



Deepcar St. John's C.E. Junior School

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Vision

History is about people and events from the past and the influence on the lives, customs and beliefs of people in the world today. At Deepcar St John's C of E Junior School we believe that a high quality history curriculum should inspire in the children a curiosity to find out more about the past and also equip them with the skills to link their findings to their relevance in the world today.

Intent and Concepts

By linking learning to a range of topics, children gain a coherent knowledge and understanding of Britain's past and that of the wider world, developing a strong sense of chronology. Our teaching aims to ensure the progressive development of historical concepts, knowledge and skills, enabling children to think and act as historians. Through our teaching, we intend to provoke thought whereby children will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement which they can communicate historically.

As part of a local history study, we aim for children to have opportunities to investigate and make enquiries about their local area of Deepcar, Sheffield, so that they can develop a real sense of who they are, their heritage and what makes our local area so unique and special.

Substantive Knowledge:

- 1 Develop a rich topic knowledge

Disciplinary Knowledge:

- 2 Develop a sense of chronology
- 3 Make connections and comparisons between civilisations and settlements
- 4 Develop historical enquiry skills
- 5 Communicate historically
- 6 Develop substantive (abstract) concepts

Implementation

History, at Deepcar St John's, is taught in each year group. There is a mix of History and Geography themes throughout the year. Each theme is taught as part of a **termly topic**, with the addition of one-off 'history days' or lessons where needed to ensure all knowledge and skills relevant to each year group are covered.

The history curriculum is **taught chronologically where possible**. Any exceptions to this are where certain history topics have been carefully chosen for specific year groups based on the content and skills required being most suited to an upper or lower key stage group.

The **concept of chronology** is built through **timelines** and **time boxes**. Timelines are clearly displayed in every classroom and referred to frequently throughout the year. Where connections arise the timeline is utilised to draw attention to their chronology, for example with scientific discoveries or looking at the time setting for a particular book in English. Time boxes are used to embed key core concepts which

link with key dates, events and people from the children's prior learning and to help develop the children's understanding of where things fit with the new topic in history.

The knowledge and skills stated in the National Curriculum have been broken down and planned for across the key stage to ensure progression. Each teacher is given the specific knowledge and skills that children are required to cover in each of the topics for their year group, which has been mapped out and is overseen by the history co-ordinator. Teachers use this in **planning lessons** to tailor them to the interests and needs of the children in their class. 'Key Stage History' is often used as a foundation for planning history lessons but not exclusively.

Education visits are used to engage and excite children where possible and provide experiential learning and exposure to primary sources and artefacts.

We also use **knowledge mats** for each topic to provide children with the key vocabulary and knowledge required for that topic, along with suggestions of additional books and websites which they can use to deepen their learning. Knowledge mats are used at the beginning of the topic as part of the introduction and are then available every lesson. Children are provided with copies to have at home and we look back at the knowledge mats throughout the year to help children retain knowledge.

Cross-curricular links are made and prepared for in the long-term planning for the year.

Impact

Our children will be confident historians and be able to clearly and enthusiastically discuss their learning from past and current topics. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of the History curriculum at Deepcar St John's is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires and non-European societies.
- Develop a historically-grounded understanding of substantive concepts - settlement and trade, conflict, power & rule, culture & religion, society, and legacy.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts forming historically-valid questions through an enquiry-based approach.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.

Substantive Knowledge

1 Topic Knowledge - National Curriculum

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

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study - Deepcar Valley and the local area.
- a study of The Battle of Britain as an aspect in British history to extend pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley, The Shang Dynasty of Ancient China and an in-depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A study of the Mayan Civilisation c. AD 900 (a non-European society that provides contrasts with British history).

Overview of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|----------|---|----------|---|----------|
| Year 3 | Geography Theme | | <u>Ancient Egypt</u> How can we know so much about an Ancient civilisation that lived so long ago? | | Geography Theme | |
| Year 4 | Geography Theme | | <u>Stone Age and Iron Age</u> How did Britain change from the Stone Age through to the Iron Age? | | <u>Anglo Saxons and Vikings</u> Why do people choose to invade or settle in different lands? | |
| Year 5 | <u>Romans in Britain</u> What impact did the Roman Empire have on Great Britain? | | <u>Ancient Maya</u> Why do we study the Mayan Civilisation? <i>Linked to Geography Theme Where in the world is South America?</i> | | <u>Local History</u> What impact did Samuel Fox have on our locality? | |
| Year 6 | <u>Ancient Greece Legacy</u> How did the Greeks impact the modern western world? | | Geography Theme | | | |

Substantive Knowledge across the Key Stage

| Y3 | Y4 | Y5 | Y6 |
|--|--|--|--|
| <p>To know four key cities of ancient Egypt.</p> <p>To know the main river in Egypt is the Nile and why it was important.</p> <p>To know where the pyramids are located.</p> <p>To know who Tutankhamun was.</p> <p>To know why the discovery of his tomb/ artefacts was so important.</p> <p>To know which artefacts/items the ancient Egyptians used.</p> <p>To know that there was a hierarchical society.</p> <p>To know that most men were farmers, and know some of the tasks women undertook daily.</p> <p>To know the stages of mummification in chronological order.</p> <p>To understand the link between preservation and the Egyptian's beliefs of the After Life (gods and goddesses).</p> <p>To know who built the pyramids and why.</p> | <p>Stone Age to Iron Age</p> <p>To locate the move to farming on a simple timeline.</p> <p>To understand hunter-gatherers were living alongside early farmers 10,000 years ago.</p> <p>To explain the impact of farming especially taming wild animals, growing wheat and barley, use of oxen, need for flint tools, clearing of forests for farming, use of pottery.</p> <p>To understand that the discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.</p> <p>To deduce aspects of settlement and way of life by studying evidence of buildings left behind E.g. How do we know that the people living there were fishermen?</p> <p>How do we know that they ate pigs and cattle?</p> <p>How do we know that they grew crops?</p> <p>How do we know that their houses were dark?</p> <p>Invaders and Settlers</p> <p>To timeline the events of the Viking events.</p> <p>To graph the changing power of the Viking control of settlements over time.</p> <p>Some children will label 3 key turning points on the graph and justify why those are important to Viking settlement.</p> <p>To know push and pull factors influence the need to move to another area. What reasons would be a push and what would be a pull?</p> <p>To know that Anglo-Saxons did many jobs within their village and worked as a community.</p> <p>To create own map of an Anglo-Saxon village.</p> <p>To know similarities and differences between the pagan Anglo-Saxon religion and Christianity notably the worship of many different gods.</p> <p>To create a quiz.</p> <p>To discuss the influence of specific people in the conversion to Christianity e.g. Archbishop of Canterbury and name key buildings. To know the grave probably belonged to an important person (Redwald)</p> <p>To know that the Vikings had a negative reputation and why this might have been the truth.</p> <p>To know that the Viking's reputation was based on biased opinion written by unreliable sources.</p> <p>To know 2 or more reasons why Alfred the Great was deemed to be 'great'.</p> <p>Some children to justify why he was seen as 'Great'.</p> | <p>Romans in Britain</p> <p>To know the reasons why the Romans invaded and settled in Britain.</p> <p>To know how vast the Roman empire became.</p> <p>To know how the Roman army was structured and what made them so superior.</p> <p>- Roman Army Museum trip</p> <p>To know that the Romans were initially unsuccessful in their invasion of Britain and what changed to mean they were.</p> <p>To know about the conflict between the Romans and the cooperative between the Celtic tribes (led by Boudicca of the Iceni).</p> <p>To understand the various factors that contributed to the fall of the Roman Empire.</p> <p>To know how advanced the Romans were and what a 'typical' Roman town would look like e.g. Chester/York compared to an Iron Age Settlement.</p> <p>Vindolanda trip – layout of the 'fort' including butchers, public house etc</p> <p>To know about the ancient Roman Gods and the impact they had on daily life in ancient Roman Britain.</p> <p>To know the lasting impact of the Roman empire on our society and can name examples.</p> <p>Ancient Maya</p> <p>To know why the ancient Mayan civilisation grew and what made South America a good place to live.</p> <p>When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?</p> <p>To understand how Pok a tok was a battle and conflict resolution.</p> <p>To understand the different houses the Maya would live in.</p> <p>To understand the different structures in the Maya civilisation and their purposes.</p> <p>To know about the ancient Mayan Gods and the impact they had on daily life.</p> <p>To understand what made the Maya civilisation so advanced and to know the impact in today's society.</p> <p>Local History - Samuel Fox's Legacy</p> <p>To know the impact Samuel Fox had on the local area and how it changed.</p> <p>To know the impact Samuel Fox had on the local area and people who lived there.</p> <p>To know the impact Samuel Fox had on the local area and people who lived there.</p> <p>To know the impact Samuel Fox had on the local area and how it changed.</p> | <p>To understand why some of the city states were built in particular locations and some of the reasons they came to thrive in the ancient world.</p> <p>To know how S & A were ruled and how the societies were organized.</p> <p>To know how Athens fought off the threat of the Persian empire.</p> <p>To be able to comment on what life may have been like for different groups of people in ancient Athens.</p> <p>To refer to the evidence to comment on Spartan beliefs and culture.</p> <p>To explain about a particular ancient Greek development which benefits us in the modern world.</p> |

Disciplinary Knowledge

2 Chronology

National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

| | Y3 | Y4 | Y5 | Y6 |
|---|--|---|--|---|
| <p>Pupils will have a coherent, chronological understanding of local and world history. They will be able to sequence important events and eras in time and establish a clear narrative within and across periods they study. Pupils can recognise contemporary events and eras on a global level. They will be able to use chronological terminology precisely.</p> | <ul style="list-style-type: none"> Place the time period studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. | <ul style="list-style-type: none"> Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex abstract terms e.g. BC/AD. | <ul style="list-style-type: none"> Know and sequence key events of time studied. Use relevant terms and period labels e.g Stone Age, Vikings, Romans, Anglo-Saxons. Make comparisons between different times in the past. | <ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms. Compare and make connections between different contexts in the past. Sequence up to 10 events on a time line. |

3 Make connections & comparisons between civilisations & settlements

National Curriculum

Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

| | Y3 | Y4 | Y5 | Y6 |
|--|---|---|--|--|
| <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. To make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. To evaluate the legacy and impact of civilisations on those that came after them. Gain and deploy a historically grounded understanding of abstract terms.</p> | <ul style="list-style-type: none"> Find out about everyday lives of people in the period studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. | <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied Offer a reasonable explanation for some events. Know some key characters and events of time studied. | <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Know that change can be brought about by conflict. | <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know significance of key dates, characters and events of time studied and compare across different time periods. |

4 Develop historical enquiry skills

National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.

| | Y3 | Y4 | Y5 | Y6 |
|--|---|---|---|---|
| <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To understand the methods of historical enquiry, including how evidence is used justify historical claims.</p> <p>To evaluate the reliability of different sources of evidence.</p> <p>To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> | <ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details - artefacts, pictures. • Distinguish between different sources – compare different versions of the same story. • Identify and give reasons for different ways in which the past is represented. • Begin to use the library and internet for research. • Select and record information relevant to the study. • Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons, books. • To know that we can make inferences and deductions using images from the past. | <ul style="list-style-type: none"> • Look at the evidence available. • Use text books and historical knowledge. • Begin to evaluate the usefulness of different sources. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Use the library and internet for research • Ask a variety of questions and understand how historical enquiry questions are structured • Identify beliefs which are influenced by the personal beliefs of the author. • Understand there may be multiple conclusions to a historical enquiry question. • Understand there are different ways to interpret evidence. | <ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Compare accounts of events from different sources - fact / fiction. • Offer some reasons for different versions of events . • Use evidence to build up a picture of a past event/ person. • Use the library / internet for research with increasing confidence . • Select relevant sections of information. | <ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Link sources and work out how conclusions were arrived at. • Identify ways to improve conclusions. • Evaluate usefulness of historical sources. • Consider ways of checking the accuracy of the interpretations – fact or fiction & opinion. • Understand and describe how sources can be biased/influenced by beliefs, cultures and time of the author. • Be aware that different evidence will lead to different conclusions. • Suggest omissions and the means of finding out. • Confidently use the library and internet for research. • Bring knowledge gathered from several sources together in a fluent account. • Address and devise historically valid questions. • Plan a historical enquiry creating an hypotheses, suggesting evidence and methods needed to carry out the research. |

5 Communicate historically

National Curriculum




Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.



| | Y3 | Y4 | Y5 | Y6 |
|--|--|---|--|--|
| <p>To create their own structured accounts, including written narratives and analyses.</p> <p>To use English, maths and computing skills to convey ideas.</p> <p>To use historical terminology precisely.</p> | <ul style="list-style-type: none"> To create their own structured accounts, including written narratives and analyses. To use English, maths and computing skills to convey ideas. To use historical terminology precisely. | <ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, models, ICT). Select, extract and record the appropriate information from primary and secondary sources. | <ul style="list-style-type: none"> Communicate their knowledge and understanding. Display findings in a variety of ways both independently and in groups. Recall, select and organise historical information. | <ul style="list-style-type: none"> Record and communicate knowledge and understanding in different forms. Work independently and in a group showing initiative. Select data and organise it to answer historical questions. |

6 Substantive (abstract) Concepts

National Curriculum

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

| | Y3 | Y4 | Y5 | Y6 |
|---|--|---|----|----|
| <p>Conflict, power and rule</p>  <p>How is a place governed? How did they respond to threats?</p> | <p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p> <p>To understand the results of tensions and conflicts between tribes.</p> <p>To understand the impact of war on local communities daily lives.</p> | <p>To understand the expansion and rule of empires and how they were controlled across a large empire.</p> <p>To understand that different empires /civilizations have different reasons for their expansion.</p> <p>To know that there are different reasons for the decline of different empires / civilizations.</p> <p>To understand how empires / civilisations responded to threat.</p> | | |
| <p>Culture and religion</p>  <p>How did societies express their lifestyle and beliefs?</p> | <p><u>Culture:</u> To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p> <p><u>Belief:</u> To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> | <p><u>Culture:</u> To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men.</p> <p>To understand that there are differences between early and later civilisations.</p> <p><u>Belief:</u> To compare the different beliefs that different cultures, times and groups hold.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> | | |
| <p>Settlement and trade</p>  <p>What challenges did people face in order to survive and thrive?</p> | <p>To know that there were different reasons for invading/settling.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements.</p> <p>To know that settlements changed over time.</p> <p>To understand that trade began as the exchange of goods.</p> | <p>To understand there are increasingly complex reasons for invading/settling.</p> <p>To understand that invaders & settlers come from different parts of the world.</p> <p>To know that communities traded with each other.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To compare settlements between civilizations.</p> | | |

| | | |
|---|--|---|
| <p>Society</p>  <p>What was it like for different people to live and work here?</p> | <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To understand that settlers became more civilized and less transient.</p> | <p>To understand that there are changes in the nature of society.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To understand how society is organised in different cultures, times and groups.</p> |
| <p>Legacy</p>  <p>How does this society impact our world today?</p> | <p>To know the legacy and contribution of older civilizations to life today in Britain.</p> <p>To be aware of the achievements and inventions that still influence our lives today.</p> | <p>To be able to identify achievements and inventions that still influence our lives today.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> |

Key Vocab for each year group

| Y3 | Y4 | Y5 | Y6 |
|--|--|---|--|
| <p>Duration religious social/society commemorate anniversary impact culture belief investigate significance/insignificance infer national/international civilisation influence architecture artefacts</p> <p><u>Egyptians</u> Egypt papyrus shaduf pyramids River Nile hieroglyphics Pharaoh annex antechamber burial chamber passage treasury tomb sphinx sarcophagus Tutankhamun death mask slaves embalmer mummification canopic jars natron amulets scrolls linen after life burial raiders death mask Book of the Dead</p> | <p>Sources- artefacts Analyse- similarities/difference consequence/ deduction timeline/chronology/ sequence significance lifestyle/ way of life speculation/ speculate Conclusion/ Judgement/Evidence/ Characteristics/interpretati on</p> <p><u>Stone age</u> Neolithic Bronze Age Settlement Excavation Skara-brae Dwelling Stone henge Iron Age hunter/gatherer hill fort Dark Ages prehistoric archaeology/archaeologis t</p> <p><u>Invaders and settlers</u> Anglo-Saxons Viking resistance Christianity peasant conquer settlement weaver/ tanner/potter/smith excavation pagan/paganism superstition ritual sacrifice worship gods- Tiw Thunor Eostre Woden Frigg missionary cathedral/ abbey/priory/ Cantebury/saint/Lindisfarn e/monk Iona Augustine/columbine Aidan Oswald Pope Gregory the great Oswald monk invasion Norse</p> | <p>chronology - Era, BC/AD, cause/ consequence reliable/ unreliable Motivation Evidence/ source Reliability-certainty ,surety religion/ beliefs conclusion/ impact/ deduce/infer/ reasons historian primary/ secondary/ tertiary/ relevance</p> <p><u>Mayans</u> Mayan Pok-a-tok Civilisation Glyphs Calendar Architecture Number system</p> <p><u>Romans</u> settlement Centurion/ legions millennium economy economic Emperor Celtic tribes/ king and queen invade /invasion/attack settle Roman Empire Century, centenary, millennium, millennia, decade Julius Caesar Claudius Anglo saxons wealth battle-plans accuracy weaponry manoeuvres training revolt/ rebellion sacrifice</p> | <p>Primary/ Secondary evidence Chronology hypothesis Evidence Archaeologist Reliable Era/BC/AD/Decade/ century, millennium, millennia</p> <p><u>Ancient Greece</u> Greek Grecian politics democracy religious government Athens Sparta Corinth Syracuse Olympia Agora Excavated Medlars Allotment machines Indictments Athenian Slaves Cobbler Primary Secondary Evidence Archaeologist Generalisation Distinguish Conclusion Slave Quarters – rooms Gods- Zeus, Poseidon, Hera, Hestia and Demeter, Hades, Apollo,Artemis, Hermes, Athena, Hephaestus, Aphrodite and Ares God of ... Depiction/ attributes Temple? Family relationship Symbol? Sacred animal</p> |