History at Newtown Community Primary School

Excellence in Learning for Excellence in Life









Intent: What we want for children at Newtown

When children learn History at Newtown, we want it to inspire them to ask questions and find out about the past; to make sense of and critically evaluate evidence; and to apply their learning in other historical, and wider contexts. Newtown serves a culturally and socially diverse community and through history we want children to engage with the past, to understand the relevance of what has gone before, its relationship with their world now and its possible influence on the future. Children learn that historical events and people are not entities in isolation but exist in chronological order and in interconnected ways. They develop an understanding of Britain's influence on the world and of the world's influence on Britain. All of which is supported by a broader historical understanding of the world. The history curriculum is progressive and structured through key milestones and end points. It is organised so that the children develop the skills needed to interpret and learn knowledge, so they gain a greater historical understanding.

The Newtown Curriculum enables children to develop their historical knowledge, understanding and skills though an explicit approach to a four-stage learning process.

At all ages children develop their ability to:

- Ask relevant questions about what they are learning.
- Find out information that will help them answer their questions.
- Make sense of the information that they find out.
- Use and apply the information they have found within history but also within the broader curriculum.

Think and Work Like a Historian

Implementation: How do we deliver the History Curriculum and what does it like in practice at Newtown

Curriculum planning	The national curriculum and EYFS framework is the starting point for the history curriculum. Our translation of these starting points is through a progressively sequenced curriculum that builds towards explicit, age-appropriate yearly end points. Each unit sequence of history learning is planned to build coherently across a series of sessions, where children learn the component knowledge, skills and understanding necessary to build towards composite outcomes.
For example:	*In Year 5 children learn about the Anglo Saxons and the Vikings, they make links between the* end of the Romans in Britain in 410AD (previously taught in Yr 4) and the arrival of the Anglo-Saxons. They can build on their knowledge of Britain during this period of time to support their learning about the Anglo Saxons.
Build on prior learning, embedding most useful content	'Golden Threads'; the most useful content within history have been identified and the curriculum is structured to enable regular revisiting of this content throughout the curriculum progression and within other subject areas.
For example:	*Children revisit the same 'golden threads' throughout their history learning at Newtown. They focus on asking relevant questions, finding out information that will help them answer their questions, making sense of the information that they have found out and using/ applying the information they have found out within the subject but also within the broader curriculum. These skills progress as the children move through the school. For example in year 2 children look at different ways in which the past in represented, whereas in year 6 the children give clear reasons why there may be different accounts of history, linking this to their factual understanding of the past.*
Relevant contexts for learning	Contexts for history learning are identified and planned for as they are purposeful, relevant and engaging for children.
For example:	*Children in Year 1 learn about the life and work of Mary Seacole. They are able to make comparisons between healthcare at the time of Mary Seacole and their own experiences in modern Britain.*
Teaching	Children learn how to ask questions, use a range of sources to find things out, make sense of what they have found out and use what they have found out to make connections in their learning. History at Newtown is focused on children developing an understanding of the past and how it has shaped the future, each year group has the opportunity to study different periods of time and consider how life is different. All history sequences of learning work towards children developing an understanding of chronology and key events in their given time period. Throughout their topics they incorporate a range of maths, geography and computing skills and make links with their prior learning.
For example:	*In Year 6 when learning about World War 2, the children study different accounts of the war using a variety of sources and compare these, discussing their differences and the possible reasons why. They then discuss how the war has changed our lives and the political ramifications of the war.*
Vocabulary and language use	Children learn relevant vocabulary because it is explicitly included within the sequenced curriculum end points, unit learning sequences and through knowledge organisers used to deepen children's disciplinary knowledge.
For example:	*In Year 1 the children learn about life in the Victorian times. They learn the definitions for and use vocabulary such as: First, then, finally, past, present, chronological, important, similarities and differences.*
Assessment	Authentic assessment is used to enable, both children and teachers to understand success. In all year groups a blend of product self-assessment criteria and low stakes quizzes are used.
For example:	*At the end of each unit of work the children complete a short multiple-choice quiz to assess their retention of taught knowledge and are given opportunities to share their findings from any historical enquiries throughout the topic.*
Reading culture	Where possible teachers capitalise on opportunities to embed reading as a technical skill and for enjoyment within the history curriculum.
For example:	*In Year 6 children read 'The Boy in the Striped Pyjamas' by John Boyne, alongside learning about the 2nd World War.* *In Year 2 children read a selection on non-fiction books about the life and work of Neil Armstrong linked to their learning about space explorers.*

Working Like a Historian

Think and work like a Historian at EYFS

Linking to our understanding of the world: children will talk about the lives of people they are familiar with (family members) in the context of events that happened in the past and present. Across the year children will learn some similarities and differences between the past and present- linking to technology (transport) and lifestyle and will discuss how these have changed and possible reasons why. Children will read and retell stories that are set in both the past and present and discuss how they know things have happened before or now. Children will use the word past to describe events that have happened in their life and begin to make links with the lives of others.

Think and work like a Historian at KS1 (Disciplinary Knowledge)

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create simple questions to investigate. Know there can be different answers to questions. Identify what might be a good way of answering a historical question.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Use a source to ask questions and find answers – why, what, who, how, where.	Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long and short term time scales. Dates to talk about people or events from the past. Connect my new learning of historical people or events to others that I have learnt about before.	Make chronological connections between historical events and knowledge. Recognise, retrieve, and use historical knowledge and understanding within other subject areas.

Think and work like a Historian at LKS2 (Disciplinary Knowledge)

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create relevant questions Plan and conduct research to answer questions.	Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use research skills in finding out facts about the time period being studied. Ask questions and find answers about the past.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Look at different versions of the same event in history and identify differences. Order significant events and dates on a timeline (using BC (Before Christ) and AD (Anno Domini) where appropriate). Describe the main changes in a period in history. Describe similarities and differences between people (including the rich and poor), events and artefacts studied. Describe how the past affected/influenced life today.	Make chronological connections between historical events and knowledge. Recognise, retrieve and use historical knowledge and understanding within other subject areas

Think and work like a Historian at UKS2 (Disciplinary Knowledge)

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
Design and create relevant historical questions in response to sources, observations and ideas. Plan different enquiries to answer questions.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Investigate own lines of enquiry by posing questions to answer. Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies.	Make chronological connections between historical events and knowledge. Recognise, retrieve and use historical knowledge and understanding within other subject areas

History: Most useful content

	Essential knowledge, understanding and skills. (substantive Knowledge)	This means children will know and understand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will know, understand and explain that:	**Chronology**	Children will understand that history has happened in the past. Children will know that history has an order/ sequence and that things happen before, after or at the same time as other events.	Children are exposed to the words past and present and use these to describe events. Children talk about their family history and the chronology of their lives.	**Mary Seacole**	**Space explorers**	**The stone age**	**Romans**	**Britain's settlement by Anglo-Saxons and Scots**	**World war 2**
				Mary Seacole lived in the Victorian times.	On 20h July 1969, Neil Armstrong and Buzz Aldrin landed on the moon for the very first time. This happened after the Victorian times.	The exact start date of the stone age in unknown as it was so long ago. It is split into 3 separate periods: Palaeolithic, Mesolithic, and Neolithic.	The roman empire began in 27BC and fell in 476 AD. This after the Ancient Egyptians lived.	Anglo Saxon and Scots Era began in 410AD when the Romans left Britain and ended in 793 when the Vikings invaded Lindisfarne.	WW2 started on 1st September 1939 until 2nd of September 1945. It began by Germany invading Poland.
				Victorians	**The great fire of London**	**Ancient Egypt**	**Ancient Greece**	**Vikings and Anglo-Saxons**	**Early Islam**
				The Victorian times ranged from 1837-1901.	Times of day are ordered numerically (am and pm). The Great Fire of London occurred over several days. This happened before the Victorian times.	The ancient Egyptian dynasties lasted for 7500 years. This time period overlapped with the stone age.	The Ancient Greeks were around from 900 BC – 600 AD.	Anglo Saxon and Viking Era began in 793 when the Vikings invaded Lindisfarne and ended in 1066 when William the Conqueror defeated King Harold at the Battle of Hastings.	BC and AD can be used to describe sequencing of time, as can BCE and CE. **630 AD**- The Prophet Muhammad founds Islam.
	Equality	Children will learn that throughout history people have been treated differently depending on their gender, race or religious beliefs. Children will learn that the roles of people in society have changed and will change as time goes on.	Children learn that we should treat all people equally and fairly. Children learn that sometimes people are not treated fairly and that this happens for different reasons.	**Mary Seacole**	**Space explorers**	**The stone age**	**Romans**	**Britain's settlement by Anglo-Saxons and Scots**	**World war 2**
				Not all people were treated fairly during the Victorian times. Mary Seacole was treated differently because of the colour of her skin.	Katherine Johnson was the first black woman to work for NASA (but treated very badly).	Both men and woman would hunt for food. Woman also had children and raised their young.	Roman citizens were divided into two main classes: citizens (patricians) and slaves (plebians).	During the Anglo Saxon and Scots era men and women were nearly equal in terms of role in society. Women were expected to contribute to the household in similar ways to men.	Jewish people (and other minorities) were persecuted for their religious beliefs and differences.
				Victorians	**The great fire of London**	**Ancient Egypt**	**Ancient Greece**	**Vikings and Anglo-Saxons**	**Early Islam**
				Not all people were treated fairly during the Victorian times.	Poor people lived in cramped conditions in low quality housing.		Schooling was very different in the Ancient Greek time than ours, with only boys	Women in the Viking Age enjoyed more freedom and held more power in	

History: Most useful content

	Essential knowledge, understanding and skills. (substantive Knowledge)	This means children will know and understand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					The rich had more opportunities to escape the fire with their belongings		allowed to go to school.	their society than many other women of their day. Woman were also allowed to fight alongside men.	
	Technology	Children will learn that technology has changed throughout history. Children will know that technology impacts the lifestyle of people living at the time and is a constantly changing thing.	Children are exposed to different forms of technology and investigate these through the provision. Children know that technology has changed over time.	**Mary Seacole**	**Space explorers**	**The stone age**	**Romans**	**Britain's settlement by Anglo-Saxons and Scots**	**World war 2**
				Victorian hospitals were dirty and lacked technology.	On 4th October 1957, Russia launched Sputnik (the first satellite) into space.	Technology was limited at this time. Humans created stone tools to help with hunting and gathering food. Humans during the stone age would draw pictographs (rock art). This shows stories of their lives.	The roman army designed and used the Scutum (rectangular shield) to protect their body.		There was a significantly higher death rate in WW2 than WW1 due to technological advances within weaponry (air raids during the Blitz)
				Victorians	**The great fire of London**	**Ancient Egypt**	**Ancient Greece**	**Vikings and Anglo-Saxons**	**Early Islam**
				There were vast advances in technology in the Victorian times. Including the telephone, electrical lights, the camera, and the electric sewing machine.	People in 1666 did not have running water, flushing toilets, or fire engines and were therefore far more likely to be ill or die in a fire.	Egyptians created the pyramids by using slaves to utilise the ramp and lever.	Ancient Greeks had sophisticated plumbing systems made of lead pipes which meant they were able to pump water in and out of their communal shower rooms.	Anglo Saxons and Vikings used Runes to communicate and record and make comparisons with our alphabet.	People travelled to Baghdad to study. It became a centre of knowledge where major advances were made in science, maths, and medicine.
	Exploration	Children will learn that throughout history people have explored and that this is done for different reasons. Children will know that historically some people	Children will learn that people travel to explore new places and that this can be done in different ways and different distances.	**Mary Seacole**	**Space explorers**	**The stone age**	**Romans**	**Britain's settlement by Anglo-Saxons and Scots**	**World war 2**
				Mary Seacole and Florence Nightingale travelled to Crimea	When Neil Armstrong and Buzz Aldrin landed on the moon, they found out there was no gravity.	Palaeolithic people were nomadic. This means they were always moving with their families. They gathered food, firewood, and materials for tools, clothes and shelter, all from their surroundings.	The romans expanded across most of Europe and settled in many places such as Londium, Colchester, Winchester and Bath.	Anglo-Saxons were invaded by the Scots from Ireland and the Celts from Scotland.	Germany invaded Poland as they believed Poland and their allies were going to invade them.

History: Most useful content

	Essential knowledge, understanding and skills. (substantive Knowledge)	This means children will know and understand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		have explored as a way to survive and better their lives.		**Victorians**	**The great fire of London**	**Ancient Egypt**	**Ancient Greece**	**Vikings and Anglo-Saxons**	**Early Islam**
				Bicycles, cars and steam powered boats and trains meant that people could travel further than ever before.	People in 1666 had less opportunity to travel as more people were poor and technology was not as advanced.	The river Nile is the longest river in the world.	The Olympic games were started by the Ancient Greeks, with some games the same as now.	Vikings invaded Britain from Denmark + Norway, but also invaded and traded with many other countries of the world.	The Silk Road was a vast expanse of trade routes that travelled all over Eurasia. Textiles, spices and even religions were all exchanged along the Silk Road
	Monarchy	Children will know that across history the roles of the monarch have changed. Children will know that different time periods and places have alternatives to kings and queens.	Children will learn that we have a king. Children will learn that we had kings and queens before King Charles the 3rd	**Mary Seacole**	**Space explorers**	**The stone age**	**Romans**	**Britain's settlement by Anglo-Saxons and Scots**	**World war 2**
				Queen Victoria was the queen in the Victorian times.	America does not have a monarch. They have an elected official called a president. At the time of the first moon landing, this was Richard Nixon.	Due to lack of recording at this time we do not know about the leadership in the stone age.	Queen Boudicca was the last roman emperor who led a rebellion.	Britain had many kingdoms when the Anglo Saxons were in Britian. There were many kings during the Anglo Saxon times- each king ruled their own kingdom and led a small army.	
				Victorians	**The great fire of London**	**Ancient Egypt**	**Ancient Greece**	**Vikings and Anglo-Saxons**	**Early Islam**
				Queen Victoria was the monarch. She had 9 children and was married to Albert.	Charles II was the monarch at this time. He was not affected by the fire.	Pharaohs were significant figure heads for ancient Egyptians.	There are many Greek gods that were seen as figure heads at this time	King Alfred the great made many changes in the way that Anglo Saxons and Vikings lived. He reformed the laws and education systems.	Caliphs (The Kings of Baghdad) were the significant figureheads. All of these were adult, male Muslims.
	Crime and punishment	Children will learn that the types of crimes committed throughout history have changed based on peoples needs and lifestyles at the time. Children will		**Mary Seacole**	**Space explorers**	**The stone age**	**Romans**	**Britain's settlement by Anglo-Saxons and Scots**	**World war 2**
								Anglo-Saxons had no real prisons. Most crimes demanded a Weregild, a fine known as the blood price based on the type of crime.	Concentration camps used as punishment for minorities under Hitler's reign.
				Victorians	**The great fire of London**	**Ancient Egypt**	**Ancient Greece**	**Vikings and Anglo-Saxons**	**Early Islam**
						There were many laws in Ancient		The Vikings carried out raids to goods	Punishments were much more

History: Most useful content									
	Essential knowledge, understanding and skills. (substantive Knowledge)	**This means children will know and understand**	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		know that punishments for crimes vary depending on the time period and location.				Egypt and the punishments were extreme.		and take people as slaves.	extreme than modern day British punishments e.g. Theft, whether you are male or female, results in having hands cut off.