

MANOR ROAD PRIMARY SCHOOL



# HISTORY POLICY

**May 2022**





**Manor Road Primary School**

## **History Policy**

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## Manor Road Primary School

### History Policy

#### **Purpose of Study**

At Manor Road we believe that a high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Manor Road we believe in the importance of History as stated in the National Curriculum:

*"The importance of History,"*

*History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals, and members of society. What they learn can influence their decisions about personal choices, attitudes and values.*

*In History, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life."*

#### **Intent of the Manor Road Curriculum**

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.

- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

## **Aims and Objectives**

At Manor Road our aim in teaching History is to ensure all our children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- adopt an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- know about significant events in British history and to appreciate how things have changed over time;
- develop a sense of chronology;
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- know and understand how the British system of democratic government has developed and in so doing, to contribute to a child's citizenship education;
- understand how Britain is part of a wider European culture and to study some aspects of European history;
- will have some knowledge and understanding of historical development in the wider world;
- understand society and their place within it, so that they develop a sense of their cultural heritage;

- develop their skills of enquiry, investigation, analysis, evaluation and presentation.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

### **History Curriculum Planning**

Our new History curriculum is planned around a History unit that is taught half termly and is planned around the National Curriculum programmes of study to ensure progression through British, local and world History. Each unit is also personalised to our school (see long term plan attached).

### **Knowledge Organisers**

Each class have knowledge organisers personalised by teachers to their class that go alongside the medium term planning.

### **Early Years Foundation Stage (EYFS)**

We teach History in the Foundation Stage as an integral part of the unit work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world.

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

## **EYFS ELGS**

### **Past and Present ELG**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### **People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## **Key Stage One and Key Stage 2**

### **Implementation**

- Knowledge Organisers - Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.
- Knowledge Walls History Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History and enable pupils to make links across the wider curriculum.
- Subject specific vocabulary Identified through knowledge organisers and knowledge wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes.
- Big picture and daily review New history learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject.

Class timelines Each class has a timeline that follows them throughout school. This records all previous history learning and enables children to put new learning in the context of new learning.

- Books Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area
- Use of artefacts Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.
- Use of sources / bias We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence

## **Teaching**

Outdoor learning - We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom.

Approaches to teaching - A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in history lessons.

Consistent teaching sequence History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, placing of the History being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.

Learning environment The learning environment is designed to ensure children develop their history knowledge, and continue to know more and remember more. Knowledge walls and class timelines are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including during weekly knowledge quizzes.

Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history. 'Working and growing together'

Basic skills - English, Maths and IT skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

Cultural Capital - We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to history (please see Cultural capital overview). We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know

## **Teaching and Learning Styles**

History at Manor Road is taught through discrete lessons. History skills, knowledge and attitudes are taught through a historical focus that lasts across a full term. In Key Stage One and Two each class has a history focus each term. In the Foundation Stage History is taught through termly units based work with learning objectives distributed over a one year cycle personalised to the cohort each year. One term a year has a history focus within it, although early historical skills and concepts are delivered throughout the year.

Here at Manor Road, we use a variety of teaching methods in order to suit as much as possible the abilities and interests of our pupils. These include:

- Use of story, including story telling
  - Discussions and debate
  - Questions and answers/Quizzes
  - Individual and group investigations
  - Television, radio, audio recording, video, film, internet and other computing resources
  - Role play and drama 'Working and growing together'
  - Fieldwork, including visits to museums and historic sites
- Throughout the school, history lessons should begin with the teacher sharing the learning objectives of the lesson with the class, and end with a plenary session that summarises what has been learnt.

### **Monitoring and Review**

The History Subject Leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The History Subject Leader is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Planning and book scrutinies, lesson observations and pupils voice interviews are carried out once a term.

### **Assessment**

Each unit of work has specific assignments to assess the knowledge, understanding and skills that have been taught. These may include written and observations noted during discussion. Each teacher will fill in the whole class feedback sheets at the end of every lesson that go alongside the geography unit which are then passed onto the History Subject Leader. Using these feedback sheets each teacher will give the subject leader the percentage of children who are working within, below and above expected levels. These results are put onto a whole school tracker by the History subject leader. This data is then analysed to improve the children's learning in History.

### **Access for All**

In History we recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious History curriculum. Within the curriculum area of History SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

At Manor Road Primary School, we develop an inclusive curriculum through:

- Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's historical skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible. Responding to pupils' diverse learning needs: History at Manor Road is planned so that all pupils can take part in lessons fully and effectively so that there



is an equality of opportunity through teaching approaches. History at Manor Road is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in history lessons.
- Pupils' understanding being developed through the use of all available senses and experiences.
- Aspects of the programmes of study that may present specific difficulties for individuals being identified.
- An inclusive history curriculum is also achieved through:
  - Support to access texts (e.g. audio or larger print).
  - The use of alternative communication methods e.g. ICT or speech.
  - Non-visual means to access sources of information when undertaking historical enquiry.

### **Personal, Social, Health and Economic Education**

History contributes significantly to the teaching of Personal, Social, Health and Economic Education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They also learn how to recognise and change stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Spiritual, Moral, Social and Cultural Development**

When teaching History, we contribute to children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong when studying units.

#### **Pupils spiritual development is enhanced through history by:**

The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results.

- Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects.
- Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in.
- Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

#### **Pupils' moral development is enhanced through history by:**

- Notions of right and wrong are explored in connection with events from the past, linking with the value of justice and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of the actions of people in the past, and applying this understanding to their lives today 'Working and growing together'

- investigating, and offering reasoned views about, moral and ethical issues from the past, and being able to understand and appreciate the viewpoints of others on these issues. (Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions).
- being able to cooperate well with others and resolve conflicts effectively through historical work and role play.
- Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) an understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils social development is enhanced through History by:

- Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness.
- They will examine how other cultures have had a major impact on the development of 'British' culture.
- Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

Pupils' cultural development is enhanced through history by:

- Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds.
- They will examine how other cultures have had a major impact on the development of 'British' culture.
- Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

Specific examples of Spiritual, Moral Social and Cultural Develop in History include:

- The use of artefacts to understand how historians study the past and to help pupils gain an understanding of the people who produced these objects;
- The study of 19th century living and working conditions (including child labour)
- The role of individuals, for example Florence Nightingale
- Pupils explore the beliefs and values of past societies and from different cultures
- Pupils exploring the nature of slavery and the slave trade and the fight for abolition
- Social issues - the study of the experiences of women in Britain during the 20th century
- Pupils exploring the treatment and persecution of minorities in Hitler's Germany

## **Resources**

Each class has their own specific artefacts and resources linked to each unit they teach. A resource audit is done at the end of each year when each unit has been assessed and any resources needed are ordered where possible.

Policy Written By : Natalie Armitage

Policy Written: May 2022

Policy to be Reviewed: As required

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Reception</b>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Celebrating the Chinese Moon Festival</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p>Christmas Nativity and the story of Jesus (Christianity)</p> <p>Learn about Bonfire night and the story of Guy Fawkes</p> <p>Remembrance Day</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Introduce David Attenborough</p> <p>Celebrate Shrove Tuesday/ Pancake Day</p> <p>Celebrate Chinese New Year and learn about Chinese cultures</p>	<p>Learn about the Easter story</p> <p>Celebrate Mother's day</p>	<p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Neil Armstrong</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p><b>Pre- Historic</b></p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Seasides long ago – Magic Grandad</p>
<b>Personalisation and Subject Links</b>	<p>Everything planned from children's interests from parent's questionnaires on children's likes.</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>					
<b>Key Vocabulary</b>						
<b>Year 1 Oak</b>		<p><b>World War 1 / Remembrance Chronological</b></p> <p>Ordering events beyond living memory that are significant nationally or globally.</p> <p>Changes within living memory. Where appropriate, these should be used to</p>	<p><b>Queen Victoria</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>		<p><b>Mary Seascote</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	

		reveal aspects of change in national life.				
<b>Year 1 Elm</b>		<b>The Great Fire of London</b>  events beyond living memory that are significant nationally or globally	<b>Queen Elizabeth II</b>  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		<b>Florence Nightingale</b> Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements.	
<b>Personalisation and Subject Links</b>		<b>Showcase</b> – making houses. <b>Experience Day</b> – setting the houses on fire. <i>DT, Science</i>	Links to Platinum jubilee celebration – parents to come to a royal tea party.		Sea, nurse, shipwreck, nurse, soldiers, war, matron, hospital, cleanliness,	
<b>Key Vocabulary</b>		Fire, Samuel Pepys, 1666, pudding lane, London, houses, bucket, wood, bakery, diary, river Thames, boat.	Queen Elizabeth II, Prince Philip, Prince Charles, Duchess of Cornwall, Prince Andrew, Princess Anne, Prince Edward, Prince William, Duchess of Cambridge, Prince Harry, corgis, jubilee, reign, monarch, Buckingham Palace, trooping of the colours, royal guards, Windsor castle			
<b>Year 2 Yew</b>		<b>Significant Local events, people and places: Old Kem Mill, the Sue Ryder Home, the Pines Hotel.</b> <ul style="list-style-type: none"> <li>• Know where people and events fit within a chronological framework.</li> <li>• Ask and answer questions to show knowledge and understanding of key features of events.</li> <li>• Understand some ways we find out about the past and identify different ways it is represented.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Also: events commemorated through anniversaries: Poppy Day</b></li> </ul>	<b>Significant individual: UK space history: Tim Peake &amp; Helen Sharman</b> <ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>• events beyond living memory that are significant nationally or globally.</li> </ul>		<b>Events beyond living memory: Victorian seaside holidays.</b> Compare aspects of life in different periods	

<b>Personalisation and Subject Links</b>		Geography: Our local area	DT: design and make a Lunar Buggy English: instructions		Trip: Steam Railway	
<b>Key Vocabulary</b>		Past, present, old, new, similarities, differences, timeline, chronological, historical sources	Space, astronaut, Moon, timeline, Helen Sharman Mir Space Station, Project Juno ESA, ISS Tim Peake, Britain, British, Europe, European ISS, astronaut, Frank de Winne, diary, news, ESA, ISS, astronaut		Past, Living memory, Victorians, Timeline, Social history, Pier, Working class	
<b>Year 3</b>		<p><b>The Stone Age: Mesolithic hunter-gatherers and Neolithic farmers</b></p> <ul style="list-style-type: none"> <li>• Make links between and across periods, (e.g. between hunter-gatherers and early farmers).</li> <li>• Identify where some periods studied fit into a chronological framework</li> <li>• Frame historically-valid questions and constructing informed responses</li> <li>• find answers to questions about the past and exploring how historical enquiry, sources and evidence are used. Devise historically valid questions about change and significance (such as the development of farming and of settlement).</li> </ul>	<p><b>Iron Age Celts</b></p> <p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> <li>• Identify where Iron Age fits into a chronological framework and make links over time</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Identify some of the different ways in which the past can be represented Ask and answer historically-valid questions about change, cause, similarity and difference, and significance</li> </ul>		<p><b>Roman Britain The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Identify where Roman Invasion of Britain fits into a chronological framework and make links over time</li> <li>• Understand how our knowledge of the past is constructed from a range of sources (Tacitus, place names, archaeology)</li> <li>• Understand the impact (on people's lives) of the expansion of the Roman Empire on Britain</li> </ul> <p>Ask and answer historically-valid questions</p>	
<b>Personalisation and Subject Links</b>		Stig of the Dump science & DT:: food available in Britain	follow on from Stone Age Boudicca's rebellion role play & persuasive writing	follow on from Iron Age (the other side of the story)		
<b>Key Vocabulary</b>	Mesolithic, Neolithic, Stone Age, flint, hunter-gatherer, nomadic, farming, (animals & food), BC/AD	Iron Age, iron, round house, hill fort, wattle & daub, warrior, tribe, Iceni, Boudicca, historical source, archaeologist, evidence, account, biased, reliable, Roman, empire, invade, conquer, battle, formation, tortoise, (soldier's kit & weapons), Suetonius, account, biased, reliable, Tacitus, legacy, impact				

<b>Year 4</b>		<p><b>A local history study</b> <u>The Great Plague and Fire of London</u></p> <p>-a depth study linked to one of the British areas of study listed above</p> <p>-a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p><b>The achievements of the earliest civilizations</b></p> <p>-an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		<p><b>A local history study</b> Local architecture</p>	
<b>Personalisation and Subject Links</b>		<p>English : Role play English : Comprehension questions English : Thoughts, feelings and speech bubbles. ICT : Research Maths: facts and figures. Data.</p>	<p>Geography – land use</p> <p>Comparing countries and vegetation</p> <p>English – non-fiction skills and discussions with peers / teachers</p>		N/A	
<b>Key Vocabulary</b>		<p>poisonous air red cross, plague infects spread disease, Europe fire London bakery, Doctors rubbish Mask pollution, Rats cure hot dry Pudding Lane spread</p>	<p>River Civilization, communities, states, nations and empires Legacy, Achievements Similarities and differences Ancient, Clothes, food, education.</p>		N/A	
<b>Year 5</b>		<p><u>Ancient Greece</u></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>NC Objectives</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives</p>	<p><u>Mayan Civilisation</u></p> <p><u>NC Objectives</u> A non-European society that provides contrasts with British history: Mayan civilization c. AD 900</p> <p>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.</p>		<p><u>Local history</u> TBD</p>	

		<p>within and across the periods they study.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>			
<b>Personalisation and Subject Links</b>		<p>Geography Mathematics</p> <p>English</p>				
<b>Key Vocabulary</b>		<p>Chronology, Empire,, Timeline, BC, AD, Locate, Location, Country , City , State, Democracy, Democratic Ancient, Modern, Politics, Ruling, Ruler, DikasteriaBoule, Ekklesia, Polis, Metic, , Artefact, Archaeologist, Sparta, Troy, Trojan, Sprint, Wrestling, Boxing, Long jump, Javelin, Discus, Chariot racing, Pentathlon, Pankration, City states, Battle, Marathon, Eye-witness Sparta(n), Athens(ian), Persia(n), Battle formation, Hoplite, Defensive, Strategy, Retreat, Hercules, Hermes Zeus, Poseidon, Ares, Aphrodite, Theseus, Achilles Odysseus, Perseus, Jason, Minotaur, Gorgon, Hydra Cyclops, Cerberus, Chimera, Iliad</p>	<p>Maya, Civilization , Mesoamerica, Sacrifice, Worship, Blood-letting, Ritual, Xibalba, Upperworld, Base 10, Base 20 Vigesimal number system, Cacao , Maize, Anagram, Inventory, Evidence, Primary source, Secondary source Lithography, Camera lucida, John Lloyd Stephens, Frederick Catherwood , Copan, Chichen Itza, Palenquie, Interpretation Hieroglyphs, Syllabogram, Logogram CodexCodices</p>			
<b>Year 6</b>		<p>A study of an aspect or theme in British history that extends pupils' chronological</p>	<p><b><u>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p>		<p><b><u>A local history study</u></b> Examples: -a depth study linked to one of</p>	



		<p>knowledge beyond 1066 <b>(WW2)</b></p> <p>Examples: -periods in British history, including the present day -a significant turning point in British history, for example Battle of Britain</p>	<p>Examples: -Viking raids and invasions -resistance by Alfred the Great and Athelstan, first king of England -further Viking invasions and Danegeld -Anglo-Saxon laws and justice -Edward the Confessor and his death in 1066</p>		<p>the British areas of study listed above -a study over time tracing how several aspects of national history are reflected in -the locality (this can go beyond 1066) -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	
<b>Personalisation and Subject Links</b>		<p>Link to Guided Reading with excerpts from 'Children during WW2'</p> <p>Mrs Beazley's visit to school to talk about her Dad, Trooper Tommy Taylor</p>	<p>Arrange a Viking experience day for the class or use Prime VR (when possible!) Link to DT – Viking food</p>		<p>Link to geography field work and explore how transport/transport links have changed over time - TBC</p>	
<b>Key Vocabulary</b>		<p>World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book, rationing, ration book, Dig for Victory, Lord Woolton., women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), Holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb</p>	<p>Danegeld, longship, Norse, Norway, Scandinavia, pagan, Anglo-Saxon, paganism, Woden, Frigg, Thunor, Tiw, runes, thane, nobleman, Lindisfarne</p>			