

# History at Hopton CEVC Primary School



## Intent

Our vision, **“With God all things are possible” (Matthew 19 v 26) we raise aspirations and encourage perseverance to reach goals in life and learning,** is fully embedded within the curriculum.

We aim for every child at Hopton to:

- have a deep understanding of the rich history of our locality.
- be knowledgeable with a solid understanding of Britain’s past **and** that of the wider world
- be curious and passionate about the past: be questioners, perceptive critical thinkers with developing perspective and judgement towards a range of issues
- have an understanding of people and themes, demonstrating empathy and an awareness of 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.



HEAD ♥ HEART ♥ HANDS

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## Implementation

We teach the National Curriculum throughout the year: skills are mapped to ensure progression from EYFS to Year 6. Progression of skills is grouped within 5 areas:

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past: cause and effect, continuity and change
- Historical interpretations: empathetic understanding, perspectives, significance, contestability
- Historical enquiry: research, analysis and use of sources, comprehension
- Organisation and communication: explanation

Historical concepts and skills are the focus of lessons: LI slips identify key skills / themes with the opportunity to use, progress, refresh and recap, applying independently and within different subjects (cross curricular).



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## Impact

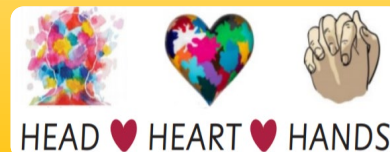
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Formative assessment is undertaken regularly during the teaching of a topic / skill which will impact teaching and planning.

Summative assessment can take the format of a quiz, knowledge cards, games or a more formal "assessment." Data will inform future planning and progression for the cohort.

Recap and revision sessions form part of morning starters.

Pupil voice is encouraged through completing of the 'learning intention' slip together with class discussions, this informs future planning and teaching of the topic/skill.



# Programme of Study: History



Early Years (Nursery & Reception)		
<b>3 and 4 Year Olds</b>	<b>Understanding the World</b>	Begin to make sense of their own life-story and family's history.
<b>Reception</b>	<b>Understanding the World</b>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
<b>ELG</b>	<b>Understanding the World Past and present</b>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

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# National Curriculum KS1



Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

## **Pupils should be taught about:**

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality





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Year B	Year 1 & 2 – Key Stage 1 History Programme of Study			
	Topic	Year A	Topic	Year B
<b>Autumn 1 Driver - Play</b>	Enchanted Woodlands		Memory Box	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life: old toys new toys
<b>Autumn 2 Driver - Wonder</b>	Muck, mess & mixtures	The lives of significant individuals in the past who have contributed to national and international achievements: significant explorers Amuldsen, Shackleton, Fiennes, Edmund Hillary / Tenzing (choose one or two to compare)	Moon Zoom	Events beyond living memory; Significant individuals: Neil Armstrong Apollo 11 landing, Tim Peake
<b>Spring 1 Driver - Insight</b>	Towers?	Significant people and places in our locality: Castles and castle life: what life was like in Norwich Castle / Framlingham Castle	Dinosaur Planet	
<b>Spring 2 Driver - Risk</b>	Wriggle & Crawl		Paws Claws and Whiskers	<i>Events beyond living memory that are significant nationally or globally – the Great Fire of London (mini project)</i>
<b>Summer 1 Driver - Voice</b>	Super heroes	Historical heroes and heroines: Bessie Colman, Amelia Earhart: events beyond living memory that are significant nationally or globally – the first aeroplane flight	The Scented Garden	
<b>Summer 2 Driver - Experience</b>	Beach combers	Seaside through the ages: a Victorian Seaside: Punch and Judy, beach clothes / bathing huts / seaside piers / Queen Victoria (a significant individual from the past) and compare with Elizabeth II / seaside now	Land Ahoy!	Significant historical people – Captain James Cook, Grace Darling; Christopher Columbus, Famous pirates



Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, [Ancient Egypt](#), The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 800; [Mayan civilization](#) c. AD 800; Benin (West Africa) c. AD 800–1300

# National Curriculum KS2 – examples

## Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

## Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

## Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

## Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

## Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

## Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne





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Year 3 & 4 – Lower Key Stage 2 History Programme of Study		
	Topic	Year B
<b>Autumn 1 Driver - Play</b>	Potions Research - use of potions through time for magic & medicine, using different evidence sources, Black History Month – a figure who has impacted medical history	Tremors
<b>Autumn 2 Driver - Wonder</b>	Burps, Bottoms & Bile	Tribal Tales Prehistoric Britain – Stone Age to Iron Age – people of Britain over a 1000 years
<b>Spring 1 Driver - Insight</b>	Traders & Raiders Anglo-Saxon invasions, settlements and kingdoms: place names and village life, art and culture, Viking raiders	I am a warrior The Roman Empire and its impact on Britain including life of a gladiator
<b>Spring 2 Driver - Risk</b>	Blue Abyss Anglo-Saxon invasions, settlements and kingdoms: place names and village life, art and culture, Viking raiders to continue as mini project	Misty Mountains The Roman Empire and its impact on Britain including life of a gladiator to continue as a mini project
<b>Summer 1 Driver - Voice</b>	Mighty Metals	Predator
<b>Summer 2 Driver - Experience</b>	Flow	Gods and Mortals Ancient Greek – life in Ancient Greece, chronological ordering, famous Greeks, key events in Ancient Greece – Battle of Marathon, first Olympics



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	<b>Year 5 &amp; 6 – Upper Key Stage 2 History Programme of Study</b>	
	Year A	Year B
<b>Autumn 1 Driver - Play</b>	<p>A child’s war</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: WW2 from a Child’s perspective with a focus on locality (local air bases) and a significant turning point in British history: Battle of Britain.</p> <p>Suggested visit: Duxford</p>	<p>Pharaohs – ancient Egypt</p> <p>The achievements of the earliest civilizations: Ancient Egypt.</p>
<b>Autumn 2 Driver - Wonder</b>	<p>Alchemy Island</p> <p>To continue WW2 to conclude mini project on Battle of Britain / RAF to include Remembrance Day.</p>	<p>Tomorrow’s World</p>
<b>Spring 1 Driver - Insight</b>	<p>Darwin’s delights</p>	<p>Stargazer</p>
<b>Spring 2 Driver - Risk</b>	<p>Blood Heart</p>	<p>Hola Mexico</p> <p>A non-European society that provides contrasts with British history: Maya, to contrast with British History.</p>
<b>Summer 1 Driver - Voice</b>	<p>Allotment</p>	<p>Off with her Head</p> <p>A local history study: Kentwell Hall (suggested visit)</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: Henry VIII &amp; Tudor life.</p>
<b>Summer 2 Driver - Experience</b>	<p>Scream Machine</p>	<p>ID</p>