summary** will be shared by the class teacher. To make these assessments, class teachers will use children's understanding in relation to Knowledge Organisers, work in the children's books and informal ongoing classrooms assessments and judgements.

Spiral Curriculum



The History curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of History, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

Key Drivers at St Philip's

	Oracy Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
History	<ul style="list-style-type: none"> • debate/ discussion/ negotiation • explanations • empathy exercises • drama • role play • interviews • mock trials • dialogic talk 	<ul style="list-style-type: none"> • Develop and enhance English and Maths' skills through Historical studies • Heritage England • Visits & studies of the local area • Visitors representing historical figures of significance. 	<ul style="list-style-type: none"> • Plan a variety of visits and visitors. • Enquiry, investigation, problem solving and decision making central to high quality learning in History • Use a variety of artifacts and sources 	<ul style="list-style-type: none"> • Preparing pupils for an ever changing world. • Use a wide range of ICT to support subject investigations and enquiries. • 	<ul style="list-style-type: none"> • Creates a sense of place, belonging, identity, purpose • Multi-sensory approaches • SEND approaches used inc. use of resources and adults

	<ul style="list-style-type: none"> challenging subjects where pupils reason & justify verbally 	<ul style="list-style-type: none"> Topical and emotive topics that deals with real issues Open ended questions to inspire curiosity about periods in time 	<ul style="list-style-type: none"> Develop, enhance and apply historical enquiry Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording. 		<ul style="list-style-type: none"> A variety of learning styles is used: visual, audio and kinetic Whole-class teaching methods, enquiry based group work, individual, pair, class and group work Build on empathy of others so that our pupils appreciate the diversity of our Britain and those who call it home.
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History- Pedagogy

Our History Curriculum is built around the requirements of the National Curriculum alongside the research and findings of James Percival in 'Understanding and Teaching Primary History,' (2020). In this book, Percival defines History as, "...essentially [it is] concerned with human civilization and especially the raw materials of written documents – historical archives."

In addition to this approach to historical knowledge, we have to look at the progression of the key concepts required to fulfil the study of History: chronological understanding, range and depth of historical knowledge, interpretations of history and historical enquiry – all of which culminates in historical reasoning.

One of the best-known theoretical models that children's historical reasoning can be measured against is Bloom's taxonomy, clearly identifying that knowledge and recall alone is not likely to extend children's historical understanding or reasoning skills. Challenging historical concepts such as explanation, comparison, causality and interpretation are required move from understanding to analysis.

Therefore, in the creation of the specific units of work to be taught at St Philip's, we plan to develop:

- understanding as the main learning outcome.
- conceptual approaches linked to active forms of learning.
- teachers as facilitators working alongside and guiding children.
- questioning and interpretive approaches to the past.

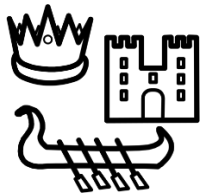
History Components

The subject of History covers specific knowledge link to events, eras and periods of time. For this knowledge to become meaningful, and for our pupils to become historians, they need to develop and utilize the following historical concepts:



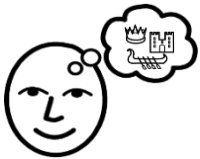
Chronological understanding

Children should be taught to employ dates and terms to describe the past and to realise that the past can be divided into periods.



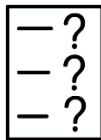
Range and depth of historical knowledge

Children should be given the opportunity to explore a range of historical knowledge and develop a deeper understanding of it over time. This should start with the recall and recount of facts and events within and beyond their own life moving towards deeper understanding and examining and comparing events, behaviours, beliefs etc.



Interpretations of history

This is the process by which children will describe, analyse, evaluate and create an explanation of past events. Interpretations are based on primary and secondary sources and the analysis of the evidence, context, point of view and frame of reference.



Historical Enquiry


Historical enquiry is about asking questions and hypothesizing about the past. Children need to be guided to ask pertinent questions and to select and evaluate evidence to make judgements about the past.

Weaving knowledge, skills and understanding together in the History Curriculum

EYFS

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

 Chronological understanding	 Range and depth of historical knowledge	 Interpretations of history	 Historical Enquiry
<p>Learn to talk about significant events prior to Christmas.</p> <p>Learns about past and present events in their own lives.</p> <p>Learn to sequence their life story and talk about it eloquently appropriate for their age.</p> <p>Learn to sequence the beginning, middle and end of stories.</p>	<p>Learns to talk about ‘Guy Fawkes’ as a significant person in British History and why we remember the 5th November.</p> <p>Learns to talk about ‘Neil Armstrong’ as a significant person in world history and how he was the first person to walk on the moon.</p>		<p>Learns to talk about images from the past including images of Girdlington and transport in Bradford.</p> <p>Compare an image from the past to one from the present.</p>

Vocabulary




Before, past, now, present, Christmas, Eid, first, then, bonfire, Guy Fawkes, Neil Armstrong, astronaut, moon, space craft

Weaving knowledge, skills and understanding together in the History Curriculum

History: Key Stage 1

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 and 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 and the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell).
- Significant historical events, people and places in their own locality.

 Chronological understanding	 Range and depth of historical knowledge	 Interpretations of history	 Historical Enquiry
Year 1			
<p>Learn to sequence events in their life.</p> <p>To begin to sequence objects in chronological order.</p> <p>Learn to sequence photographs from different periods.</p>	<p>Learn to talk about why people did things in the past.</p> <p>To begin to describe similarities and differences in artefacts.</p> <p>Learn to use a range of sources to find out about significant people and events from the past.</p> <p>To remember information about people and events in other times.</p>	<p>To begin to distinguish between non-fiction and fiction.</p> <p>To begin to compare adults talking about the past – and discuss how reliable memories are.</p> <p>Learn to compare pictures of photographs of people or events in the past.</p>	<p>Learn to sort artefacts 'then' and 'now'.</p> <p>Learn to sequence collections from different periods – similarities and differences.</p> <p>To begin to use a range of sources.</p> <p>Learn to use a source by handling it, making observations and asking questions.</p> <p>Learn to use questions stems 'what, who and where'</p>

Vocabulary			
present, old, new, modern, before, after, a long time ago, first, next, finally. photographs, artefact			
Year Group Unit/s			
<u>Year 1 - Toys</u>			
During this unit children will learn:			
<ul style="list-style-type: none">• about the changes in toys over their lifetime, during different periods of their life.• how toys have changed beyond their lifetime- e.g., when their parents and grandparents were children and before.• about the invention of Lego, including why plastic is used, who invented it etc.• to ask questions about what life was like, particularly what toys were like when older people were children.• to compare toys from their own childhood, from childhood of adults who lived many decades ago and from Victorian times.• to have an understanding about who queen Elizabeth II is and who Queen Victoria was.• to become a historian through the use of chronology, sources, enquiry and interpreting different pieces of evidence.			
Unit Specific Vocabulary:			
lifetime, past, present, invention, toys			

Year 2

<p>Learn to sequence artefacts closer together in time.</p> <p>Learn to sequence events</p> <p>To describe memories of key events in lives.</p>	<p>To suggest why people did things in the past.</p> <p>Learn to use evidence to support their ideas.</p> <p>Learn to use a range of sources to find out about significant people and events from the past.</p> <p>To recount information about people and events in other times.</p>	<p>To distinguish between non-fiction and fiction</p> <p>To compare adults talking about the past – learn to discuss how reliable memories are.</p> <p>To compare two different versions of a past event.</p> <p>Learn to compare pictures or photographs of people of events in the past.</p> <p>To discuss the reliability of photographs, accounts and stories.</p>	<p>Learn to sort artefact 'then' and 'now'.</p> <p>To begin to use as wide a range of sources as possible.</p> <p>Learn to use sources by handling them, making observations, asking questions and sketching.</p> <p>To use the questions stems 'why, what, how, who'.</p> <p>To sequence a collection of artefacts.</p> <p>Learn to create a timeline and check it with reference texts.</p> <p>To present similarities and differences between sources.</p>
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Vocabulary

decade, comparative vocabulary: older, newer, more modern
evidence, experience

Year Group Unit/s

Year 2 – Change Brought to Bradford During the Industrial Revolution

During this unit children will learn:

- about when industrial revolution took place, including significant events which had impact such as change in transport.
- who sir Titus salt was and what impact he had on the employment and educations of the people of Bradford/ Saltaire.
- who Samuel Lister was, and what impact did he have on the people of Bradford.
- about the development of different forms of transport during the industrial revolution and how this created more opportunities for employment and educations.
- who the Jowett Brothers were and their significance in the development of the motor car.
- what life was like for children from poor and rich backgrounds during the Industrial Revolution.

Unit Specific Vocabulary:

transport, employment, education, statues, impact, significant.

Year 2 – The Great Fire of London

During this unit children will learn:

- About life in London in 1666, compare it to their life today.
- Key facts about the Great Fire of London including where and when it started, how long it burned for, what damage it caused etc.
- To organise a timeline of the events during the Great Fire of London.
- To use artifacts to learn about Charles 2.
- About whom Samuel Pepys was and use evidence from his diary to understand The Great fire of London.
- What changes happened in this country, as a result of the Great Fire of London.

Unit Specific Vocabulary





Great Fire of London, burned, Charles II, Samuel Pepys

Weaving knowledge, skills and understanding together in the History Curriculum

History: Lower Key Stage 2

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.

 Chronological understanding	 Range and depth of historical knowledge	 Interpretations of history	 Historical Enquiry
Year 3			
<p>Learn how to place the time studied on a timeline.</p> <p>To sequence several events.</p> <p>Learn to use dates and terms related to the study unit.</p>	<p>To find out about everyday lives of people in times studied and compare with their life today.</p> <p>To suggest reasons for and results of people's actions.</p> <p>To begin to understand why someone may have wanted to do something.</p>	<p>To start to identify and give reasons for different ways in which the past is represented.</p> <p>Learn to compare different versions of the same story.</p> <p>To look at representations of the period – museum, cartoons etc.</p> <p>Learn to look at the evidence available from different</p>	<p>Learn to use a range of sources to find out about a short period of time.</p> <p>To observe small details of artefacts and pictures.</p> <p>Learn to select and record information relevant to the study.</p> <p>To begin to use the library or e-learning for research.</p>

	To begin to understand change through the lives of significant individuals.	sources and begin to evaluate its usefulness.	To research, ask and answer a variety of questions with the question stems 'what, who' and 'where, who'.
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Vocabulary

AD, BC, century (100 years), stone age, bronze age , iron age, chronology, prehistory
archaeological

Year Group Unit/s





Year 3 – Stone Age, Iron and the Roman Invasion of Britain

During this unit children will learn:

- when the island of Great Britain was cut-off from the rest of Europe.
- about the significance of the Ice Age in Britain.
- from a virtual tour of Skara Brae, how people lived during this period.
- of the significance of Boudicca as leader of the Iceni Tribe.
- the periods of time when the stone age and the iron age were in Britain.
- about the power of the Roman Army including the different roles and weapons used.
- why and when the Romans invaded Britain.
- what the Romans brought to Britain that is still evident today. for example: Hadrian's Wall, Roman Baths.
- how the Romans lived in Britain
- Boudicca's resistance to the Roman invasions.

Unit Specific Vocabulary

resistance, invasion, archaeologists, rule of law, interpret

 Chronological Understanding	 Range and Depth of Historical Knowledge	 Interpretations of History	 Historical Enquiry
Year 4			
<p>Learn to place events from a period studied on a timeline.</p> <p>To sequence several artefacts.</p> <p>Learn to use terms related to a period and begin to date events.</p> <p>To understand more complex terms e.g. BD/AD</p>	<p>To research the everyday lives of people in time studied and compare with our life today.</p> <p>Learn to identify key features and events.</p> <p>To look for link and effects in time studied.</p> <p>Learn to offer reasonable explanations for some events.</p> <p>To begin to develop a broad understanding of ancient civilisations.</p>	<p>Learn to identify and give reasons for different ways in which the past is represented.</p> <p>Learn to distinguish between different sources relation to the same event.</p> <p>To look at representations of the period – museum, cartoons etc.</p> <p>To begin to evaluate the usefulness of different sources.</p>	<p>Learn to use a range of sources to find out about a long period of time.</p> <p>Learn to observe small details of artefacts and pictures including famous artwork and architecture.</p> <p>To select and record information relevant to the study.</p> <p>Learn to use evidence to build up a picture of a past event.</p> <p>Learn to choose relevant materials to present a picture of one aspect of life in past times.</p> <p>To ask a variety of questions with the question stems 'why, what, how and who'.</p> <p>To use the library or e-learning for research.</p>
Vocabulary			
AD, BC, century (100 years), chronology, prehistory, primary sources, secondary sources			
Year Group Unit/s			

Year 4 - Anglo Saxons and Viking

During this unit children will learn:

- what changed in Britain in 410- (Roman withdrawal)?
- who the Anglo Saxons were, why they invaded Britain and settled here and what legacy they left behind?
- what village life was like in Anglo- Saxon times, including looking at artifacts found at Sutton hoo and Lindisfarne.
- what life was like during the Viking invasion of Britain.
- about the significance of key individuals during this era: Alfred the great daughter Athelstan and their resistance against the Vikings.
- about the pagan religion of the Vikings and why the Anglo-Saxons wanted them to convert to Christianity.
- of the importance of the death of Edward the confessor during the battle of Hastings in 1066

Unit Specific Vocabulary:

settlers, invaders, (Sutton Hoo, Lindisfarne), Pagan, Christian.

Year 4 - Suffragettes – Votes for Women **(Impact on locality)**

During this unit children will learn:

- who Suffragettes and Suffragists were and why they have been significant in shaping the future for women.
- about different forms of protest and demonstration used during the Suffragette movement.
- key facts during the Suffragette movement such as dates when different groups of women were able to vote, dates of and events during significant Suffragette demonstrations, numbers of women losing their lives whilst fighting for their rights.
- the specific links of the movement to Bradford such as the Shipley Glenn Suffragette event.
- about the lives and influence of significant individuals such as Emmeline Pankhurst.
- to become a historian through the use of chronology, sources, enquiry and interpreting different versions of History

Unit Specific Vocabulary

Suffragette, Suffragist, Suffrage, vote, protest, law

Pupils should be taught about:

- A local history study
- A study of an aspect of 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. AD900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 5

<p>To relate current study to previous studies and place it on a timeline.</p> <p>Learn to place current studies on a timeline in relation to other studies.</p> <p>Learn to sequence up to 10 events on a timeline.</p> <p>To use relevant dates, terms and periods labels.</p>	<p>Learn to compare an aspect of life with the same aspect in another period.</p> <p>To research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support.</p> <p>To remember key dates, characters and events of time studied.</p> <p>Learn to use evidence to support and illustrate explanations.</p>	<p>To use evidence to offer reasons for different versions of events.</p> <p>To link sources and work out how conclusions are arrived at.</p> <p>Learn to consider ways to check the accuracy of interpretations – fact or fiction and opinion.</p> <p>To be aware that different evidence will lead to different conclusions.</p>	<p>Learn to identify primary and secondary sources.</p> <p>Learn to use evidence to make comparisons between lives of different people in time studied (e.g. men and women).</p> <p>To select relevant sections of information and organise my findings.</p> <p>To confidently use the library or the internet to research and begin to identify unreliable information.</p> <p>Learn to use a range of sources to find out about an aspect of past times and suggests omissions and the means of finding out.</p> <p>Learn to bring knowledge gathered from several sources together in different ways.</p>
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Vocabulary

AH, hijri calendar, Gregorian calendar
Bias, reliability

Year Group Unit/s

Year 5 – Ancient Islamic Civilisations

During this unit children will learn:

- when Islam was founded and the significance of the development of the Islamic world, the founding of Baghdad etc.
- about the significance of the House of Wisdom and its impact on the wider world.
- how the Islamic civilisation appreciated and developed the learning of the Ancient Greeks – and how these together led to the ‘Enlightenment’ and later the Industrial Revolution.
- about religious freedoms during this time period, and make comparisons to when these freedoms have been taken away through different regimes and leadership e.g. persecution of Catholics during Tudor times.
- what changes and influences Islamic civilisation has had on the modern world.

Unit Specific Vocabulary

founded, Enlightenment, freedom, persecution, comparison, influences





Year 5 – British India – Impact on Bradford

During this unit children will learn:

- when, how and why Britain entered India and what their interest was in the country.
- what India was like economically, politically, socially and religiously before and after British rule.
- about the significance of the building of the Taj Mahal.
- what impact this ‘invasion’ had on both India and Britain.
- about how the rule of and subsequent independence of India, and surrounding countries, has influenced British culture.
- Of the parallel events happening in Europe and South-East Asia during this time period.
- to look at events of the past and be able to debate the positives and negatives of significant actions and events.

Unit Specific Vocabulary

invasion, economic, political, independence, impact, culture, influence

 Chronological understanding	 Range and depth of historical knowledge	 Interpretations of history	 Historical Enquiry
Year 6			
<p>To know and sequence key events of time studied and place them on a timeline.</p> <p>To use relevant dates, terms and periods labels.</p> <p>Learn to relate current studies to previous studies.</p> <p>To make comparisons between different times in the past.</p>	<p>To discuss the different aspects of lives of different people e.g. difference between men and women.</p> <p>Learn to examine causes and results of great events and the impact on people.</p> <p>To compare life in early and late times studied.</p> <p>Learn to compare beliefs and behaviour with another time studied.</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support.</p> <p>To remember most key dates, characters and events of time studied.</p>	<p>To compare accounts of events from different sources.</p> <p>Learn to offer some reasons for different versions of events.</p> <p>To consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>To begin to identify primary and secondary sources.</p> <p>Learn to use evidence to build up a picture of life in time studied.</p> <p>To select relevant sections of information.</p> <p>To confidently use the library or internet to research.</p> <p>To use a range of sources to find out about an aspect of past times.</p> <p>Learn to bring knowledge gathered from several sources together in a fluent account.</p>

	To study an ancient civilisation in detail.		
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Vocabulary

century (as in, 7th century), millennium
radiocarbon dating

Year Group Unit/s

Year 6 – Ancient Civilisations of Greece and Egypt – How the ancient Greeks changed the world...

During this unit children will learn:

- how the Ancient Greeks have influenced modern day sport, democracy and the way we think.
- what democracy looked like in Ancient Greece and what it looks like now.
- about the geography of Ancient Greece and compare it to modern day Greece, taking into consideration the different capital cities, the impact the climate and being a coastal country has had on the culture and food of the country.
- what everyday life was like in Ancient Greece in comparison to modern Greece.
- how the creation of the Olympic Games in Ancient Greece has influenced modern sport.
- how the work of Ancient Greeks, such as Aristotle, Pythagoras and Plato still influence the way we think about Science, Mathematics and Philosophy.
- to make appropriate comparisons between the Ancient Greek and Egyptian civilisations, including understanding about the different gods that those people worshiped.

Unit Specific Vocabulary

democracy, citizens, philosophy, discoveries, Pythagoras, Plato, ancient, Olympics, stadion, gods and goddesses, archipelago

Monitoring and Evaluation

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

AUTUMN 1 Audit Subject Create Action Plan Pupil Surveys	SPRING 1 Lesson Observations Website Update and Review Assessment Analysis Review Action Plans	SUMMER 1 Planning Scrutiny Book/Work Scrutiny Website Update and Review
AUTUMN 2 Planning Scrutiny Book/Work Scrutiny Triangulation of M&E Identify CPD Requirements	SPRING 2 Target CPD Requirements Review Action Plan	SUMMER 2 Pupil Surveys Triangulation of M&E Review Action Plan

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.

History: Long Term Plan Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Continuous Provision and Focus Tasks					
Year 1			Toys			
Year 2	Bradford: Locality Study				Great Fire of London	
Year 3			Stone Age to Iron Age & The Roman Empire's impact on Britain.			
Year 4	Anglo Saxons, Scots and Vikings				Suffragettes – Votes for Women (Impact on locality)	
Year 5	Islamic Civilisation				British India (Impact on locality)	
Year 6			Ancient Civilisations – Greece & Egypt			