



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

History Policy

Ely St Mary's CofE Junior School

Written/reviewed by: Patrick Maudsley-Noble

Date: 5th October 2021

Next review due by: May 2026

1. Introduction & Aims

At Ely St Mary's, our curriculum aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It aims to inspire pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We aim to help 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.

We encourage our children to develop as historians, practising a range of skills to develop their critical thinking. Our skills work focuses on enabling children to become historians through a process of enquiring about the past, using evidence to draw comparisons and inferences, and understanding through timelines the context of events. We also use trips and experience days to bring history to life, helping the children to broaden their knowledge of how people in Britain and across the world lived.

We endeavour to foster an appreciation of the significance of the different periods we cover from the National Curriculum, teaching each period chronologically through the school, giving pupils the opportunity to understand the legacy left behind by each of the significant historical periods.

Our History curriculum is designed around two main, over-arching themes:

LEGACY – A period's, or culture's, impact on Britain.

A focus on legacy addresses the key question of how we have changed as a country as a result of a particular period or culture. It contributes to pupils' understanding of broad historical narratives and arguments, giving a traditional MACRO, or 'top down' perspective focusing on leaders and decision makers.

THE CHILD'S EXPERIENCE

A focus on the child's experience addresses the key question of how our lives today compare with the those of people living in different periods or cultures. It provides a more 'modern' view of history, giving a MICRO perspective focusing on the lived experience and the consequences of decisions made by others.

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These two broad themes allow pupils to begin to experience and appreciate that history is a partial picture and a debate, leading to questions such as: what does evidence tell us? Why does this matter? Why do historians disagree?

1.1 Objectives

Our curriculum for history aims to ensure that all pupils:

- 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.
- 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.

2. Procedures and practice

2.1 Teaching & Planning:

Each unit begins with a Key Question. (See appendix 1). This serves as a focus for the unit and is informed by our overarching legacy theme for history. It also aids as a retrieval and revision tool through the unit and an assessment tool at the culmination of the unit.

Each unit is planned to teach a sequence of lessons that explore the unit by gathering evidence to answer the Key Question. Lessons and lesson outcomes focus on knowledge acquisition and skills practice.

Historical skills are taught across 7 strands: (refer to curriculum document in appendix 2.)

1. Constructing the past.
2. Sequencing the past.
3. Change and development.
4. Cause and effect.
5. Significance and interpretation.
6. Planning and carrying out a historical enquiry
7. Using sources as evidence.

Each lesson starts with retrieval practice that revisits work done in the unit so far, revises learning from earlier years' units and references the key question for a unit. There should also be regular reference to the timeline of the particular unit and its context in the wider timeline of British and World history. The main body of the lesson will focus on developing one or more skills from the seven strands through a combination of teacher input and discussion, before the pupils complete their own task. The lesson should end with a quick plenary review of the lesson objectives and task.

2.2 Organisation:

History is taught as a discrete subject and is taught in a variety of ways across the school, sometimes in blocks of time, or in sequences of lessons spread over a half-term.

The teaching of history through the school corresponds to the chronological approach as outlined in the National Curriculum for History:

Key stage 2:

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will learn about connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will increasingly construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will develop their understanding of how the knowledge of the past is constructed from a range of sources

In planning to ensure the progression described above through teaching the British, local and world history outlined below, we aim to combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught about:

Changes in Britain from the Stone Age to the Iron Age

At Ely St Mary's, Year 3 look at:

- **Key question: How did life change in Britain from the Stone age to the Iron age?**
- Different forms of evidence to research and compare Stone age and Iron age technology, family life, homes, religions and social groupings

The Roman Empire and its impact on Britain

At Ely St Mary's, Year 4 look at:

- **Key Question: How did the Romans change the landscape of Britain?**
- A study of the Roman army in Britain.
- Researching the life of Julius Caesar and his significance as a leader.
- Using evidence to assess and reconstruct Roman life and culture in Britain.

Britain's settlement by Anglo-Saxons and Scots

At Ely St Mary's, Year 5 look at:

- **Key Question: Was life for children harder in Anglo-Saxon times than it is now?**
- Evaluating evidence from a school trip to West Stow, combining this with a study of artefacts to reconstruct Early Saxon life in Britain.
- Researching Saxon culture, looking at Saxon games and pastimes, and a study of the epic poem, Beowulf.

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

At Ely St Mary's, Year 6 look at:

- Viking raids and invasion: assessing the impact of the Vikings and their significance in late Anglo-Saxon England, asking the **Key Question 1: Did the Viking invasions have a lasting impact on British history?**
- Comparing evidence for Viking raids, considering different sources of information to establish whether the Viking stereotype is justified. **Key Question 2: Is the violent reputation of the Vikings deserved?**

A local history study

At Ely St Mary's:

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- Year 3 study Hereward the Wake to be included in Kings & Queens unit TBC
- Year 4 look at the history of the fens and ask the Key Question: **How is our land used and how has land use changed over time?**
- Year 5 look at Oliver Cromwell as a significant historical figure from the locality, including a trip to the Oliver Cromwell Museum in Ely. They ask the Key Question: Do you think there should be a statue in Ely celebrating the life of Oliver Cromwell? They assess the evidence surrounding Oliver Cromwell and use this to build a picture of his significance as a historical figure.
- Year 5 History curriculum under review. Additions to include Industrial Revolution including local history; and The Transatlantic Slave Trade (PKC) TBC
- Year 6 study the impact of the Second World War in Britain on daily life, particularly its effect on children, asking the **Key Question: How did evacuation impact the lives of Children in World War II?** They do this with a particular focus on Ely and its surrounding villages.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

At Ely St Mary's, history beyond 1066 is studied by several year groups:

- Year 3 look at kings and queens of England to introduce them to the concept of significance and also the story of Britain. They ask the **Key Question: Who do you think was the most important King or Queen of England and why?** They research the lives of King John, Henry VIII, Elizabeth I, Queen Anne and Victoria.
- Year 5 ask the **Key Question: Do you think there should be a statue in Ely celebrating the life of Oliver Cromwell?** They assess the evidence surrounding Oliver Cromwell and use this to build a picture of his significance as a historical figure.
- Year 6 look at World War II, focusing on the Blitz and its significance. They also study the impact of the War in Britain on daily life, particularly its effect on children, asking the **Key Question: How did evacuation impact the lives of Children in World War II?**

The achievements of the earliest civilizations

At Ely St Mary's:

- Year 3 study Ancient Egypt. They ask the **Key Question: What is the point of a pyramid?** This enables them to start to explore the concept of cause' through the study of Ancient Egyptian religion and burial practices.
- Year 6 look at Ancient Greece, comparing the city states of Athens and Sparta, studying Greek life and achievements, and their influence on the western world, asking the **Key Question: What have the Greeks ever done for us?**
- Year 4 research the Mayan civilisation, examining evidence to reconstruct their daily life and also researching Mayan gods and religion. They ask the **Key Question: Would you like to have lived as an ancient Mayan?** – affording children to make links across time and civilisations to appreciate similarities and differences in historical child experiences.

A minimum of 38 hours curriculum time is allocated to History (minimum 1 hour per week). Pupils will therefore complete 3 history units per year, each of which will have a focus on 2-3 of the key history skills strands, in order to provide coverage across all strands in each year.

Work is recorded in pupils' Foundation Topic books. A selection of books are held each year to provide exemplars and to show selected pupils' learning journey through the school.

2.3 Resources:

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Each class has access to resources and books specific to the periods and units they study. These are augmented through trips and visits. The school subscribes to Key Stage History each year, which provides a wealth of classroom and pedagogical resources. Each class has a display timeline for world and British history. The school also has access to DEMATs Primary Knowledge Curriculum units to inform and extend the school's history curriculum, and provide teachers with robust and well-resourced teaching sequences.

2.4 Health and Safety:

History lessons are classroom-based and therefore fall under the remit of general classroom risk assessments. Separate risk assessments are made for trips and visits, to comply with COSHH and health and safety legislation.

2.5 Equal opportunities:

Every child has the right to access the full History curriculum regardless of race, gender and ability.

Learning objectives, activities and adult support will be adapted to meet the needs of all pupils including those with SEND and higher attaining children. See both our SEND policy and our Most Able policy.

Pupil premium funding can also be allocated to facilitate disadvantaged pupils in accessing extracurricular opportunities and in subsidising enrichment trips, visits and experiences relating to History.

2.6 Assessment:

Assessment in History is based on a combination of formative assessment and review during the teaching of a unit, and summative review towards the end of a unit.

The formative assessment is offered verbally, through live marking and feedback during lessons and through completion and discussion of retrieval grids at the beginning of each history session: these review the current unit's learning and additionally reference previous units' work across the year groups. These grids also afford the opportunity to review the pupils' current understanding of the unit's Key Question throughout the study of the unit.

At the end of each unit, pupils answer the key question, using the knowledge and skills gained through the unit. Teachers then assess pupils' responses, closing the 'assessment circle' through whole class feedback.

To aid a wider background knowledge in assessment for History, teachers also have access to exemplars for pupil progression in the school's History curriculum document (Appendix 2), which also outlines guidance for assessing more able pupils – either by referencing the year above's exemplars or by referencing progression exemplars beyond Year 6.

Annually, staff will use each unit's Key Question response, alongside the lower and upper KS2 History progression grid (curriculum document, Appendix 2) to inform parents of their children's overall achievement in the subject area.

2.7 Monitoring and Evaluation:

The implementation of this policy will be monitored by the subject lead for History and Heads of Phase/Year.

The quality of History provision will be evaluated through lesson drop-ins, pupil/staff voice and work sampling.

The link History school governor will support the monitoring of this subject area at least annually (e.g. via our Governor Day).

3. Contribution of History to other subjects in the curriculum

3.1 STEAM

History provides opportunities to link to STEAM subjects through many of the units taught through the curriculum. Examples of such opportunities are:

- Technological achievements of prehistoric / early historic societies – early exploitation of technological innovation: Stone tools, Stonehenge (calendar/ astronomical observation); bronze and iron smelting and tools/weapons; the farming revolution and the move away from hunting/gathering to settlements; Egyptian mummification techniques.
- Innovations in military technology: prehistoric archery weapons; bronze/iron weapons; Greek triremes, siege weapons, Greek battle tactics; Roman siege weapons, Roman Battle tactics; modern industrial warfare - aviation and weapons technology in the Second World War, The Atom Bomb, Radar.
- Science: Greek advancements in astronomy, medicine, scientific methods and discovery, water clocks.
- Maths: Greek advancements in mathematics (e.g. Pythagoras / Euclid), the Mayan number system and calendar, the Roman number system, Greek temple architecture, Egyptian pyramid building methods.
- Engineering and Architecture: Saxon wooden building methods, Greek architectural innovations, Roman civil engineering (roads / aqueducts / sewers / hypocausts / baths / flushing toilets). Egyptian pyramids, Mayan Pyramids.
- Arts:
 - Greek sculpture and pottery.
 - Greek language, poetry, plays and the science of music (Pythagoras's work on natural musical harmony)
 - Roman mosaics.
 - Anglo Saxon literature: Beowulf, Anglo-Saxon games / weaving looms.
 - Saxon literature: Bede's history and the Anglo-Saxon Chronicle.
 - Viking smithing, games and jewelry.
 - WWII propaganda posters, WWII artists: Henry Moore (Paul Nash).
 - Mayan pictograms, Egyptian hieroglyphics.

3.2 English

History allows pupils to develop their literacy skills, through accessing historical documents and accounts of the past, both through primary and secondary sources. It also develops critical and analytical skills through written appraisals of evidence, developing skills and experience in writing balanced arguments, reports and explanation texts. History promotes the development of reading skills, and each unit in each year has suggested wider reading to further deepen pupils' exposure to and knowledge of that period (see curriculum document, Appendix 2).

3.3 Humanities

Through historical studies, pupils can widen their knowledge of their place in the world, both literally and figuratively. The wide range of units studied, both within the UK and around the world, promote geographical knowledge and an understanding of the inter-connectedness of the world through historical legacies. They can also develop their understanding of how we got to where we are now as a society.

The studying of the religions and mythologies of ancient and past civilisations, (Egyptian, Mayan, Greek, Roman, Saxon and Viking) allows pupils to compare them with modern religions and appreciate how systems of belief have changed over time, and how they have stayed the same.

3.4 PSHE

Through studying children's experiences at different periods and cultures in history allows pupils to gain an appreciation of how children's lives through history compare to theirs now, and thus develop a more mature outlook on what it means to be a child. It also helps to foster an appreciation of the advantages we have in the present day compared to the past.

Through exposure to different cultures in different time periods, pupils can develop a better understanding of how people survived in the past, and can formulate opinions on how those societies compare to ours now - both through similarities and differences and the choices and pressures people have felt throughout history.

4. Concluding notes

4.1 Consultation

This policy and History curriculum was written by Patrick Maudsley-Noble, Year 6 teacher and leader for History education, in consultation with:

- Teaching staff and LGB representatives
- Colleagues at the professional development meeting February 2020
- Governors – Governor day monitoring visit January 2020, remote zoom consultation Spring 2021, Spring 2022.

4.2 Monitoring and review

This policy will be monitored and reviewed by the subject leader responsible for History.

4.3 Links to other policies

- Full History Coverage Map and Progression of Skills can be found in Appendix 2 to this document, and in the Ely St Mary's Curriculum Document here:
<https://www.elystmarys.org.uk/web/overview/503308>
- SEND Policy
- Pupil Premium Strategy
- Most Able Policy
- Feedback Policy

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Appendix 1: Key questions in ESM history Units:

Ely St Mary's key questions for history topics:

Use these at the beginning to introduce topic, but also throughout for ongoing assessment feedback.
At the end of each topic pupils answer this question in their books (few sentences to a short paragraph)
It should serve as an assessment question:

Year 3:

Autumn 1: Change in Britain from the Stone Age to Iron Age

KQ: How did life change in Britain from the Stone age to the Iron age?

Spring 2: Establishing chronology and significance: Kings and Queens of England

KQ: Who do you think was the most important King or Queen of England and why?

Summer 1: Achievements of the Earliest Civilisations: Ancient Egypt

KQ: What is the point of a pyramid?

Year 4:

Autumn 2: Non-European Society contrasting with UK: The Mayans

KQ: Would you like to have lived as an ancient Mayan?

Spring 1: Roman Empire's impact on Britain: Romans in Britain

KQ: How did the Romans change the landscape of Britain?

Year 5:

Spring 1: Britain's Settlement by the Anglo Saxons: Early Saxons

KQ: Was life for children harder in Anglo-Saxon times than it is now?

Spring 2: Post 1066 History / Local Study: Cromwell – Hero or Villain?

KQ: Do you think there should be a statue in Ely celebrating the life of Cromwell?

Summer 1: Post 1066 History / Local Study: The Littleport Riots

KQ: What do the Littleport riots teach us about daily life in Ely 200 years ago?

Year 6:

Autumn 2: The Viking and Anglo-Saxon struggle for the Kingdom of England

KQ 1: Did the Viking invasions have a lasting impact on British history?

KQ 2: Is the violent reputation of the Vikings deserved?

Spring 1: WWII – causes and conflicts:

KQ: What is the legacy of WWII to Britain?

Spring 2: WWII – Life on the Home front:

KQ: How did evacuation affect the lives of Children in World War II?

Summer 2 : Classical Civilisations: Greeks – significance and legacy

KQ: What have the Greeks ever done for us?

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HISTORY

At Ely St Mary's, we encourage our children to develop as historians, practising a range of skills to develop their critical thinking. Our skills work focuses on enabling children to become historians through a process of enquiring about the past, using evidence to draw comparisons and inferences, and understanding through timelines the context of events. We also use trips and experience days to bring history to life, helping the children to broaden their knowledge of how people in Britain and across the world lived.

We endeavour to foster an appreciation of the significance of the different periods we cover from the National Curriculum, teaching each period chronologically through the school, giving pupils the opportunity to understand the legacy left behind by each of the significant historical periods.

To achieve the aims of our History Curriculum, our staff and pupils make use of the following:

St Mary's subscription to Key Stage History Online has been refreshed with immediate effect. Log-in details, should you require these to access resources, can be requested from the history lead.

History Coverage Map

Coverage Map	Autumn	Spring	Summer	
Year 3	<p>Autumn 1 (Autumn 2 Geography):</p> <p>Change in Britain from the Stone Age to Iron Age</p> <p>KQ: How did life change in Britain from the Stone age to the Iron age?</p> <ul style="list-style-type: none">consider different forms of evidence;build a broad chronology;compare technology, family, homes, religions and social groupings with iron age. Historical enquiry <p>TRIP: Ely Museum Stone Age workshop</p> <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">The Great Cave –Stone Age Tales, Terry DearyStone Age boy, Satoshi Kitamura	<p>Spring 2 (Spring 1 Geography):</p> <p>Establishing chronology and significance:</p> <p>Kings and Queens of England</p> <p>KQ: Who do you think was the most important King or Queen of England and why?</p> <ul style="list-style-type: none">Significance; story of Britain e.g. King John, Henry VIII, Elizabeth I Queen Anne, Victoria - establishing a wider chronology	<p>Summer 1 (Summer 2 Geography):</p> <p>Achievements of the Earliest Civilisations: Ancient Egypt</p> <p>KQ: What is the point of a pyramid?</p> <ul style="list-style-type: none">Cause and effect - who built the pyramids and why?Gods and Mummies. <p>TRIP: Fitzwilliam museum visit to Egyptian galleries</p> <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">The plot on the pyramid, Terry DearyLook inside Mummies and pyramids, Rob Lloyd JonesAwful Egyptians, Terry Deary	
Year 4	<p>Spring 1</p> <p>Roman Empire's impact on Britain</p> <p>Romans in Britain</p> <p>KQ: How did the Romans change the landscape of Britain?</p> <ul style="list-style-type: none">A study of the Roman army in Britain - their daily life.Assessing significance of Julius Caesar/ClaudiusUsing evidence to assess and reconstruct Roman life in Britain <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">The Oxford book of Roman Myths, Geraldine McCaughreanThe Fatal fire, Terry DearyEscape from Pompeii, Christina Balit	<p>Spring 2</p> <p>Non-European Society contrasting with UK: The Mayans</p> <p>KQ: Would you like to have lived as an Ancient Mayan?</p> <ul style="list-style-type: none">Study of Mayan artefacts to reconstruct Mayan life.Research into Mayan gods and religion. <p>WIDER READING TEXTS</p> <ul style="list-style-type: none">The Great Kapok Tree,The Corn grows ripeThe Chocolate TreeThe History Detective investigates Mayan Civilisation	<p>Summer 2</p> <p>Local History: land use in the Fens</p> <p>KQ: How is land used in the fens and how has this changed over time?</p> <ul style="list-style-type: none">Why were the fens drained? Who did this benefit?Study of the Great Fen Project – what can we learn from the Great Fen vision?	
Year 5		<p>Spring 1:</p> <p>Britain's Settlement by the Anglo Saxons:</p> <p>Early Saxons</p> <p>KQ: Was life for children harder in Anglo-Saxon times than it is now?</p> <ul style="list-style-type: none">Evaluating evidence from West Stow trip	<p>Spring 2</p> <p>Post 1066 History / Local Study: Cromwell – Hero or Villain?</p> <p>KQ: Do you think there should be a statue in Ely celebrating the life of Cromwell?</p> <ul style="list-style-type: none">Assessing the evidence surrounding Oliver Cromwell and using this to build a picture	<p>Summer 1 (Summer 2 Geography)</p> <p>Post 1066 History / Local Study: The Littleport Riots</p> <p>KQ: What do the Littleport riots teach us about daily life in Ely 200 years ago?</p> <ul style="list-style-type: none">Assessing the evidence surrounding the riots and using

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		<ul style="list-style-type: none">Study of artefacts to reconstruct Early Saxon life in GB <p>TRIP: West Stow Visit</p> <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">Anglo-Saxon Boy, Tony BradmanSmashing Saxons, Terry Deary	of his significance as a local and National historical figure. TRIP: Ely Cromwell Museum	this to build a picture of its significance as a local event. <ul style="list-style-type: none">Understanding how life was different for local people in the past Change and development TRIP: Ely Museum and courthouse
Year 6	<p>Autumn 2 (Autumn 1 Geography):</p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England</u></p> <p>KQ: Did the Viking invasions have a lasting impact on British history?</p> <p>KQ 2: Is the violent reputation of the Vikings deserved?</p> <ul style="list-style-type: none">ask questions about cause of Viking bodies in Weymouth grave.Use and evaluate different sources of evidence for Weymouth grave: material / written.Carry out an investigation ending in written reconstruction of their interpretation <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">Viking Boy, Tony BradmanThe 1000-year-old boy, Ross WelfordNorse Myths, Kevin Crossley-Holland	<p>Spring 1</p> <p>WWII – causes and conflicts:</p> <p>KQ: What is the legacy of WWII to Britain?</p> <ul style="list-style-type: none">Examining causes and conflicts of WWII.Looking at the rise of Hitler and circumstances leading to outbreak.Drawing parallels with modern day.Using evidence to explain how Allies won Battle of Britain.Understanding the significance of B of B, Stalingrad and Pearl Harbour as turning points in the war. <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">D-Day, Michael NobleThe Diary of Anne Frank <p>Spring 2 WWII – life on the home front:</p> <p>KQ: How did evacuation affect the lives of Children in World War II?</p> <ul style="list-style-type: none">Constructing the past - life on the home front / holocaust (linking to present day)Researching evidence to understand the Blitz and its significance, with particular reference to Ely and surrounding villages (local focus) <p>WIDER READING TEXTS:</p> <ul style="list-style-type: none">Letters from the Lighthouse, Emma CarrollCamb's archival documents	<p>Summer 2 (Summer 1 Geography):</p> <p>Classical Civilisations:</p> <p>Greeks – significance and legacy</p> <p>KQ: What have the Greeks ever done for us?</p> <ul style="list-style-type: none">Post SATs transition project: more independently focused project work based on enquiry.Research into:<ul style="list-style-type: none">Greek Gods and mythologyGreek WarfareGreek achievements in drama, medicine, geographyUnderstanding significance of contribution of Ancient Greece to the world and its legacy	

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History Progression	With exemplars						
	1. Constructing the past	2. Sequencing the past	3. Change and development	4. Cause and effect	5. Significance and interpretations	6. Planning and carrying out a historical enquiry	7. Using sources as evidence
Year 3/4	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Y3 The child can identify details from several themes, societies, events and significant people covered in local, national and global history. <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i> Y4 The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. <i>E.g. Recall a number of details about the Mayans and their achievements.</i> 	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Y3 The child can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i> Y4 The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features / events of the Romans in Britain</i> 	<ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Y3 The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i> Y4 The child can make valid statements about the main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes through the Roman occupation of Britain</i> 	<ul style="list-style-type: none"> Address and devise historically valid questions about cause. Y3 The child can describe some relevant causes for, and effects on, some of the key events and developments covered. <i>E.g. Describe some reasons why conditions for children changed over time.</i> Y4 The child can comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. Explain some reasons why the Romans left a lasting effect on Britain</i> 	<ul style="list-style-type: none"> Address and devise historically valid questions about significance. • Understand how our knowledge of the past is constructed from a range of sources. Y3 The child can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Ancient Egypt</i> Y3 The child can provide a reason why two accounts of the same event might differ. <i>E.g. Recognise and provide a reason why different people might have different views about the Egyptians</i> Y4 The child can explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i> The child can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about the Roman invasion of Britain (points of view: Britons/Romans)</i> 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation and develop appropriate use of historical terms Y3 The child can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating Iron Age life and use a few different sources to produce a report.</i> Y4 The child can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudica.</i> The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan questions for a report about the features of Mayan civilisation and use evidence to answer questions</i> 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Y3 The child can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about the Egyptians</i> Y4 The child can recognise possible uses of a range of sources for answering historical enquiries. <i>E.g. Use a range of different sources to reconstruct aspects of Roman life in Britain</i>
Year 5/6	<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Y5 The child can understand some features associated with themes, societies, people and events. <i>E.g. Understand aspects of life in Early Saxon times.</i> Y6 The child can provide overviews of the most significant features of different 	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history Y5 The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g.</i> 	<ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Y5 The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. Decide why Oliver Cromwell is of particular importance to British History</i> 	<ul style="list-style-type: none"> Address and devise historically valid questions about cause. Y5 The child can place several valid causes and effects in an order of importance relating to events and developments. <i>E.g. List several causes and place them in an order of importance as to why the Saxons came to Britain.</i> Y6 The child can explain the role and significance of different causes and 	<ul style="list-style-type: none"> Address and devise historically valid questions about significance. • Understand how our knowledge of the past is constructed from a range of sources. Y5 The child can describe the significant issues in many of the topics covered. <i>E.g. Describe and assess the achievements of Oliver Cromwell</i> Y5 The child can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise</i> 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Y5 The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. <i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i> 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Y5 The child can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to the Littleport riots</i> Y6 The child can comment with confidence on the value of a range of

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	<p>themes, individuals, societies and events covered. E.g. Give a summary of the main features of Ancient Greek society and culture</p> <p>The legacy of the Viking invasions and settlement</p>	<p>Place many of the important people and events from the Littleport riots on an annotated timeline.</p> <p>Y6 The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</p>	<p>Y6 The child can compare similarities, differences and changes within and across some topics, E.g. in terms of importance, progress or the type and nature of the change. E.g. Reacting to 'Invasion' – comparing Viking raids to Battle of Britain and the Blitz. Also recognising motives behind Greek and Viking warfare (struggle for lands and resources)</p>	<p>effects of a range of events and developments. E.g. Explain how and why World War II began. Explain how Hitler was able to rise to power.</p> <p>Explain why battle of Stalingrad / Battle of Britain / Pearl Harbour were significant turning points in the war.</p>	<p>several different representations and interpretations about Saxon life.</p> <p>Y6 The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</p> <p>Y6 The child can explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different interpretations about the 'Blitz Spirit'</p>	<p>Y6 The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the struggle between Anglo-Saxons and Vikings, select appropriate evidence and use this to produce a valid conclusion.</p>	<p>different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the lives of children</p> <p>Or Show how the Ancient Greeks have left a lasting legacy</p>
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Y6+ (G&T, cf NACE guidelines for high achievers)	<p>The child can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, E.g. explain different dimensions and characteristics. E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</p>	<p>The child can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately. E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</p>	<p>The child can compare independently how typical similarities, differences and changes were. E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</p>	<p>The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.</p>	<p>The child can compare the significance of events, development and people across topics and time periods. E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</p> <p>The child can understand and explain the nature and reasons for different interpretations in a range of topics. E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</p>	<p>The child can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses. E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</p>	<p>The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War; E.g. why the source was produced, the reliability of the author.</p>
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