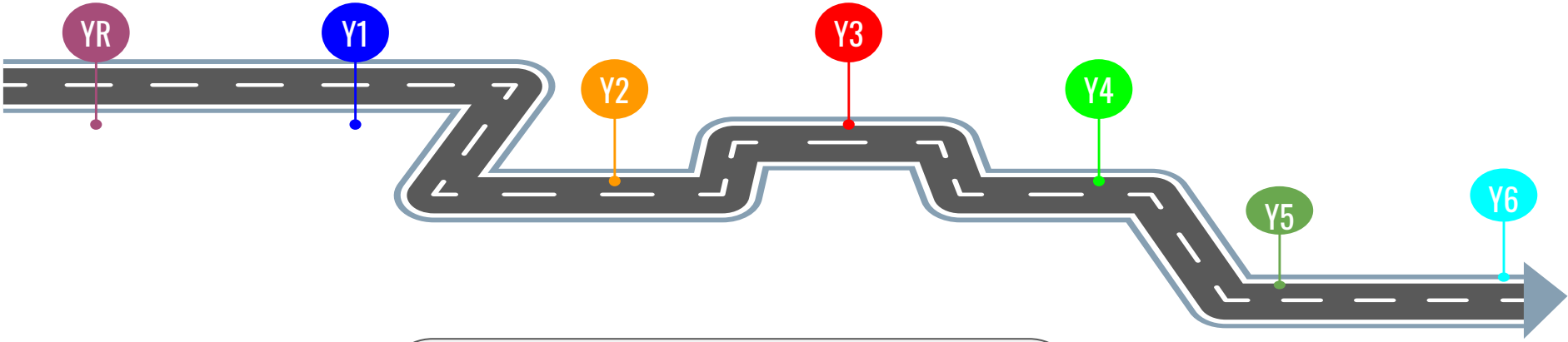
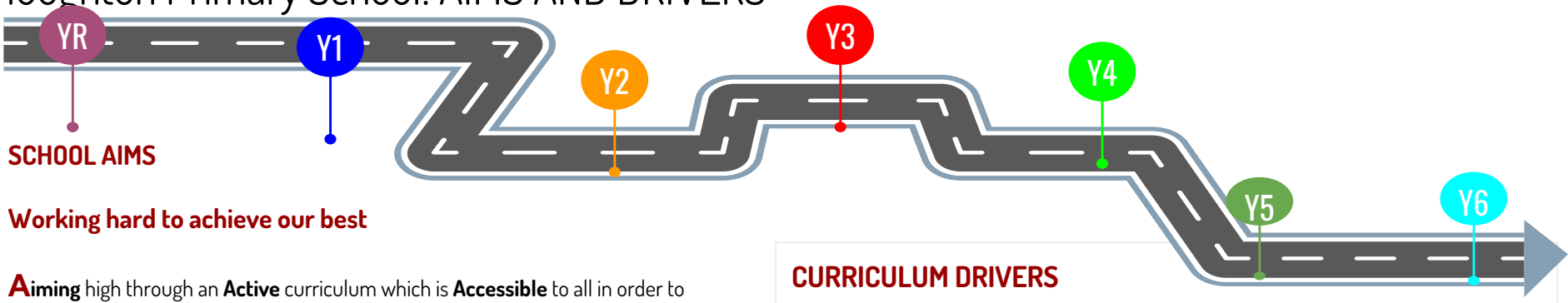
Houghton Primary School: HISTORY



HISTORY

CURRICULUM

Houghton Primary School: AIMS AND DRIVERS



SCHOOL AIMS

Working hard to achieve our best

Aiming high through an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can

Challenging ourselves within a culture of **Care, Cooperation** and **Community**

Helping each other to achieve within a **Happy, Healthy** and **Hard-working** environment

Inspiring others to be **Independent, Involved** and ever **Improving**

Expecting the very best of ourselves and others and always aiming to be **Excellent** in all that we do

Valuing every individual and providing **Varied** learning experiences

Encouraging everyone through our **Enthusiasm** and **Eagerness** to be our very best

CURRICULUM DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum

Community to develop our wish to be a central part of the local, national and world community

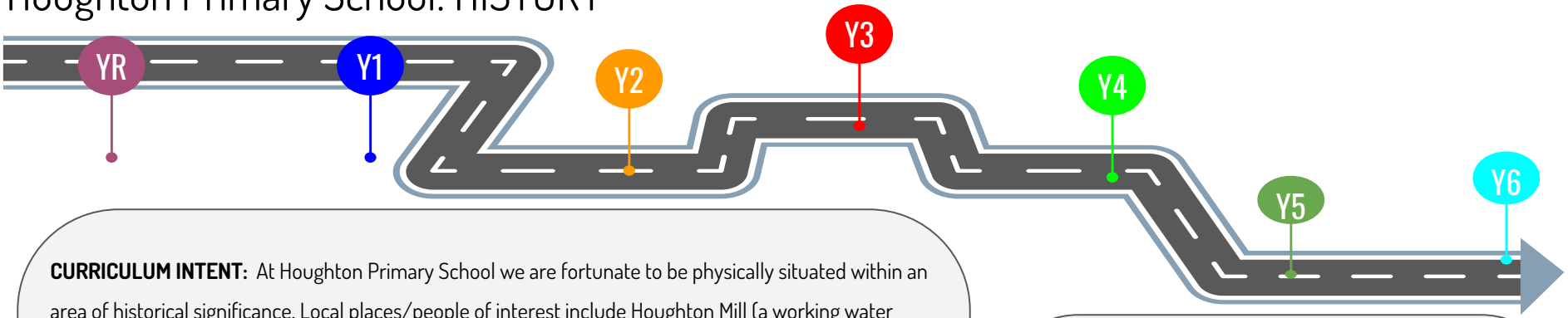
Environment to continue to reinforce that we value the environment and feel passionate about its management

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.

Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!

Enterprise to support our children in developing more independence and the opportunity to show initiative

Houghton Primary School: HISTORY



CURRICULUM INTENT: At Houghton Primary School we are fortunate to be physically situated within an area of historical significance. Local places/people of interest include Houghton Mill (a working water mill), the river Great Ouse and its floodplain, the nearby Hemingford Manor House - the oldest continuously occupied house in Britain, the birthplace of Oliver Cromwell on our doorstep and being located near the ancient market towns of St Ives and Huntingdon. We therefore have planned our curriculum to ensure that this contextual history threads through our studies where and when appropriate.

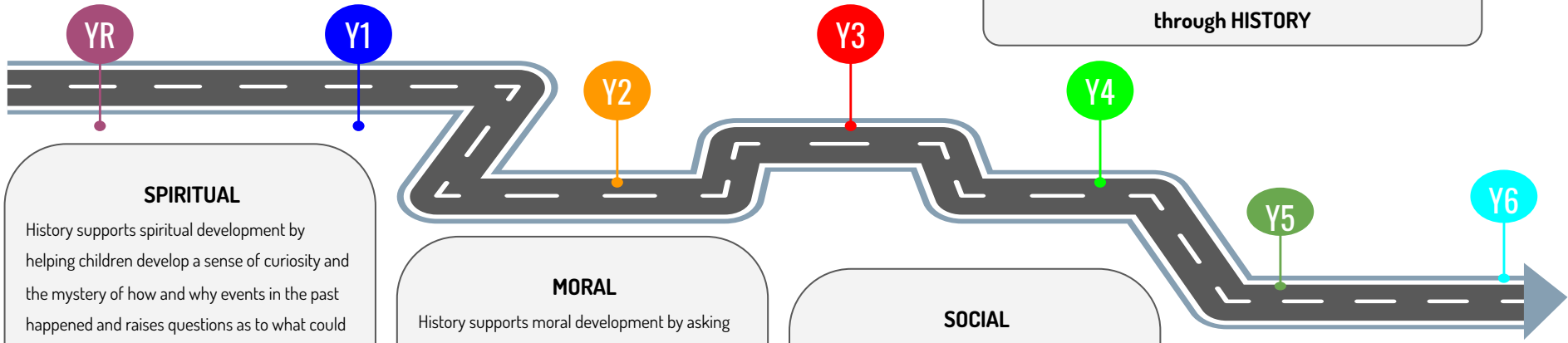
We follow the National Curriculum History programmes of study, but aim to develop children's historical knowledge and understanding through 3 key 'golden threads' in each history topic: Culture, Conflict and Change. Our key question approach to planning within each of these threads supports a progression of key knowledge over each key stage. This, together with clearly identified skills progression and a topic approach which makes good connections with other subjects, supports the development of our children's knowledge and understanding within this subject.

We take every opportunity to ensure that our school curriculum drivers of oracy, diversity, community, environment and enquiry remain central to our approach for this subject area.,

NC PURPOSE OF STUDY: 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 pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Houghton Primary School: HISTORY

Spiritual, Moral, Social and Cultural Development through HISTORY



SPIRITUAL

History supports spiritual development by helping children develop 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 children a sense of the past and aid them in understanding the people who produced and used these objects. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at.

MORAL

History supports moral development by asking children to consider and comment on moral questions and dilemmas. 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) CHildren 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. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

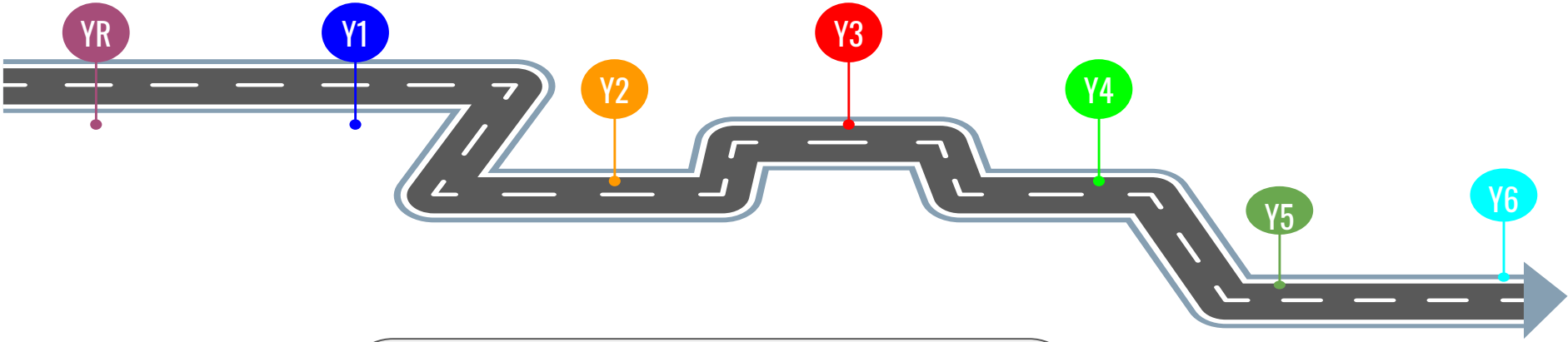
SOCIAL

History supports social development by exploring 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. Children will examine how other cultures have had a major impact on the development of 'British' culture. They will also be encouraged to build up their own social development through collaborative and team working activities.

CULTURAL

History supports cultural development by encouraging children 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. Children develop a better understanding of our multicultural society through studying links between local, British, European and world history.

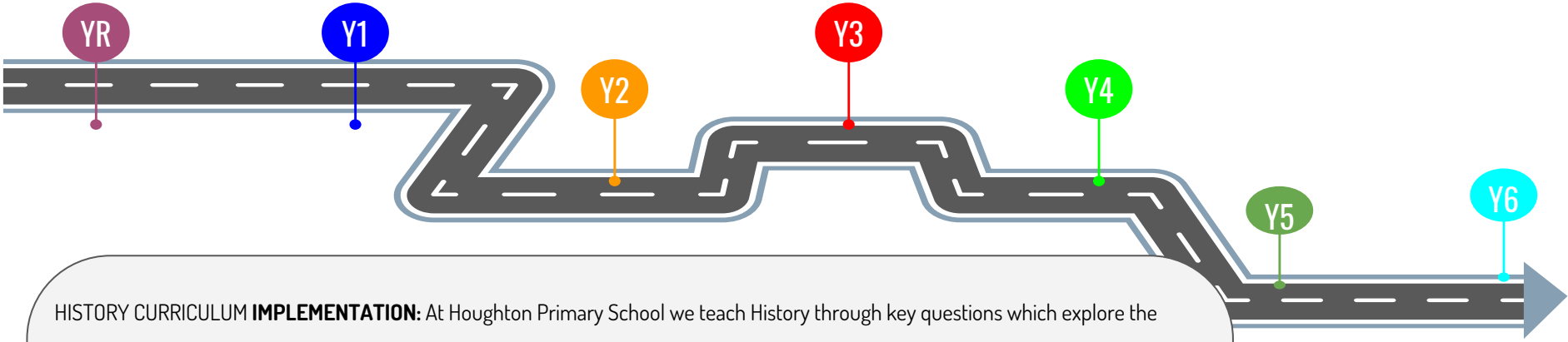
Houghton Primary School: HISTORY



HISTORY CURRICULUM

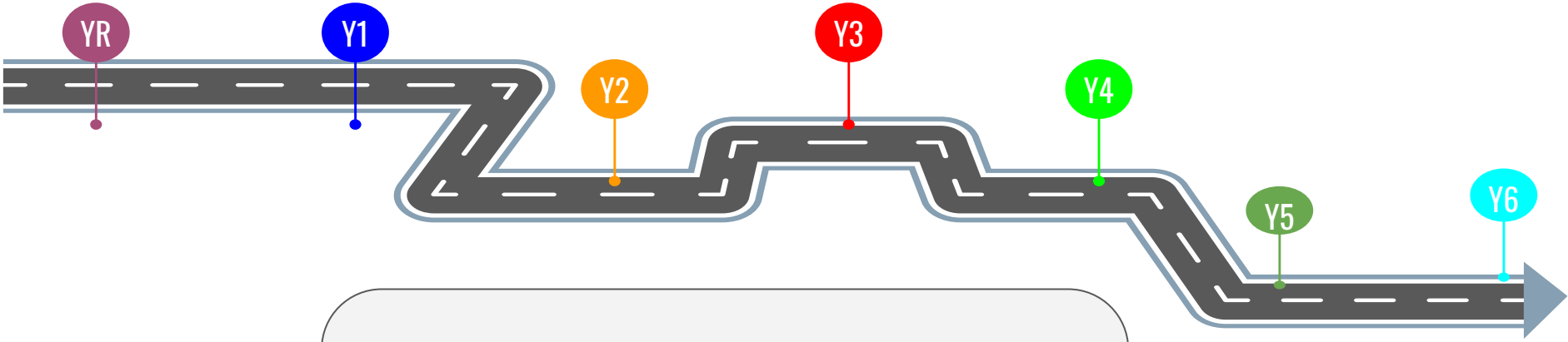
IMPLEMENTATION

Houghton Primary School: HISTORY



HISTORY CURRICULUM **IMPLEMENTATION:** At Houghton Primary School we teach History through key questions which explore the unifying concepts (or 'big ideas') of culture, conflict and change. These concepts are the 'golden threads' which run through each historical topic we teach, whether it is a study of local, national or international history. For each key question we have identified the essential knowledge/facts that we will explore with the children and teach this hand-in-hand with a progression of skills which enable chronological understanding, knowledge and understanding of past events, people and changes in the past, historical interpretation, historical enquiry, and organisation and communication.

Houghton Primary School: HISTORY

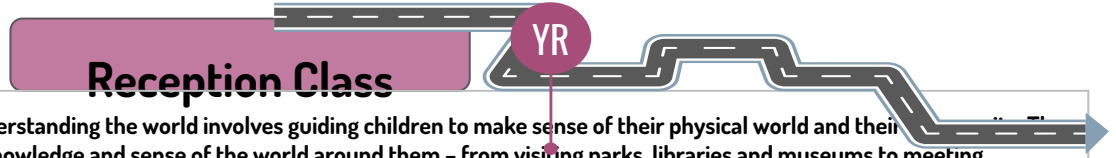


HISTORY CURRICULUM **IMPACT:**

Skills and Knowledge Statements

As a result of teaching our History curriculum what will our children be able to do (skills) and what will they know (knowledge)?

Houghton Primary School: HISTORY

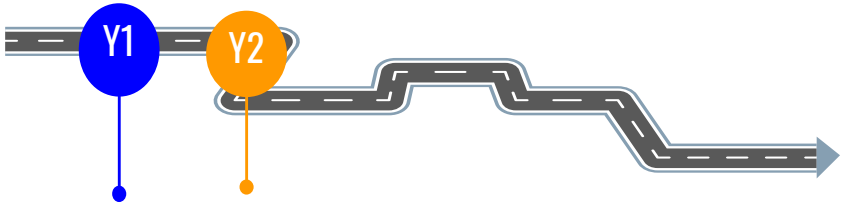


EYFS Understanding the World Educational Programme (Statutory) Understanding the world involves guiding children to make sense of their physical world and their [illegible]. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from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

EYFS	Autumn	Spring	Summer
Reception **Key vocabulary:** Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now	**TOPIC: It's All About Me / How to be a Robin** During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Talk about members of their immediate family and community. **TOPIC: Celebrations** Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. **TOPIC: Bears / Traditional Tales** Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present. Compare and contrast characters from stories, including figures from the past.	**TOPIC: A Winter's Tale** Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about their own experiences with people who are familiar to them. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	**TOPIC: Growth and Change** Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. **TOPIC: Where we live** Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. **TOPIC: Magical creatures** Feature fictional and non-fictional characters from a range of cultures and times in storytelling.

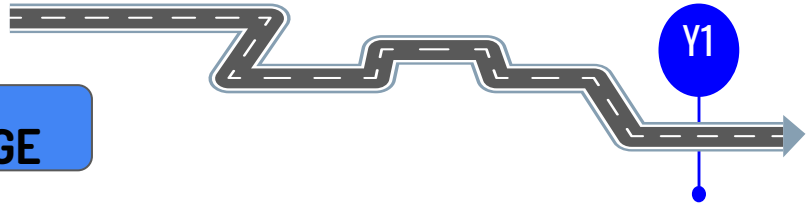
Houghton Primary School: HISTORY

Y1 AND Y2 KEY QUESTIONS (Year A)



	Autumn Term	Spring Term	Summer Term
Subject Content	**Woodland** Significant historical events, people & places in own locality Changes within living memory & aspects of change in national life - remembrance	**Up!** The lives of significant individuals in the past - national and international achievements Significant events beyond living memory	**Our World - Water** The lives of significant individuals in the past - national and international achievements
Key Questions: CULTURE	How did the village look in the past? Why and how do people remember the past?	How did we travel in the past (national and internationally)? What did the Wright brothers, Otto Lilienthal, Amelia Earhart do which changed people's lives?	How and why was it important to keep ships safe at sea/on the coast? What were lighthouses and how did they work?
Key Questions: CONFLICT	How do people decide about land use/building? What is war?	Why and how has international travel become a problem over time?	Why do people go to sea? Is it safe?
Key Questions: CHANGE	How has land use changed in our village? Why and how do we remember what happened a long time ago?	How has travel changed over time (air and space)?	How has keeping people safe at sea changed? Who are the RNLI and how has their job changed?

Houghton Primary School: HISTORY



YEAR 1 - YEAR A

KEY SKILLS & KNOWLEDGE

SKILLS YEAR A

By the end of this year children will be able to:

Sequence some events or 2 related objects in order
Use words and phrases: old, new, young, days, months
Remember parts of stories and memories about the past
Tell the difference between past and present in own and other people's lives
Begin to identify and recount some details from the past from sources (eg. pictures, stories)
Find answers to simple questions about the past from sources of information (eg. pictures, stories)
Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).

KNOWLEDGE: AUTUMN A WOODLAND

By the end of this term children will know:

That Houghton looked different in the past to how it does today.
That there are more buildings in the village now than in the past.
That the buildings in the village are from different times in the past.
That some people may remember how the village has changed over their lifetime.
That comparing old and modern day maps/images can help us understand how the village has changed over time.
About remembering people who have represented their country in wars in the past - remembrance.

KNOWLEDGE: SPRING A UP!

By the end of this term children will know:

About people who were pioneers of flight - Otto Lilienthal, the Wright Brothers
About key events in the lives of these early pioneers of flight.
That their engineering, inventions and work have left a lasting legacy.
That the contributions of pioneering individuals are still used by us today and have contributed to our modern day understanding.
That events linked to flight are beyond living memory.
That we can look at video, photographic and written evidence to find out about early flight.

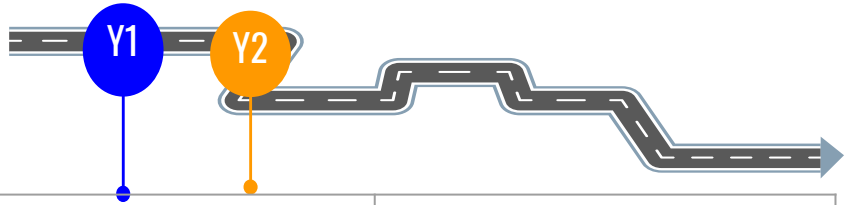
KNOWLEDGE: SUMMER A OUR WORLD - WATER

By the end of this term children will know:

That the job of a lighthouse keeper has changed over the last 200 years.
That lighthouses are generally automated today as technology has moved on.
About the story and legacy of Grace Darling.
About how Grace Darling's 19th century rescue influenced sea rescue organisations (RNLI) that we still benefit from today.
That these events are beyond living memory so we need to look at art, artefacts and written evidence in order to find out.

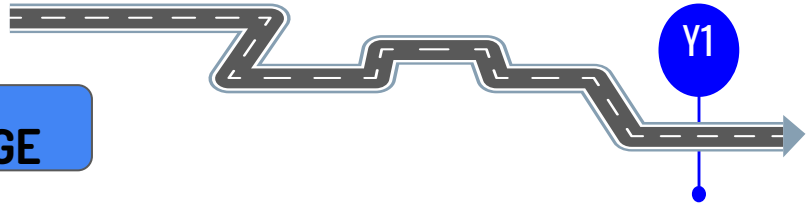
Houghton Primary School: HISTORY

Y1 AND Y2 KEY QUESTIONS (Year B)



	Autumn Term	Spring Term	Summer Term
Subject Content	**Our Word - Land** Lives of significant individuals in past who have contributed nationally/internationally. Use to compare aspects of life in different periods. Changes within living memory & aspects of change in national life - remembrance	**Build** Significant national or global events beyond living memory. Lives of significant individuals in past who have contributed nationally/internationally. Use to compare aspects of life in different period	**Minibeasts** Significant historical events, people and places in own locality
Key Questions: CULTURE	Explorers - what were they like and why did they explore? What was clothing, communication and transport like? Why and how do people remember the past?	How were houses different? What did streets look like? How do we know? How did people live and travel?	How did people look after nature in the past? Who was Charles Rothschild? What did he do to preserve nature? Why did people collect examples of nature?
Key Questions: CONFLICT	Why did people explore the world? Were they racing others? Why? What is war?	How were houses different? What did streets look like? How do we know? How did people live and travel?	Should people collect specimens?
Key Questions: CHANGE	How have maps changed over time? Why? HOw has this helped people? Why and how do we remember what happened a long time ago?	What changed as a result of the Great Fire of London? Are old buildings still used in the same way that they were designed for?	How has people's' knowledge and understanding about natural history changed over time?

Houghton Primary School: HISTORY



YEAR 1 - YEAR B

KEY SKILLS & KNOWLEDGE

SKILLS YEAR B

By the end of this year children will be able to:

Sequence some events or 2 related objects in order
Use words and phrases: old, new, young, days, months
Remember parts of stories and memories about the past
Tell the difference between past and present in own and other people's lives
Begin to identify and recount some details from the past from sources (eg. pictures, stories)
Find answers to simple questions about the past from sources of information (eg. pictures, stories)
Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).

KNOWLEDGE: AUTUMN B
OUR WORLD - LAND

By the end of this term children will know:

That some areas of the planet have only been explored in the last 150 years.
About key individuals - Ernest Shackleton Tom Crean and RF Scott - who were involved in expeditions to the South Pole.
About key events in the life of Shackleton.
That these events are beyond living memory but we have photographic and written evidence which helps us understand about their journeys.
That modern day explorers (eg: British Antarctic Survey) work under very different conditions.
About remembering people who have represented their country in wars in the past - remembrance

KNOWLEDGE: SPRING B
BUILD!

By the end of this term children will know:

About the key events of the Great Fire of London.
That it is beyond living memory so we know about it from art, artefacts and written evidence, including the diary of Samuel Pepys.
That building changes made after the fire have influenced present day building.
That St Paul's Cathedral was redesigned by Sir Christopher Wren.
About key events in the life of Charles Macintosh
That his scientific discovery is still used today.

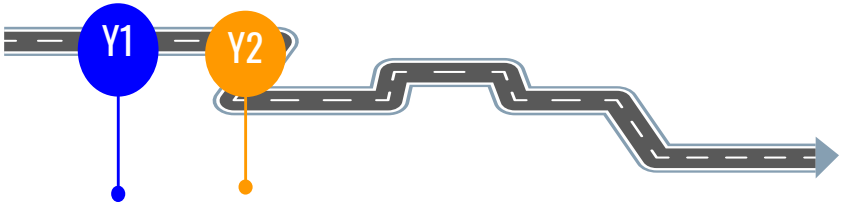
KNOWLEDGE: SUMMER B
MINIBEASTS

By the end of this term children will know:

That nature reserves were first enjoyed by the Victorians
That Charles Rothschild created the first UK nature reserve at Woodwalton Fen.
That we know about many insects thanks to the work of Victorian collectors.

Houghton Primary School: HISTORY

Y1 AND Y2 KEY QUESTIONS (Year A)



	Autumn Term	Spring Term	Summer Term
Subject Content	**Woodland** Significant historical events, people & places in own locality Changes within living memory & aspects of change in national life - remembrance	**Up!** The lives of significant individuals in the past - national and international achievements Significant events beyond living memory	**Our World - Water** The lives of significant individuals in the past - national and international achievements
Key Questions: CULTURE	How did the village look in the past? Why and how do people remember the past?	How did we travel in the past (national and internationally)? What did the Wright brothers, Otto Lilienthal, Amelia Earhart do which changed people's lives?	How and why was it important to keep ships safe at sea/on the coast? What were lighthouses and how did they work?
Key Questions: CONFLICT	How do people decide about land use/building? What is war?	Why and how has international travel become a problem over time?	Why do people go to sea? Is it safe?
Key Questions: CHANGE	How has land use changed in our village? Why and how do we remember what happened a long time ago?	How has travel changed over time (air and space)?	How has keeping people safe at sea changed? Who are the RNLI and how has their job changed?

Houghton Primary School: HISTORY

Y2

SKILLS YEAR A

By the end of this year children will be able to:

Recount changes in own life over time
Put 3 people, events or objects in order using a given scale.
Use words and phrases such as recently, before, after, now, later.
Use past and present when telling others about an event.
Use information to describe the past.
Use information to describe differences between then and now.
Recount main events from a significant in history.
Use evidence to explain reasons why people in past acted as they did.
Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
Understand why some people in the past did things.
Look carefully at pictures or objects to find information about the past.
Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'
Describe objects, people and events.
Write own date of birth.
Write simple stories and recounts about the past.
Draw labelled diagrams and writes about them to tell others about people, events and objects from the past

YEAR 2 - YEAR A

KEY SKILLS & KNOWLEDGE

KNOWLEDGE: AUTUMN A WOODLAND

By the end of this term children will know:
That Houghton looked different in the past to how it does today.
That there are more buildings in the village now than in the past.
That the buildings in the village are from different times in the past.
That some people may remember how the village has changed over their lifetime.
That comparing old and modern day maps/images can help us understand how the village has changed over time.
About remembering people who have represented their country in wars in the past - remembrance.

KNOWLEDGE: SPRING A UP!

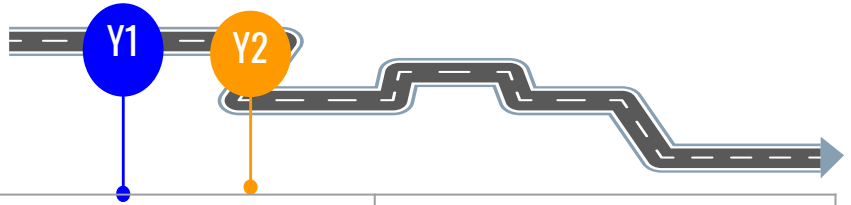
By the end of this term children will know:
About people who were pioneers of flight - Otto Lilienthal, the Wright Brothers and Amelia Earhart.
About key events in the lives of these early pioneers of flight.
That their engineering, inventions and work have left a lasting legacy.
That the contributions of pioneering individuals are still used by us today and have contributed to our modern day understanding.
That events linked to flight are beyond living memory.
That we can look at video, photographic and written evidence to find out about early flight.

KNOWLEDGE: SUMMER A OUR WORLD - WATER

By the end of this term children will know:
That the job of a lighthouse keeper has changed over the last 200 years.
That lighthouses are generally automated today as technology has moved on.
About the story and legacy of Grace Darling.
About how Grace Darling's 19th century rescue influenced sea rescue organisations (RNLI) that we still benefit from today.
That these events are beyond living memory so we need to look at art, artefacts and written evidence in order to find out.

Houghton Primary School: HISTORY

Y1 AND Y2 KEY QUESTIONS (Year B)



	Autumn Term	Spring Term	Summer Term
Subject Content	**Our Word - Land** Lives of significant individuals in past who have contributed nationally/internationally. Use to compare aspects of life in different periods. Changes within living memory & aspects of change in national life - remembrance	**Build** Significant national or global events beyond living memory. Lives of significant individuals in past who have contributed nationally/internationally. Use to compare aspects of life in different period	**Minibeasts** Significant historical events, people and places in own locality
Key Questions: CULTURE	Explorers - what were they like and why did they explore? What was clothing, communication and transport like? Why and how do people remember the past?	How were houses different? What did streets look like? How do we know? How did people live and travel?	How did people look after nature in the past? Who was Charles Rothschild? What did he do to preserve nature? Why did people collect examples of nature?
Key Questions: CONFLICT	Why did people explore the world? Were they racing others? Why? What is war?	How were houses different? What did streets look like? How do we know? How did people live and travel?	Should people collect specimens?
Key Questions: CHANGE	How have maps changed over time? Why? HOw has this helped people? Why and how do we remember what happened a long time ago?	What changed as a result of the Great Fire of London? Are old buildings still used in the same way that they were designed for?	How has people's' knowledge and understanding about natural history changed over time?

Houghton Primary School: HISTORY

Y2

SKILLS YEAR B

By the end of this year children will be able to:

Recount changes in own life over time
Put 3 people, events or objects in order using a given scale.
Use words and phrases such as recently, before, after, now, later.
Use past and present when telling others about an event.
Use information to describe the past.
Use information to describe differences between then and now.
Recount main events from a significant in history.
Use evidence to explain reasons why people in past acted as they did.
Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
Understand why some people in the past did things.
Look carefully at pictures or objects to find information about the past.
Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'
Describe objects, people and events.
Write own date of birth.
Write simple stories and recounts about the past.
Draw labelled diagrams and writes about them to tell others about people, events and objects from the past

YEAR 2 - YEAR B

KEY SKILLS & KNOWLEDGE

KNOWLEDGE: AUTUMN B
OUR WORLD - LAND

By the end of this term children will know:
That some areas of the planet have only been explored in the last 150 years.
About key individuals - Ernest Shackleton and RF Scott - who led exploration expedition to the South Pole.
About key events in the life of Shackleton.
That these events are beyond living memory but we have photographic and written evidence which helps us understand about their journeys.
That modern day explorers (eg: British Antarctic Survey) work under very different conditions.
About remembering people who have represented their country in wars in the past - remembrance.

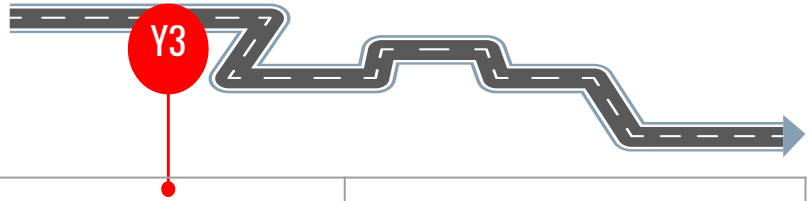
KNOWLEDGE: SPRING B
BUILD

By the end of this term children will know:
About the key events of the Great Fire of London.
That it is beyond living memory so we know about it from art, artefacts and written evidence, in particular the diary of Samuel Pepys.
That building changes made after the fire have influenced present day building.
That St Paul's Cathedral was redesigned by Sir Christopher Wren.
About key events in the life of Isambard Kingdom Brunel.
That his engineering achievements are still used today.
That we can use photos, written evidence and artefacts to find out about his life.

KNOWLEDGE: SUMMER B
MINIBEASTS

By the end of this term children will know:
That nature reserves were first enjoyed by the Victorians
That Charles Rothschild created the first UK nature reserve at Woodwalton Fen.
That we know about many insects thanks to the work of Victorian collectors.

Houghton Primary School: HISTORY



Y3 KEY QUESTIONS

	Autumn Term	Spring Term	Summer Term
Subject Content	**Prehistoric Britain** Changes in Britain from Stone Age to the Iron Age: Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Iron Age hill forts, tribal kingdoms, farming, art and culture	**Ancient Egypt** The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in-depth study of on one (Ancient Egypt)	**The Manor House (Local History Study)** Life during the Middle Ages The feudal system
Key Questions: CULTURE	How and why did people live nomadically? How did they live as settlers	What was life like in Ancient Egypt? Was it the same for all? (Focus on one or two key aspects e.g. farming, slavery, royalty)	What was life like in this area when the Manor House was built (1130)? Who lived in the Manor House? What were they like? What did they do?
Key Questions: CONFLICT	What was a hill fort and why were they important?	How did flooding impact the people of Ancient Egypt? How were people ruled? Was it fair? Who was Alexander the Great?	What were the pros and cons of living in the feudal system?
Key Questions: CHANGE	How did the development of tools and farming techniques change the lives of people? How did diet and lifestyle change with settlement?	Why were the pyramids built? What is their legacy? How has life changed since ancient times? E.g. Dam. What is the legacy of inventions from Ancient Egypt?	What has changed/remained the same in this area since the Manor House was built? Why is the Manor House a special building? What is its legacy?

Houghton Primary School: HISTORY

Y3 KEY SKILLS & KNOWLEDGE

Y3

SKILLS

By the end of this year children will be able to:

Use timelines to place events in order.
Understand timeline can be divided into BC and AD.
Use words and phrases: century, decade.
Use evidence to describe past of key aspects of periods studied.
Use evidence to find out how any of these may have changed during a time period.
Describe similarities and differences between people, events and objects.
Show changes on a timeline.
Look at two versions of same event and identify differences in the accounts.
Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
Ask questions such as 'How did people ....? What did people do for ....?'
Suggest sources of evidence to use to help answer questions.
Present findings about past using speaking, writing, ICT and drawing skills
Use dates and terms with increasing accuracy.
Discuss different ways of presenting information for different purposes.

KNOWLEDGE: AUTUMN PREHISTORIC BRITAIN

By the end of this term children will know:

That early people lived nomadically and why.
That early people were farmers and their diet was seasonal.
That lifestyles were hard and physical compared with many people's today.
What early people would have worn and what their settlements would have looked like
That there were periods of time we know now as The Stone Age and The Iron Age and when these were.
Know that the Iron Age came later as early people learnt how to extract ore from rocks and how this was used- (handling iron and stone age artefacts to compare).

KNOWLEDGE: SPRING ANCIENT EGYPT

By the end of this term children will know:

When the Ancient Egyptian era occurred.
That Ancient Egypt was ruled by Pharaohs and The names of some key Pharoah's.
They were religious, superstitious and believed in an afterlife.
Pyramids were built as monuments and to enable a smooth progression to this afterlife.
The purpose and basic process of mummification.
Many Ancient Egyptians were farmers and worked the land- similarities with Stone/ Iron Ages (early civilisations).
The River Nile was essential for water (life) and transport (trade and materials for monuments).
About the flooding of the Nile and its effects on the people.
About the life of Alexander the Great.
About some of his battles and the naming of Alexandria
What is life like in Egypt today?
The legacy of Ancient Egyptian inventions.

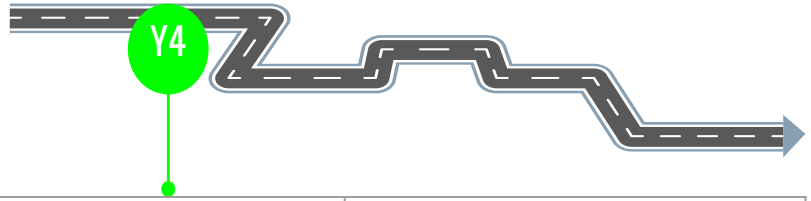
KNOWLEDGE: SUMMER LOCAL STUDY: MANOR HOUSE

By the end of this term children will know:

When The Manor was built
The importance of The Manor as a significant building in our locality.
Similarities, differences and changes in features of local homes through the ages
About life in the Middle Ages including the feudal system

Houghton Primary School: HISTORY

Y4 KEY QUESTIONS



	Autumn Term	Spring Term	Summer Term
Subject Content	**The Romans In Britain** The Roman Empire and its impact on Britain	**The Mayans** A non-European society that provides contrasts with British history - AD 900: Mayan civilisation	**The River Great Ouse (Local History Study)** The River Great Ouse - history of the river and its role in everyday life
Key Questions: CULTURE	When and where did the Roman Empire flourish? Why was the Roman Army so successful?	What was everyday life like for the Mayans (rich/poor? child/adult? women/men?)	How and why were rivers so important to people in the past? How was the River Great Ouse essential to daily life in this locality in the past?
Key Questions: CONFLICT	Why did the Romans invade Britain? What was it like to be a Roman soldier? Who were the Iceni?	Who were the Mayan city states and how did they communicate, trade and battle with each other? Why did the Spanish invade and conquer Central America? What was the impact on the Mayans?	Who was the Abbot of Ramsey and why did he divert the course of the river? What was the result on the people of Godmanchester and the legal system at the time?
Key Questions: CHANGE	How did life change for people in Britain when the Romans invaded?	What was the influence of Mayan culture on European food? How would our food be different without this?	How is the river used today and how different is this to the past?

Houghton Primary School: HISTORY

Y4

Y4 KEY SKILLS & KNOWLEDGE

SKILLS

By the end of this year children will be able to:

Use words and phrases: century, decade, BC, AD, after, before, during.
Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.
Name and place dates of significant events from past on a timeline.
Show knowledge and understanding by describing features of past societies and periods.
Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.
Give reasons why changes in specific aspects of people's lives may have occurred during a time period.
Describe how some of the past events/people affect life today.
Give reasons why there may be different accounts of history.
Understand the difference between primary and secondary sources of evidence.
Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
Ask questions such as 'what was it like for a ..... during .....?'
Suggest sources of evidence from a selection provided to use to help answer questions.
Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills
Use dates and terms correctly.
Discuss most appropriate way to present information, realising that it is for an audience.
Use subject specific words such as monarch, settlement, invader.

KNOWLEDGE: AUTUMN
THE ROMANS

By the end of this term children will know:

To know about the size and location of the Roman Empire.
That the Roman Empire invaded Britain in 43AD and stayed here for almost 400 years.
That some Britain's resisted Roman occupation and rebelled against them.
Explain some key reasons why Boudicca of the Iceni tribe led an uprising against the Romans and recount key events.
Identify several ways that Roman technology benefited people in Britain and changed life here forever.
Skills:
Will be able to place events chronologically.
Will be able to place known events (e.g. areas of history studied previously) in chronological order and give some reasons as to order.
Use appropriate historical terms.
Recognise some ways in which historians and archaeologists learn about the past.
Suggest some possible sources of information and evaluate their usefulness and limitations.

KNOWLEDGE: SPRING
THE MAYANS

By the end of this term children will know:

Name the Mayan people as a society which lived and prospered in the past, in an area which is now modern day Central America.
Describe key aspects of the society, some of them in depth e.g. the role of religion and gods, sports and leisure, food and farming etc.

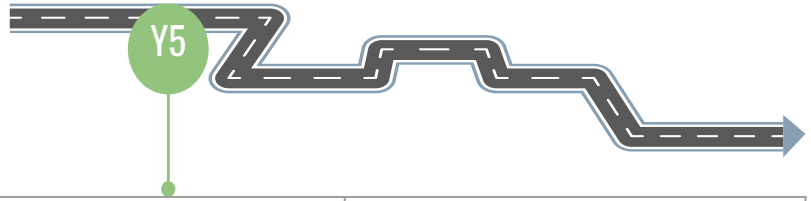
KNOWLEDGE: SUMMER
LOCAL STUDY: THE RIVER

By the end of this term children will know:

Why Houghton village was built beside the River Ouse.
Names and key facts about historical, local landmarks along the river Ouse.
Significance of the Abbot of Ramsey as landowner.
About the role and importance of Houghton Mill locally.
The chronology of historical events in the village.

Houghton Primary School: HISTORY

Y5 KEY QUESTIONS



	Autumn Term	Spring Term	Summer Term
Subject Content	**The Anglo Saxons** Britain's settlement by Anglo-Saxons and Scots	**Ancient Greece** – a study of Greek life and achievements and their influence on the western world	**Potto Brown (Local History Study)** Indepth study into Potto-Brown and his philanthropic work
Key Questions: CULTURE	What was an Anglo-Saxon Kingdom like? How did they live? Focus on village life What was society like at the time?	What were the Scientific and artistic achievements of Ancient Greeks?	Who was Potto Brown and what was life like at the time he was alive? What was village life like at this time. What was England like at this time? (Early Victorian period)
Key Questions: CONFLICT	What was the impact of the arrival of different tribes on Britons? (Focus on Henga and Horsa)	Why was there conflict between city states and in particular Sparta and Athens?	What opposition did Brown encounter due to his views, especially those on religion?
Key Questions: CHANGE	How did daily life in Britain change when the Romans left?. What was the legacy of the Anglo Saxons?	What was the legacy of the Ancient Greeks in the Modern world? Olympics Language	How did Village life change because of Potto Brown and his philanthropy?

Houghton Primary School: HISTORY

Y5 KEY SKILLS & KNOWLEDGE

Y5

SKILLS

By the end of this year children will be able to:

Use timelines to place and sequence local, national and international events.
Sequence historical periods.
Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.
Identify changes within and across historical periods.
Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
Give some causes and consequences of the main events, situations and changes in the periods studied.
Identify changes and links within and across the time periods studied.
Look at different versions of the same event and identify differences in the accounts.
Give clear reasons why there may be different accounts of history.
Know that people (now and in past) can represent events or ideas in ways that persuade others
Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
Ask a range of questions about the past.
Choose reliable sources of evidence to answer questions.
Realise that there is often not a single answer to historical questions.
Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.
Use dates and terms accurately.
Choose most appropriate way to present information to an audience

KNOWLEDGE: AUTUMN
THE ANGLO SAXONS

By the end of this term children will know:

Who the Anglo-Saxons were and where they came from.
What the seven kingdoms of Anglo-Saxon Britain were and why they settled where they did.
What houses were like.
What work the Anglo-Saxons did.
What religion was like at the time and understand Paganism and conversion to Christianity.
About the stories and art of the time
How the tribes of Jutes,Angles and Saxons came to help the Britons defend the country against the Picts and Scots
How the Anglo-Saxons came to stay and take over land and develop Kingdoms
How housing changed during the time and how different it was from Roman period.
That some of today's place names come from Anglo-Saxon words.
How society changed after the Romans left in terms of laws, way of life.

KNOWLEDGE: SPRING
ANCIENT GREECE

By the end of this term children will know:

The Greeks invented many scientific and artistic ideas including inventing theatre
Greece was made up of city states that were often at war with each other
About the conflict between Athens and Sparta
We still use many Ancient Greek ideas in science, maths and art
Our modern day olympic games stemmed from those in Ancient Greece
Our alphabet has hundreds of words whose origins stem from the Greek language
The Greeks development of democracy is our form of government today

KNOWLEDGE: SUMMER
LOCAL STUDY: POTTO BROWN

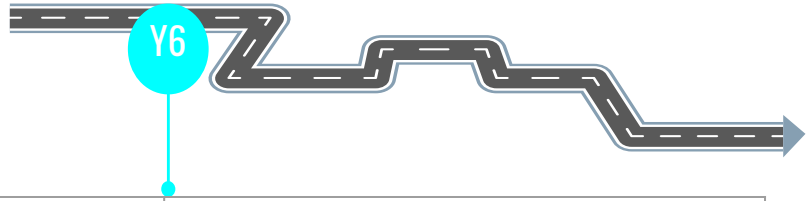
By the end of this term children will know:

That village life in Victorian times included many occupations related to farming, including milling
That education at this time was not for all.
That children worked on the land and in other jubs.
What philanthropy is and why people became philanthropists in Victorian times.
Who Potto Brown was - his life and work.
What being a Quaker means and how this influenced Potto Brown's life and work.
That children worked from a young age in Victorian times and that their work was often dangerous.
Why parents sent their children to work at this time.
Why education was only for the rich at this time.
The problems of not having a welfare state
How Potto Brown changed life for the villagers of Houghton:

- Work (mills in Houghton, St Ives and Godmanchester)
- Religion (built the chapel - nonconformist worship)
- School (built village school).

Houghton Primary School: HISTORY

Y6 KEY QUESTIONS



	Autumn Term	Spring Term
Subject Content	**Vikings** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, Danegeld ,Edward the Confessor and his death in 1066	**Democracy** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Thematic study of Democracy through time. Ancient Greek Democracy, Feudal system, Divine Right of Kings,. Local study focusing on Oliver Cromwell. His significance nationally and locally. Suffragettes up to the modern day.
Key Questions: CULTURE	What drove the Vikings to settle in England?	What freedoms did men/ women, high/low status individuals have at these different periods of history?
Key Questions: CONFLICT	Did religion unite or divide the nation during this period?	Who had the power and why? What common themes can we see throughout all periods? Why is Cromwell such a contentious character even today?
Key Questions: CHANGE	Did our country ultimately benefit from the arrival of the Vikings?	How did Cromwell change our country? What freedoms do we have today? How has equality changed over time?

Houghton Primary School: HISTORY

Y6

Y6 KEY SKILLS & KNOWLEDGE

SKILLS

By the end of this year children will be able to:

Use timelines to place events, periods and cultural movements from around the world.
Use timelines to demonstrate changes and developments in culture, technology, religion and society.
Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
Name the date of any significant event studied from past and place it correctly on a timeline
Choose reliable sources of factual evidence to describe key aspects of periods studied.
Identify how these aspects may have changed during a time period.
Give own reasons why changes may have occurred, backed up with evidence.
Show identified changes on a timeline.
Describe similarities and differences between some people, events and objects studied.
Describe how some changes affect life today.
Make links between some features of past societies.
Understand that the past has been represented in different ways.
Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Identify and use different sources of information and artefacts.
Evaluate the usefulness and accurateness of different sources of evidence.
Select the most appropriate source of evidence for particular tasks.
Form own opinions about historical events from a range of sources.
Present information in an organised and clearly structured way.
Make use of different ways of presenting information.
Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).
Make accurate use of specific dates and terms.

KNOWLEDGE: AUTUMN
THE VIKINGS

By the end of this term children will know:

That the people we refer to as Vikings, came from Scandinavia- Modern day Denmark, Sweden and Norway.
That the environment and climate of Scandinavia posed many challenges to the Vikings
That the Vikings were skilled sailors and boat makers
That the Vikings believed in the Norse Gods.
That Vikings believed in different worlds including Asgard, Midgard, Valhalla and Helheim
That England was Christian
That the first Viking raids took place at the monastery of Lindisfarne in Northumberland
That Alfred the Great traced his family tree to Odin and Noah in order to unite the nations and create the Danelaw.
That Alfred converted Guthrum to Christianity.
That we still use many Viking words within our everyday language.
That before the Vikings England was divided into different warring kingdoms. But after the Vikings the nation was united under AEthelstan
That our popular culture is still influenced through Norse mythology

KNOWLEDGE: SPRING
DEMOCRACY

By the end of this term children will know:

That the concept of democracy came from the Ancient Greece.
The word democracy originates from the Greek demos 'the people' and kratia 'power, rule'
The Feudal system was introduced after the Norman Conquest of 1066.
How the Feudal system worked
That the Magna-Carta was signed in 1215 to limit the power of the King.
That the Commonwealth was the only time in English history that we did not have a Monarchy
That Oliver Cromwell is still a contentious character now and why.
That the Chartist movement aimed to bring about political change
That the first election in which all men and women over 18 could vote wasn't until 1969
The role of Millicent Fawcett, (Suffrage Movement) Emmeline Pankhurst and Emily Davison (WSPU) in women's suffrage.
That the Universal Declaration of Human Rights was agreed by the United Nations United Assembly in 1948.
That we now have a Constitutional Monarchy
How Parliament works and the role of the House of Commons, House of Lords and the Government.

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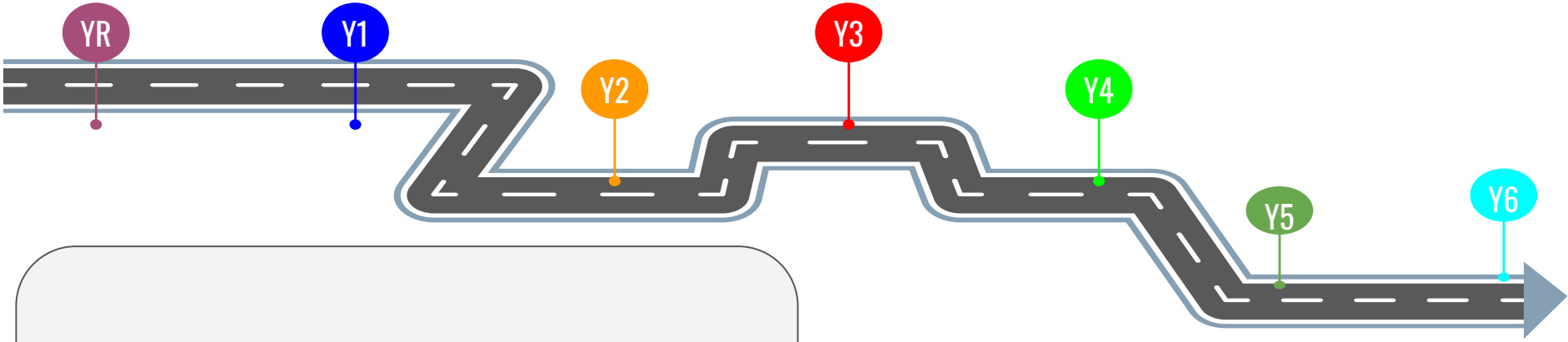

HISTORY CURRICULUM **IMPACT:**

ASSESSMENT

As a result of teaching our History curriculum what are our children be able to do (skills) and what do they know (knowledge)?

Assessment Statement:

Assessment of history **skills** is ongoing (formative) during lessons. Teachers use the skills statements to assess and use this responsively to support children as necessary.

At the end of each unit teachers assess children's **knowledge** through low stakes quizzes and similar activities. Knowledge is revisited over the course of the year to support long term memory and retrieval.

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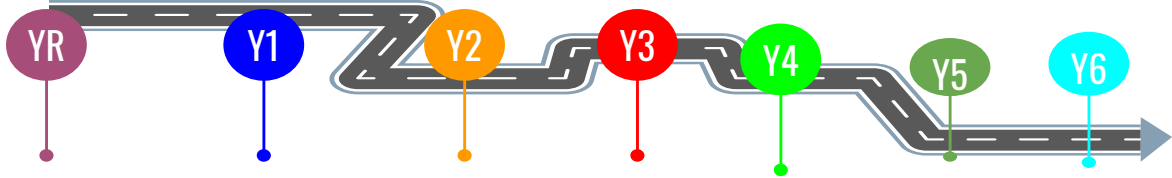
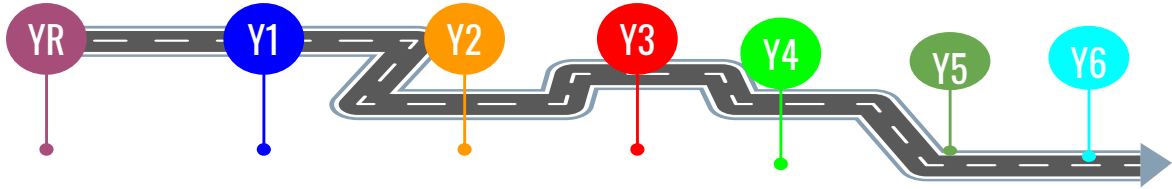


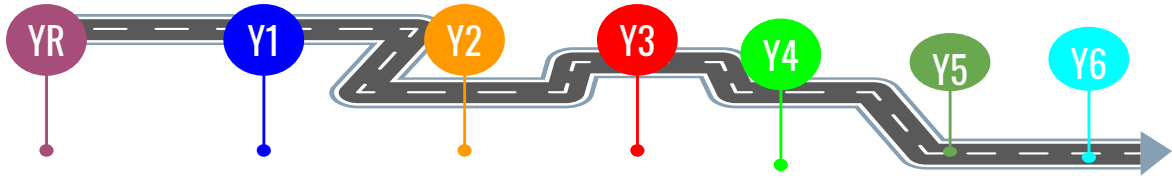
SKILLS PROGRESSION EYFS/KS1	By the end of EYFS children will be able to...	By the end of Year 1 children will be able to...	By the end of Year 2 children will be able to...
CHRONOLOGICAL UNDERSTANDING	Sequence pictures to show time order (eg baby, toddler, child). use simple words to talk about the passing of time.	Sequence some events or 2 related objects in order Use words and phrases: old, new, young, days, months Remember parts of stories and memories about the past	Recount changes in own life over time Put 3 people, events or objects in order using a given scale. Use words and phrases such as recently, before, after, now, later. Use past and present when telling others about an event.
KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS, PEOPLE AND CHANGES IN THE PAST	Listen to and recall historical stories. Talk about past and events in their own lives and in the lives of family members.	Tell the difference between past and present in own and other people's lives	Use information to describe the past. Use information to describe differences between then and now. Recount main events from a significant in history. Use evidence to explain reasons why people in past acted as they did.
HISTORICAL INTERPRETATION	Recognise a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards.	Begin to identify and recount some details from the past from sources (eg. pictures, stories)	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understand why some people in the past did things.
HISTORICAL ENQUIRY		Find answers to simple questions about the past from sources of information (eg. pictures, stories)	Look carefully at pictures or objects to find information about the past. Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'
ORGANISATION AND COMMUNICATION		Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describe objects, people and events. Write own date of birth. Write simple stories and recounts about the past. Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.

Houghton Primary School: HISTORY



SKILLS PROGRESSION KS2	By the end of Y3 children will be able to…	By the end of Y4 children will be able to…	By the end of Y5 children will be able to…	By the end of Y6 children will be able to…
CHRONOLOGICAL UNDERSTANDING	Use timelines to place events in order. Understand timeline can be divided into BC and AD. Use words and phrases: century, decade.	Use words and phrases: century, decade, BC, AD, after, before, during. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Name and place dates of significant events from past on a timeline.	Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identify changes within and across historical periods.	Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Name the date of any significant event studied from past and place it correctly on a timeline
KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS, PEOPLE AND CHANGES IN THE PAST	Use evidence to describe past of key aspects of periods studied. Use evidence to find out how any of these may have changed during a time period. Describe similarities and differences between people, events and objects. Show changes on a timeline.	Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. Give reasons why changes in specific aspects of people's lives may have occurred during a time period. Describe how some of the past events/people affect life today.	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied.	Choose reliable sources of factual evidence to describe key aspects of periods studied. Identify how these aspects may have changed during a time period. Give own reasons why changes may have occurred, backed up with evidence. Show identified changes on a timeline. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today. Make links between some features of past societies.

Houghton Primary School: HISTORY



SKILLS PROGRESSION KS2/cont.	By the end of Y3 children will be able to…	By the end of Y4 children will be able to…	By the end of Y5 children will be able to…	By the end of Y5 children will be able to…
HISTORICAL INTERPRETATION	Look at two versions of same event and identify differences in the accounts.	Give reasons why there may be different accounts of history.	Look at different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others	Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
HISTORICAL ENQUIRY	Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'How did people ….? What did people do for ….?' Suggest sources of evidence to use to help answer questions.	Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'what was it like for a …… during ……?' Suggest sources of evidence from a selection provided to use to help answer questions.	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.	Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources.
ORGANISATION AND COMMUNICATION	Present findings about past using speaking, writing, ICT and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words such as monarch, settlement, invader.	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience	Present information in an organised and clearly structured way. Make use of different ways of presenting information. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms.