

## HISTORY at ABBEY



At Abbey, we nurture a love of learning. We open windows of opportunity by creating memorable moments. Learning with meaningful relationships supports our children to become valued members of the community. We embed the core subjects within an expansive and challenging curriculum. We develop and nurture young minds, creating memorable moments and events. We promote and celebrate equality and diversity.

### Intent

Our children will learn to think and act as historians. Our history curriculum is carefully mapped out so that all our children will be equipped with an understanding of the past that paves the way for their future. Throughout their journey in history, pupils will acquire a breadth of knowledge of places and people and significant events through time. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse evidence, examine arguments, develop judgement, and understand differing perspectives. Pupils will be empowered to be active global citizens: 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.

How to talk like a historian is a thread that is woven through the history curriculum, helping our children develop the oracy skills to explore their historical knowledge, based on the following skills:

- Considering multiple perspectives ('While what they say is true, we could also think about it from...')
- Corroborating Evidence ('We know this is true because it is also...')
- Developing ideas – having ideas *around* ideas. (I think if they had...things might have turned out differently')
- Vocabulary and the power of language ('I think what he's *really* trying to say here is...')

### Implementation

History is delivered in a combination of half and whole termly units across the school depending on the year group. Appropriate progression of knowledge, skills and vocabulary is ensured by following the Oxford Owl Scheme. The subject is taught weekly for 60 minutes. This learning is recorded in a variety of ways from written work, class discussions, practical activities and photos. There is an emphasis on creating memorable experiences and being creative and engaging practitioners, and lessons follow a structure which includes retrieval quizzes, key vocabulary, independent practice, and questions to encourage discussion. We also endeavor to undertake several historical visits outside of school or workshops per year.

### Impact

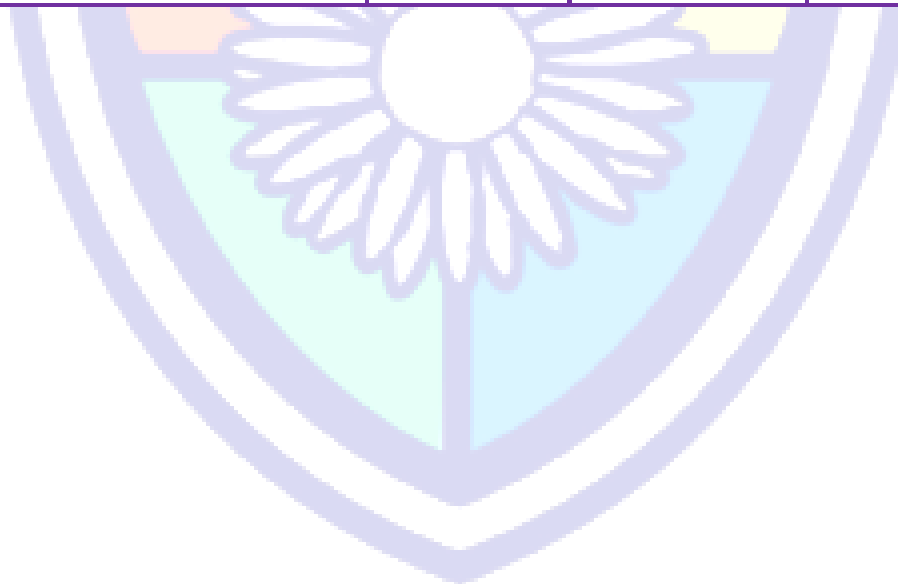
By the end of Key Stage 2, pupils will:

- Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

- Children will 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.
- Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, and analyse trends.
- Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.
- Children will 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.

PROGRESSION OF SUBSTANTIVE KNOWLEDGE – KNOWLEDGE ABOUT THE PAST

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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<p><b><u>Transport and Travel</u></b>          What transport did people use in the past?</p> <p>How has transport changed over time?</p> <p>Why can we only find some types of transport in certain areas?          How have humans travelled in space?</p> <p><b><u>Toys over time</u></b>          What different types of toys are there?</p> <p>Which toys did our grown-ups play with?</p> <p>How do we know that some toys are from the past?</p>	<p><b><u>Great Fire of London</u></b>          What was London like in 1666?</p> <p>What were the main events of the Great Fire of London?</p> <p>Why did the fire spread so quickly?</p> <p>What damage did the fire cause?</p> <p>How did London change after the fire?</p> <p><b><u>Kings and Queens</u></b>          What is a monarch?</p> <p>What does the monarchy do today?</p> <p><b><u>People who made a difference</u></b>          What makes someone significant?</p> <p>What are human rights?</p> <p>How did these people make a difference?</p>	<p><b><u>Stone, Bronze &amp; Iron Ages</u></b>          How did life change during the Stone Age in Britain?</p> <p>What was life like in Bronze Age Britain?</p> <p>What was life like in Iron Age Britain?</p> <p>What does Stonehenge tell us about prehistoric Britain?</p> <p>How did prehistoric beliefs and rituals change?</p> <p><b><u>Ancient Egypt</u></b>          Why was the River Nile important to Ancient Egyptians?</p> <p>Who ruled Ancient Egypt?</p>	<p><b><u>The Romans</u></b>          Why did Julius Caesar want to invade Britain?</p> <p>Who were the Britons and why did Claudius invade Britain in 43CE?</p> <p>Why was the Roman army so successful?</p> <p>How did Boudicca challenge Roman rule in Britain?</p> <p>What caused the decline of Roman Britain and the end of Roman rule?</p> <p><b><u>Romans in Britain</u></b>          Why did Romans build towns and what were Roman towns like?</p>	<p><b><u>Anglo Saxons</u></b>          What happened after the Romans left?</p> <p>How was Anglo-Saxon England ruled?</p> <p>What was daily life like for the Anglo-Saxons?</p> <p>How did the Anglo-Saxons converting to Christianity change England?</p> <p>Why is King Alfred known as Alfred the Great?</p> <p><b><u>Vikings</u></b>          What were the Viking raids and why were they so successful?</p> <p>What was the Danelaw?</p> <p>How did England</p>	<p><b><u>Ancient Greece</u></b>          Who were the first Greek civilisations and how were they ruled?</p> <p>Why were the Persian Wars and democracy part of the Golden Age of Greece?</p> <p>What did Alexander the Great achieve and why was he influential?          Why are some of the achievements of the Ancient Greeks still important today?</p> <p><b><u>Conflict and Resolution</u></b>          How did the First World War begin and why did Britain fight?</p>
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	<p>Why are toys today different from toys in the past?</p>		<p>Why did Ancient Egyptians build pyramids?</p> <p>How was Ancient Egyptian society structured?</p> <p>What are hieroglyphics?</p> <p>What gods did Ancient Egyptians believe in?</p>	<p>How did the Romans link together the places they ruled?</p> <p>What did the Romans believe, and did they bring their beliefs to Britain?</p> <p>What influence have the Romans had on our words and numbers?</p> <p><b><u>Ancient Maya</u></b> When and where did the Ancient Maya live?</p> <p>What did the Ancient Maya believe and how did they worship?</p> <p>What do we know about Ancient Maya daily life?</p>	<p>become a unified country?</p> <p><b><u>Baghdad and the Middle East</u></b> How and why was Baghdad built?</p> <p>Why was this period called the Golden Age of Islam?</p> <p>How did the Golden Age of Islam come to an end?</p>	<p>Who fought for Britain in the First World War?</p> <p>What was trench warfare?</p> <p>What was the role of women?</p> <p>How did the First World War end and what followed?</p> <p>Why did a second world war break out in 1939? What measures were put in place to maintain peace after the Second World War?</p>
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PROGRESSION OF DISCIPLINARY KNOWLEDGE – HOW DO HISTORIANS STUDY THE PAST

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Cause and consequence			To identify the causes of the Great Fire of London and the impact that the fire had on the people living there.		To understand the causes and consequences of the Roman invasion of Britain. To understand the legacy of the Romans in Britain/your local area.	To understand how Britain changed under the Anglo-Saxons. To recognise the achievements of the 'Golden Age' of Islam and how it has influenced modern society.	To understand some of the ways in which the two world wars changed British society.
Continuity and change	To understand some similarities and differences between things in the past and now.	To understand that new technology has resulted in a change in transport over time.	To consider the changing power of the monarchy through analysing some key monarchs.	To evaluate how agriculture, tools, trade, and communities changed life throughout the Stone, Bronze, and Iron Ages.		To understand that actions of the Vikings changed over time.	To identify key impacts of Ancient Greece on the world.
Evidence	To understand the past through settings, characters, and events encountered in books read in	To identify ways in which toys remain similar over the past c. 70 years and ways in which toys have changed.		To analyse the evidence found by archaeologists to understand Ancient Egyptian society.	To understand how archaeologists use evidence to find out about and make predictions about Maya life.		

	class and storytelling.						
Significance	Talk about the lives of the people around them and their roles in society.		To consider what makes people significant and how significant people can bring about change.				
PROGRESSION OF KEY VOCABULARY							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

