



HISTORY CURRICULUM

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1. INTENT, IMPLEMENTATION AND IMPACT

Intent

The aim of the History curriculum at Manorfield is to give children a broad range of knowledge of different periods and cultures across History. They are encouraged to compare and contrast those periods as well as considering the impact they have on our current times. We believe there is a moral purpose to History education and particularly the achievements and follies of mankind, therefore the events and individuals chosen are done so with this in mind. The key concepts that are threaded through the Manorfield curriculum are central to the study and understanding of History and underpin the different units. The consistent focus of history across the school is on people; those who have influenced our world or what it was like for people to live at different times in the past. By the end of Year 6 we hope that children have taken on board the key concepts taught to deepen their knowledge and understanding of the world and that they go out into the world and make a difference in the world for good.

Our history topics are informed through the National Curriculum as well as the context of the local area and the interests of the children. We use the progression of skills grids on the following pages to ensure that children are taught historical skills and that those skills progress as they move up through school. We believe it is essential that children have a broad and balanced view of history and not a narrow or stereo-typed narrative. Therefore, we are careful in our choice of significant individuals we study from the past and aim to give children different viewpoints of history, including the significance and inspiration of different individuals, for example Jacques Cousteau and women as much as men, for example Year 6 look at Irene Sendler's role in the Kindertransport as well as Nicholas Winterton.

We want children to leave Manorfield understanding that History has not only been shaped by huge empires and powerful leaders but by those who spoke out when others had no voice.

Implementation

We give children the opportunity to visit sites of historical significance and encourage visitors to come into the school and talk about events in the past as well as their experience of it.

In Keystage 1 children begin to learn about the past and how it compares with the world they live in. This includes learning about England under Queen Victoria, Queen Elizabeth II and King Charles III as well as the importance of 1066 and its lasting legacy.

In Lower Keystage 2 the aim is to provide children with a foundation of knowledge about different empires and civilizations in the past through a study of a specific aspect as opposed to what life was like in different periods of history. They consider the differences between empires and civilizations and their expansion as well as considering the innovations of the past, the different social structures/hierarchies and range of religions. They not only reflect on how different the world was in the past but also the difference across the world during the same periods of time. Upper Keystage 2 children consider more deeply the social and human interactions in different cultures and the impact of migration, segregation and discrimination of different groups.

The history subject champions check the long-term plans to ensure coverage of the National Curriculum content and the historical skills set out in the progression grids. History is taught as part of humanities within each topic. It is made clear to children when their learning is linked to History and is developing their history skills and knowledge. The sequencing of the lessons have been carefully chosen so that children can create links to other subjects and build on relevant prior learning.

SEND pupils are supported through support to access learning activities and adaptation, this may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their historical skills rather than their literacy ability.

As with all subjects, there is much information to take in. In order to help children retain key information, we use recall and retrieval questions at the start of most lessons. These revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the key knowledge for the end of Key Stage 2.

History key knowledge – what children need to know by the end of Key Stage 2

- Chronological understanding of Britain from the Stone Age to the present day
- Be able to make connections and comparisons of time periods studied and their own lives
- Examples of how historical events and cultures have shaped our lives today e.g Exploration, the fight for Democracy, counties and borders in Britain etc

Impact

Each child's individual books show that history is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary. Emphasis is placed on children having a coherent knowledge and understanding of Britain's past and how this and the influence of the wider world has shaped our reality today.

By fostering a love of history and an interest in the past, the children will be encouraged to research topics independently to further their own enjoyment and fascination on the subject. The outcomes of pupils will be monitored by the class teacher, subject champion and SLT through assessment and feedback, book looks and pupil interviews.

Assessment

Assessment is ongoing throughout each history topic. Children start new topics by discussing what they already know and how their new unit links to prior learning. Assessment for Learning is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge-based test or a written activity where children demonstrate their learning. Examples of children's history work is available in their humanities/topic books. Children carry these into the following academic year.

What does greater depth look like in history?

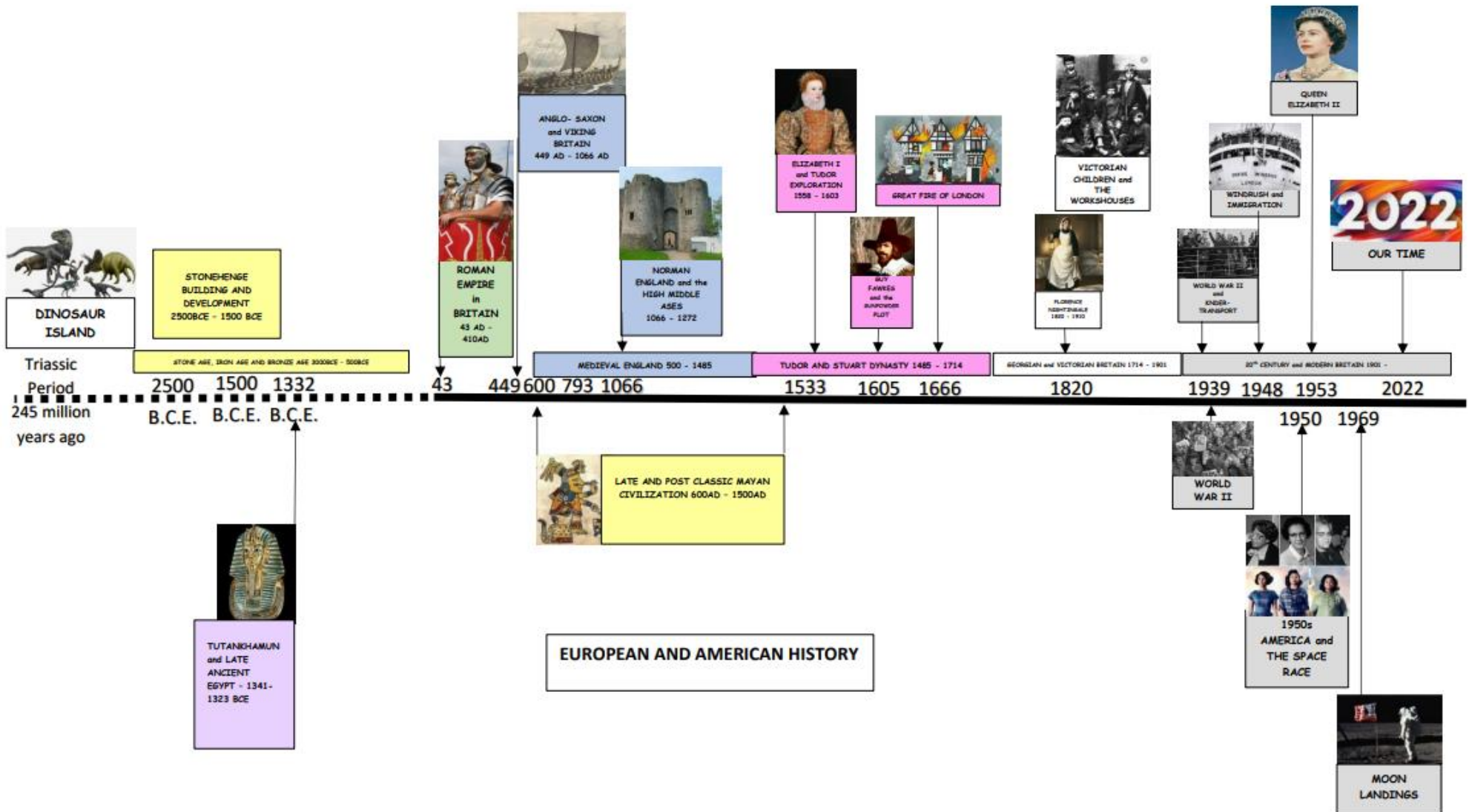
Greater depth in history has several characteristics:

- 1. Independence** – pupils show initiative in research but also in applying ideas that have already been covered. They can make links without teacher input.
- 2. Confidence** – pupils are not fazed by a puzzle or a paradox, they look for different ways to find an answer.
- 3. Application** – pupils can apply their thinking to a range of different periods across history to make links and comparisons and also to different areas of the curriculum e.g geography, mathematics.
- 4. Authority** – pupils can evaluate and critique others' work, showing a strong understanding of the topic in order to do so.
- 5. Command** – pupils can organise and synthesise lots of different information and bring them into a coherent shape e.g to prove a theory or to answer an enquiry question from all angles.
- 6. Revisiting** – pupils can make connections over time e.g comparing Anglo-Saxon towns studied in year 4 to Victorian towns studied in year 5.
- 7. Explanation** – pupils can explain to others as an expert, either verbally or via presenting

2. NATIONAL CURRICULUM COVERAGE

	Y1			Y2		
	AUT	SPR	SUM	AUT	SPR	SUM
Pupils should:						
develop an awareness of the past, using common words and phrases relating to the passing of time.						
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.						
use a wide vocabulary of everyday historical terms.						
ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.						
understand some of the ways in which we find out about the past and identify different ways in which it is represented.						
	Y3			Y4		
	AUT	SPR	SUM	AUT	SPR	SUM
Pupils should:						
Roman Britain						
I can demonstrate that I understand the history of the Roman Empire and its impact on Britain						
Local History						
I can demonstrate that I understand an aspect of local history.		Tudor Stoney Stanton		Roman Leicestershire		
Extended Chronological Study						
I can demonstrate that I understand an aspect or theme in British history beyond 1066.		Tudor Exploration			(Jacques Cousteau)	
Ancient Civilizations						
I can demonstrate that I understand about the achievements of the earliest civilizations.	Ancient Egypt					Mayans
Stone Age to Iron Age						
I can demonstrate that I understand about Bronze Age religion, technology and travel, for example, Stonehenge			Stonehenge			
Non-European Study						
I can demonstrate that I understand the history of a non-European society that provides contrasts with British history.	Ancient Egypt					Mayans
Anglo-Saxons and Vikings						
I can demonstrate that I understand about Anglo-Saxon invasions, settlements, place names and village life						
	Y5			Y6		
	AUT	SPR	SUM	AUT	SPR	SUM
Pupils should:						
Local History						
I can demonstrate that I understand an aspect of local history.	Victorian Leicestershire			WW2 evacuees		
Extended Chronological Study						
I can demonstrate that I understand an aspect or theme in British history beyond 1066.	Victorian			WW2		
Non-European Study						
I can demonstrate that I understand the history of a non-European society that provides contrasts with British history.		1950s America				
Anglo-Saxons and Vikings						
I can demonstrate that I understand about Viking invasions and Danegeld	Migration					

ENGLISH/BRITISH HISTORY



3. LONG TERM PLAN

	Autumn	Spring	Summer
EYFS	Bonfire Night and the Gunpowder Plot		Life of our Grandparents
	Aspect: Historical knowledge Focus: Significance Outcome: Children understand some of the key facts about Bonfire Night and Gunpowder plot		Aspect: Historical knowledge Focus: Change; Similarity and difference Outcome: Children understand that things have changed over time looking at old fashioned toys
Britain - influences and her influence on the wider world			
Year 1	Florence Nightingale – England and Crimea	London over time - England	Dinosaur Island
	Aspect: Historical knowledge and Chronological understanding Focus: Significance; Similarity and difference Outcome: Children learn about a significant figure from history.	Aspect: Historical knowledge Focus: Significance; Continuity and change Outcome: Children learn about London in Victorian times and about Is having a royal family a good thing? – Is having a royal family a good thing? – Queen Victoria and Queen Elizabeth II	Aspect: Historical knowledge and Chronological understanding Focus: Cause and consequence Outcome: How do we protect and preserve animals and the environment?
Year 2	Stoney Stanton/ Space Race – USA	Animal Park- Kenya	Castles – England and Wales
	Aspect: Knowledge and understanding of events people and changes in the past Focus: Change and adversity Outcome: To understand the challenges and changes astronauts face when in Space		Aspect: Historical investigations (Primary and secondary sources) Focus: Cause and consequence Outcome: How can powerful people be fair to everyone in their community?
ANCIENT CIVILIZATIONS AND EMPIRES			
Nature of ancient civilizations; Expansion and dissolution of empires			
Year 3	Ancient Egypt - Egypt	Tudors - Explorers	Stonehenge – England and Wales
	Aspect: Historical Investigation Focus: Historical Interpretation of an Ancient civilization. Outcome: How did Tudor exploration influence the British Empire?/ Queen's representative comes to select a new country to join the Empire based on children's research.	Aspect: Knowledge and understanding of events people and changes in the past Focus: use and consequence/Significance of the British Empire Outcome: How did Tudor exploration influence the British Empire?/ Queen's representative comes to select a new country to join the Empire based on children's research.	Aspect: Is it ever OK to damage the relics of the past to provide a better future? Focus: Significance (of the past and the future!) Outcome: A debate as to whether a wind farm should be erected close to Stonehenge (our commission from Wiltshire County council)
Year 4	Romans – England and Italy	Jacques Cousteau	Mayan Civilization
	Aspect: Knowledge & understanding Focus: Continuity & change Outcome: Did the Romans improve Britain?		Aspect: Knowledge & Understanding Focus: Similarity & Difference

			Outcome: When so much of the land the Maya lived in was mountain and jungle, how did they become so important?	
DIVERSITY AND ADVERSITY Migration, Segregation and Inequality; Achievements and follies of mankind				
Year 5	Migration	Victorian Britain	1950s America	Blue Planet
	Aspect: Knowledge & understanding Focus: Similarity, difference, power & spirituality Outcome: Who were the Anglo-Saxons and Vikings and how did they change rule and law in England?	Aspect: Historical investigation Focus: cause and consequence/community, identity & change Outcome: How did the Victorians shape the world and our local community?	Aspect: Historical interpretation Focus: cause & consequence; similarity & difference Outcome: Understand the struggles challenges people endured to achieve equality	
Year 6	World War II – Europe		Extreme Environments	Wild Waters
	Aspect: Chronological Understanding Focus: Cause & Consequence Outcome: Report on life in WWII;	Aspect: Historical Investigation Focus: Adversity Outcome: Create a children’s story based on a child’s experience in WWII		Aspect: Knowledge & Understanding of events, people and change Focus: Continuity and Change Outcome: Inference from archaeological finds from the Thames Aspect: Historical investigations Focus: Significance Outcome: Create a class advert/ Motivation video to inspire the equal treatment of all – to be played in school
Children explore and develop key concepts and skills required to develop a mastery of the subject. This is done through teaching the following key concepts and skills:				
Chronological understanding	This would involve placing the time period being studied on a timeline, identifying if it is before, after or at the same time as previous history topics. It could also be done by sequencing artefacts or events and using chronological vocabulary like dates, time periods etc. Time needs to be understood as linear but also that different events could be happening in the world at the same time e.g Vikings and Mayan civilisation.			
Range and depth of historical knowledge	This is learning about life in the time period studied, looking for links and effects, different aspects of life or find out about behaviour and beliefs.			
Interpretations of history	This is a really important part of the history curriculum which is often overlooked. Children need to know that history is interpretation of events, not facts. You could compare accounts from different sources, evaluate the usefulness of evidence and offer some reasons for different versions of events.			
Historical enquiry	This is where children construct the past through a range of evidence. They should use primary and secondary sources to answer a question or line of enquiry. It should allow them to ask questions and identify areas of the past that have limited or unreliable sources. Again, this will help them to understand that the past is a construct made from interpretation of sources.			
Organisation and communication	This skill is the last in a unit and relates to how children can show their understanding. It might be that they write an account of a battle that they constructed from a range of sources or a nonchronological report to show their knowledge. It is worth noting that not all communication has to be written. Some children, especially SEN will benefit from other methods of communicating their ideas.			
Chronology		Cause and Consequence		Significance

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Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.	This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.
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Continuity and Change	Similarity and Difference
There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.	Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

Local history

Where possible, links to local history will be made. Any links are outlined on the year group’s key knowledge. Each year group has at least one topic that has local history links.

EYFS: Stoney Stanton village school in the past

Year 1: Rutland Ichthyosaur; Great Fire of London – records of money being raised in the village for St Paul’s to restore it prior to the fire; Florence Nightingale and the Crimean War – primary source of soldiers in Leicestershire regiment

Year 2: Sapcote and Earl Shilton Castles

Year 3: Ancient Egyptian amulet found at Roman site; Tudor houses in the village and Tudor galleon in the cove; Iron Age round house (road to Broughton Astley), Querne stone

Year 4: Roman roads in the local area – triangle of the three key roman roads, considerable amounts of Roman treasure have been found in several places in the area; Anglo-Saxon place names e.g. Stoney Stanton, Tympanus over church door;

Year 5: Victorian Workhouses – use of census, change of trades over 20yrs- link to Leicester and change over-time; Anglo- Saxons- Croft Hill parliament 836AD (charter document)

Year 6: WWII memorial and link to villagers who fought in WWI and WWII

4. PROGRESSION OF SKILLS

PROGRESSION OF SKILLS						
Historical Interpretations						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•	• start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past.	• start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • explain that there are different types of evidence and sources that can be used to help represent the past.	• look at more than two versions of the same event or story in history and identify differences;	• look at more than two versions of the same event or story in history and identify differences; • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	• find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • begin to evaluate the usefulness of different sources.	• show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • consider different ways of checking the accuracy of interpretations of the past;
Historical Investigations						
•	• observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • choose and select evidence and say how it can be used to find out about the past.	• observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • choose and select evidence and say how it can be used to find out about the past.	• use a range of sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers	• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past;	• recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses;	• recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address

			about the past; • begin to undertake their own research.			historically valid questions and construct detailed, informed responses;
Chronological Understanding						
•	• order dates from earliest to latest on simple timelines; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	• order dates from earliest to latest on simple timelines; • sequence artefacts and events that are close together in time; • sequence pictures from different periods; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • understand how some historical events/periods occurred concurrently in different locations, e.g. Maya and Tudor	• order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history;	• order an increasing number of significant events, movements and dates on a timeline using dates accurately;
Knowledge and Understanding of Events, People and Changes in the Past						
•	• recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past.	• recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did;	• note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts	• note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of	• identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	• examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

		describe significant individuals from the past.	between aspects of history, people, events and artefacts studied.	history, people, events and artefacts studied.		
Presenting, Organising and Communicating						
	- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; - talk, write and draw about things from the past;	- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past; - use drama/role play to communicate their knowledge about the past.	- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; - present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; - start to present ideas based on their own research about a studied period.	- use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; - present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; - start to present ideas based on their own research about a studied period.	- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; - present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; - plan and present a self-directed project or research about the studied period.	Blue new learning Red revisited learning

5. SEND IN HISTORY

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities.

Ambition – What are we aiming for children with SENs to achieve in this subject?

Access – What amendments are made to the subject in order to help children with SENs to achieve?

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret Ancient Egyptian hieroglyphics or read a map.

- A progressive and sequences - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.
- Check in - For children with SEN, a history/geography lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do understand and explaining any language, facts or ideas they are finding challenging.
- Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

Ambition and Access in History for pupils with SEND

Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity. It doesn't need to be complicated or time-consuming. Simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENDCO or TA/LSA. Also think about the questions you will ask different groups and individuals and the ways you will check that pupils understand. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards

different objectives, from their peers. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so you should look at a range of opportunities for pupils to demonstrate what they know and can do.

Create an Inclusive Environment for history:	Ambition – What are we aiming for children with SEND to achieve in this subject?
• There should be a range of sources to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these • Modelled, shared and peer talk is important to the understanding of what is being taught • Ensure that the physical environment, resources and the displayed print are accessible to learners. Use a dyslexia friendly font or handwriting, ensuring that it is appropriately sized. • Teachers consider how words can be organised to support learners, e.g. using different colour backgrounds for different word classes, or organising words in alphabetical order. • Topic-related vocabulary that has been taught is displayed on a working wall – these will support children with both understanding and writing these words. • Hearing texts beyond their fluency level ensures that children are having opportunities to extend their vocabulary. This can also free up working memory. • Use drama and role-play activities to enable children to explore events in history through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.	By the time children leave Manorfield, they are able understand key aspects of history (including chronology, change, knowledge of key events and people • Neurological: history helps to develop children’s brains and increases their memory function. • Educational: children will access text-based learning across all subjects and also improves attention spans and can lead to better concentration. • Psychological: history helps children to develop a greater understanding of the world around them, human nature and decision-making. • Socially: history helps to develop a better understanding of cultures and community. • Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling and articulate verbal communication.
Access – What amendments are made to the subject in order to help children with SEND to achieve?	

How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss.
- Discuss history at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a longer section; looking for inferences and information related to broader historical ideas.
- Giving children opportunities for talk to deepen their understanding as they will be able to give greater attention to the meaning.
- Support learners with understanding and retaining new vocabulary by pre-teaching new words prior to teaching
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children.
- Ideas to support learners with visual scaffolds include: summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, use or presenting information in tables or diagrams, rather than unbroken text, storyboarding text etc.
 - Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times.

How can we support learners who struggle with attention?

- Wherever possible and practical, allow the child choice in the historical material, e.g., choosing from a range of sources, activities, ways to present
- Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a ruler.
- For younger children, using story sacks or props representing characters or objects can support with maintaining attention, as well as deepening understanding.
- Where history sessions are required to be longer, plan for regular movement breaks.

How can we support learners who struggle with change and transition?

- In advance of the lesson, discuss with children what they will be learning/doing in the history lesson; make real life connections or connections with events/people they have already studied.
- Always begin the lesson with a 'safe' activity – this could be discussing a previous session that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to history lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons.

6. KEY KNOWLEDGE AND VOCABULARY

In order to help children remember key facts, the key knowledge identified for history will be revisited throughout school. The aim is that by the end of KS2, children can recall the key facts and use them to make links when faced with new historical concepts, resulting in deeper understanding of history.

Knowledge EYFS:

Gunpowder plot and bonfire night

- State what happens on Bonfire night nowadays
- State what event is remembered on Bonfire night
- Know there was a plot against the king

Key vocabulary and people

Treason	Catholic	Protestant	Guy Fawkes	James I
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Key dates

1605	Guy Fawkes discovered in cellar under the Houses of Parliament (4 th November)		
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Key Knowledge Year 1:

- Know the difference between past and present.
- Use a simple timeline to order events in their own life (eg birth, starting school, learning to ride a bike).
- Recall an event from the past, nationally or globally (The Great Fire of London, Neil Armstrong – first man on the moon).
- Name a significant historical individual and their contribution (Mary Seacole, Florence Nightingale).

Florence Nightingale and Victorian Britain

- Know who Florence Nightingale and Mary Seacole were
- Know that conditions in hospitals were not very good at the start of the Crimean War
- Know how Florence Nightingale improved conditions for injured soldiers
- Know why Mary Seacole went to the Crimea
- Recognise objects within school from present day and Victorian times
- Know what it was like for children in Victorian times
- Identify features of a Victorian classroom (vocabulary below)
- Know that Queen Victoria reigned for a long time
- Name key events during Victoria's reign (e.g. Crimean War)

Key vocabulary and people

Infection	Oil lamp	Crimean War	Steam ship
Queen Victoria	Prince Albert	Monarchy	
Slate	Abacus	Chalkboard	Cane

Key dates

Queen Victoria

1819	Victoria is born at Kensington Palace (24 th May)	1837	Victoria becomes Queen (20 th June)
1840	Victoria marries Prince Albert	1861	Prince Albert dies
1877	Victoria is made Empress of India	1887	Victoria celebrates her Golden Jubilee
1897	Victoria celebrates her Diamond Jubilee	1901	Victoria dies at Osborne House (22nd January)

Florence Nightingale

1820	Born 12 th May	1837	Florence feels God is calling her to nursing
1837	Starts nursing training in Germany	1853	Becomes superintendent at a hospital in Harley Street (London)
1854	-Britain enters Crimean War -Florence witnesses poor conditions at a field hospital in Scutari	1860	Nightingale Training School for nurses established at St Thomas's Hospital
1860	<i>Notes on Nursing</i> by Nightingale published	1910	Florence dies (13 th August)

Mary Seacole

1805	Born 23 rd November	1857	Mary's memoirs <i>The Wonderful Adventures of Mrs Seacole in Many Lands</i> published
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Schools in Victorian Times

1844	Parliament passes law to say children have to attend schools for six half-days a week	1870	Education Act sets up school boards to provide and run schools in areas most needed
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Great Fire of London

- Know what city the fire started in (London)
- Know where the fire started (Pudding Lane)
- Know the fire spread quickly because houses were made out of wood
- Understand what an eyewitness account is and why it might be useful
- Know that the fire was difficult to put out (e.g. water pumps burnt, wind strong, Lord Mayor didn't take it seriously, no organised fire service etc.)

Key vocabulary and people

Thomas Farriner	Charles II	Samuel Pepys	Great plague
Diary	Eyewitness	Great Fire of London	Bubonic plague
Monument	Pudding Lane	Tudor	

Key dates

1666	The fire starts in Pudding Lane (2 nd September)	1666	Fire finally goes out (5 th September)
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Dinosaur Island

- Know

Key vocabulary and people

Fossil	Skeletons	Dinosaur	Pre-historic

Key dates

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Key Knowledge Year 2:

Moon Landing

- Know who the first human in space was and where he was from (Yuri Gagarin- Russia – 1961)
- Know the key year for the moon landing and how that fits with prior learning
- Know who Tim Peake is and what he did
- Know the different jobs astronauts do on the ISS

Key vocabulary and people

Yuri Gagarin (1934 – 1968)	Neil Armstrong (1930 – 2012)	Buzz Aldrin (born 1935)	Michael Collins (born 1930)	John F Kennedy
Richard Nixon	Tim Peake			

Key dates

Space Race

1957	First satellite (Sputnik 1) launched into space by Soviet Union	1961	12 th April – Yuri Gagarin becomes first human in space
1969	Neil Armstrong becomes first man on the Moon followed by Buzz Aldrin		

Castles

- Know why the Battle of Hastings began in 1066
- Know and place in chronological order the main events of the battle
- How was information about the battle recorded
- What was the outcome of the battle
- Why was the first castle built?
- Why and how did castle building change?
- Know the names of some of the castles still standing today
- Which castles were or still are royal residences?

Key vocabulary and people

Edward the Confessor (King of England died 1066)	Edgar Atheling (nephew of Edward the Confessor age 14)	Harold Godwinson (King of Norway)	
Harold Godwinson (Earl of Wessex)	William (Duke of Normandy)	Stone keep	hierarchy
Castle	Motte	Bailey	successor
Peasant	Medieval	Tapestry	defence
Normans	Battle of Hastings	heir	monarchy

Key dates

1066	Edward the Confessor died (5 th January)	1066	Harold Godwinson named king (6 th January)
1066	Battle of Hastings – Godwinson killed (14 th Oct. 1066)		

First World War - Remembrance

- Know when the First World War started and ended
- Explain why we have a Remembrance service to remember those who died in wars and who are fighting now
- List features of Remembrance service (e.g. poem, Bible Reading, Song)

Key vocabulary and people

Franz Ferdinand	Britain	Germany	Armistice
Trenches	George V		

Key dates

1914	Archduke Franz Ferdinand assassinated (28 th June)	1914	Britain declares war on Germany (4 th August)
1916	Conscription is passed as law in Britain (27 th January)	1917	USA declares war on Germany (6 th April)
1918	Armistice Day – Peace Treaty signed (11am on 11 th November)		

Knowledge Year 3:

Tutankhamun and Ancient Egypt

- Explain who the pyramids were built for and their purpose (e.g. Ancient Egyptians buried their pharaohs)
- Know three different seasons for Ancient Egyptians and what happened in each of them (table below)
- Know about the artifacts found in King Tutankhamun's tomb and why they were significant
- Explain different reasons why people wanted to discover the tombs

Key vocabulary and people

Pharaoh	Pyramid	Valley of the Kings	Antechamber	Sarcophagus
Ankh	Archaeologist	Artefact	Canopic jars	Cartouche
Eye of Horus	Hieroglyphs	Papyrus	Sphinx	Nubian
Tutankhamun	Howard Carter	Lord Carnarvon	Cleopatra	Ammit
Akhet	Peret	Shemu		

Key dates

2649 - 2150 BCE	Old Kingdom	2649 - 2150 BCE	Middle Kingdom	2649 - 2150 BCE	New Kingdom
c.1342 BC (BCE)	Tutankhamun born		c.1333 – 1324 BC (BCE)	Tutankhamun reigns	
c.1324 BC (BCE)	Tutankhamun dies				
1922 AD (CE)	The tomb of Tutankhamun is found				

Elizabeth I and Tudor Explorers

- Know that Elizabeth reigned for a long time and had a lot of power as the Queen of England
- Know what 'Empire' means and how the British Empire began from exploration
- Know about the different roles and levels of sailors on a Tudor galleon (not all were equal)
- Know about the development of galleons in Tudor times to make longer journeys
- Know about the foods that could be preserved at sea and the impact on health of not having fresh food

Key vocabulary and people

Henry VIII	Anne Boleyn	Elizabeth I	Protestant	Catholic
Tudor	Galleon	Culture	Destination	Empire
Exploration	Navigation	Plunder	Privateer	Voyage
Scurvy				

Key dates

1533	Elizabeth is born at Greenwich (7 th September)	1558	Elizabeth becomes Queen
1588	The Spanish Armada is sent		
1603	Elizabeth I dies		

Stone Age- Iron Age – Stonehenge

- Identify some of the tools used by hunter-gatherers
- Explain the advantages of farming rather than hunter- gathering
- Recognise geographical features of a Mesolithic settlement
- Know that Stone Age lasted for millions of years and was the time the first humans used stone tools
- Know that the Bronze Age began when humans used bronze to make tools and weapons
- Know that pre-historic means the period before written records
- Know that people in Britain who lived in Bronze and Iron age were called Celts

Key vocabulary and people

Stone Age	Iron Age	Bronze Age	Settlement	Tribe
New Stone Age	Skara Brae	Stonehenge	Woolly mammoth	Pagan

Key dates

5000 – 4000 BCE	Farming begins in Britain
c 3000 BCE	Stonehenge earthwork is created
c 2500 BCE	Durrington Walls camp is settled, possibly the place where the builders of Stonehenge lived
c 2500 BCE	Stonehenge stones appear
c 2400 BCE	The first metal objects, copper and gold ornaments, appear in the area around Stonehenge
c 2200 BCE	Stonehenge Bluestones rearranged
c 1750 – 1500 BCE	Carvings appear on the stones

Knowledge Year 4:

The Roman Empire by AD42 and it's army

- Know the impact of the Roman Empire
- Know that the Roman Empire was very large at it's peak
- Know that discipline and organisation were very important in the Roman army
- Know the different types of soldiers in the Roman army
- Know some of the weapons used by the Roman army and what a soldier wore
- Know how the Roman army was so effective at fighting (e.g. training combined with having the most advanced equipment at the time)
- Know that Romans influenced Britain in a number of ways (e.g. making Roads, Aqueducts, heating etc.)
- Know that after the invasion, life in Roman times was mostly peaceful
- Know that Romans worshipped many Gods unlike Christians who worshipped one

Key vocabulary and people

Centurion	Legionary	Auxiliary	Colonia	Cohort
Dagger (Pugio)	Sword (Gladius)	Shield	Armour	Helmet
Javelin (Pilum)	Sandals	Legion	Tunic	Barrack
Aquilifer	Empire	Celts	Emperor	Empire
Hillfort	Slave	Senate	Tribes	Pagan
Polytheism	Jupiter	Juno	Minerva	

Key dates

43 BCE	Roman invasion of Britain	43 BCE	Caratacus is defeated
50 BCE	Caratacus is captured	60 BCE	Boudicca revolts

Mayan Civilization

- Know that the Maya were around in Central America around the same time as the Anglo-Saxons and Tudors in Britain
- Know a similarity between the Maya and British society at the time e.g. both religious
- Know a difference between the Maya and British society at the time e.g. sacrifice in the Maya religion
- Know when the Mayan civilization existed and place on a timeline and map
- Know and understand some of the achievements of the Maya (e.g. developed the science of astronomy, calendar systems, and hieroglyphic writing)
- Know and explain why the Mayan civilization lasted so long and was so successful.

Key vocabulary and people

Mesoamerica	Sacred year	Vague year	Glyphs	Codices
Itzamma	Chacs	El Mirador		Xocati
Ceremony	Tikol	Emperor	Pelenque	Temple
K'inich Ahau	Reed	Terrace	Itzama	Sacrifice

Key dates

c. 1800 BCE	First Mayan Civilization	700 BCE	The Maya developed writing
600 BCE	Maya start to farm	400 BCE	The first Mayan calendars are carved into stone
100 BCE	The first Mayan pyramids are buildt	250 – 900 CE	The Classical period
400 CE	Tetihuacan becomes the dominant city-state		

Knowledge Year 5:

Migration to Britain over time

- Know that migration happens all over the world
- Know that Anglo-Saxon tribes invaded Britain after the Romans gradually over a period of time
- Know that different tribes settled in different areas and why they settle in Britain
- Know that England was split into 7 Anglo Saxon Kingdoms
- Know the Vikings began to raid Britain in the 8th Century CE
- Know that Vikings originally came from modern-day Denmark, Sweden, and Norway
- Know that Vikings invaded Britain for the acquisition of wealth and lack of farmland in Scandinavia
- Know that Vikings were paid silver known as Danegeld to stop them invading Britain
- Know that England was separated into two parts – one Viking and one Saxon
- Know that England was eventually united under one king

Key vocabulary and people

Angles	Saxons	Jutes	Vikings	Thane
Witan	Dark Ages	Medieval	Wattle and daub	Plunder
Wessex	Danelaw	Aethelred	King Alfred (849 – 899)	Athelstan
Pagan				

Key dates

c. 410 CE	The Romans leave Britain	449 CE	Hengist and Horsa arrive in Kent
602 CE	St Augustine establishes the first archbishopric of Canterbury	787 CE	Three Viking ships arrive from Denmark and land in Dorset
		793 CE	Vikings plunder Lindisfarne monastery
851 CE	Huge fleet of 350 Viking ships attack the South and London	865 CE	Biggest Viking army yet lands in Britain
871 CE	Wessex is the only Anglo-Saxon kingdom left to resist the Vikings – Alfred becomes King of Wessex		

Local History – Victorian Workhouses

- Know that Stoney Stanton hasn't always been the village that it is today
- Know that the village grew around the textile industry and quarrying
- Know that the Industrial revolution began in the 18th Century and many people left the villages and moved to towns and cities
- Know that the industrial revolution was a time of great technological, social and economic change

Key vocabulary and people

Victorian era	Workhouse	Industrial Revolution	Mandatory	Pauper
Activist	Census	Society	Hierarchical	Working Class
Parliament				

Key dates

1835	First purpose-built workhouse built in Britain in Abingdon, Oxfordshire	1836	Hinckley Poor Law Union formed (comprised of 11 parishes including Stoney Stanton)
1838	Hinckley Union workhouse was built on London Road		

1950s and 1960s America

- Know that in 1950s and 1960s America black and white people were separated in terms of education, transport, housing and facilities
- Know that the facilities provided for Black Americans were inferior to those for White Americans
- Know that African Americans were treated unfairly in comparison to white
- Know that Black Americans were not allowed to vote
- Know that women were treated differently to men and did not have the same rights

Key vocabulary and people

Segregation	Racism	Civil rights	NASA	Orbit
Trajectories	Jim Crow	Lynching	Discrimination	NAACP
Integration				
Katherine Johnson	Rosa Parks	Ruby Bridges	Martin Luther King	

Key dates

1918	Katherine Johnson born	1955	Rosa Parks refuses to give up her seat (Dec)	1960	Ruby Bridges becomes the only African American child to attend an all white school
1962	John Glenn orbits the earth 3 times (20 th Feb)	1963	Martin Luther King gives 'I have a dream' speech	1964	Martin Luther King receives Nobel Peace prize
1968	Martin Luther King assassinated	1968	Apollo 8 circles the moon (24 th Dec)	1969	First humans land on moon (20 th July)

Knowledge Year 6:

Kindertransport and World War II

- Know that World War II began after tension built following WW I
- Know that Hitler was the leader of Nazi Germany
- Know that WWII started in 1939 – 1945
- Know that the war was primarily between the Allies (countries including Britain and France) and the Axis powers (countries including Germany and Japan)
- Know how life changed in Britain during WW2
- Know that The Blitz was the name for the bombing raids on Britain, especially London
- Know that the Front Line was the name for where soldiers were fighting the war
- Know that Hitler persecuted Jews and murdered million of them in something that has been called the Holocaust
- Know that children were evacuated from cities to the countryside to keep them safe from bombs

Key vocabulary

Annexe	Anti-Semitism	Blitz	Censorship	Civilians
Concentration camp	Dictator	Evacuation	Kindertransport	Kristallnacht
Liberate	Nazi	Occupied	Propaganda	Allies
Axis				

Key dates

1918	World War I ends with the Armistice (11 th Nov)	1933	Hitler appointed Chancellor of Germany
1938	Kristallnacht (9 th / 10 th Nov.)	1939	Britain declares war on Germany (3 rd Sept.)
1941	USA joins WWII (Bombing of Pearl Harbour 7 th Dec.)	1945	World War II in Europe ends (VE day 8 th May)

End points

EYFS

Know that the toys their grandparents played with were different to their own

Year 1	Year 2
Organise a number of artefacts by age	Know about an event (Battle of Hastings and Castles) from before their grandparents were born
Know what a number of older objects were used for	Know what we use today and how they have changed from a number of older given artefacts
Know the main changes between their school days and that of children in the past	Know about and name a key explorer and what they were famous for
Name a famous person from the past and explain why they are famous	Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.
Know the main changes between children's lives today and those of children a long time ago	
Year 3	Year 4
Know about the key features of Ancient Egypt and the importance of spirituality and the after life	Know about the power of the Roman army and why they were so powerful
Know about and name a key explorer what they were famous for	Know how the Roman occupation of Britain helped to advance British society
Know about the power of Elizabeth I and the birth of the British Empire	Know about the importance of spirituality to Ancient Romans
Know that sea exploration was very different in Tudor times to now	Know about and name a key explorer and what they were famous for
Know the main roles in a stone age community and the relevance of spirituality	Know about the key features of Maya communities and the importance of spirituality and Gods
Know what is meant by 'hunter gatherers'	
Year 5	Year 6
Know how the Anglo-Saxons attempted to bring about law and order to the country	Know how to place features of historical events and people from the past societies and periods in a chronological framework
Know that the way the kingdoms were divided in Anglo-Saxon and Viking times led to the creation of some of our county boundaries today	Know how Britain's identity has changed over time due to the influence of invaders, settlers and migration
Know how many migrants faced adversity as they travelled and where they settled	Know how powerful Britain has been and how it has had a major influence on the world
Know how women faced adversity and inequality during Victorian times	Know that in British history and that of other empires and civilisations there was inequality in society
Know how poor people faced adversity and inequality in Victorian workhouses	Know that power held by individuals has led to adversity
Know how people of colour faced adversity and inequality in 1960s America and how this links to modern times	Know about and name a key explorer and what they were famous for
	Know the key dates, people and countries involved in World War II

7. RESOURCES AND WEBSITES

Ofsted [Research review series: history - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series/history)

The following websites contain information on lots of different aspects of History.

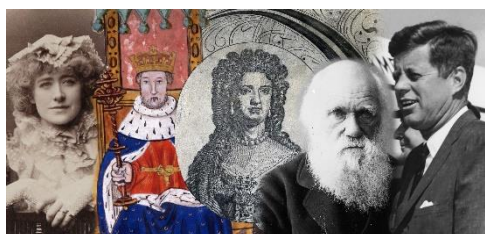
<https://www.dkfindout.com/uk/history/>

<https://www.bbc.co.uk/bitesize/primary>

We are members of the Historical Association which has support for CPD, subject knowledge and planning.

Archives -Significant People

<https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/>



[Significant People - The National Archives](https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/)

Introduction. From writers to royals, politicians, artists, inventors or campaigners, this selection of sources, based on records held at The National Archives, can be used in the primary classroom to support the National Curriculum element 'significant individuals' who have contributed to national or international achievements.

www.nationalarchives.gov.uk

<https://www.nationalarchives.gov.uk/education/>

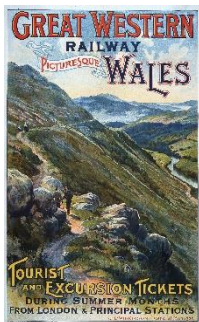


[Education and Outreach - The National Archives](https://www.nationalarchives.gov.uk/education/resources/significant-places/)

How did the government respond to a mass protest at 'Peterloo' in 1819? Political and social reform in 19th century Britain

www.nationalarchives.gov.uk

Significant places <https://www.nationalarchives.gov.uk/education/resources/significant-places/>

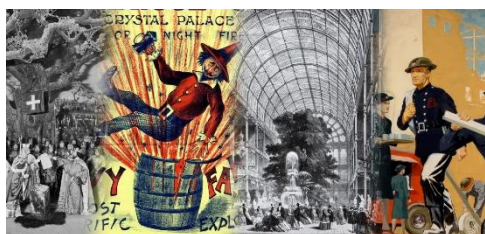


Significant Places - The National Archives

Activity 1 Select any Significant Place source Use the prompt questions available for download when you are working with your chosen source.[Print out questions or divide them up and write onto cards so that pupils can work in pairs. Use print outs of the source from the website or a projection of it on a whiteboard.

www.nationalarchives.gov.uk

Significant events <https://www.nationalarchives.gov.uk/education/resources/significant-events/>



Significant Events - The National Archives

Introduction. From the sealing of Magna Carta, the coming of the Armada, the Great Fire of London, a Christmas ceasefire on the Western Front in 1914 to Decimalisation in 1971, this selection of sources, based on records held at The National Archives, can be used in the primary classroom to support the National Curriculum element 'significant events' beyond living memory.

www.nationalarchives.gov.uk

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/?resource-type=online-workshop>



[Education sessions and resources - The National Archives](#)

Our taught sessions and online resources cover a variety of time periods and places. Many contain structured investigations for use directly in the classroom. Others are more suited for research and preparation. They all allow access into our unique collections.

www.nationalarchives.gov.uk