

HISTORY CURRICULUM PLAN – LORD DERAMORE'S PRIMARY SCHOOL

Intent: Intent: Lord Deramore's high-quality history curriculum enables pupils to understand our world and their place in it. It is taught through exciting topics and enriching experiences which help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our engaging history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, as well as their own identity and the challenges of their time. We make use of York's rich history to enable children to feel a sense of ownership and connection to the city. Pupils are inspired to know more about the past and the way events and changes in history influence our lives today. Our approach enables pupils to think critically, and to develop perspective and judgement.

Implementation: History is taught primarily through Phase topics each term. Topics are on a two or three year cycle depending on the number of classes in the phase. Enrichment activities including visitors, experiences and educational visits are carefully planned to enhance the topic and provide first hand and memorable experiences. Progression across each year group and phase is outlined in the progression document, along with key vocabulary, knowledge and skills that children will be taught.

Impact: History knowledge and skills are assessed by teaching staff throughout a topic and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children and recorded work. History subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations.



	PHASE 1		PHASE 2		PHASE 3		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge (substantive and disciplinary) substantive (abstract) concepts	<u>Understanding the World: Past and Present</u> ELG: Talk about the lives of the people around them and talk about their roles in society. Know some similarities and differences between things in the past and now, drawing on experiences and stories. Understand the past through settings, characters and events encountered in books read in class and storytelling		<u>Disciplinary Knowledge</u> 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. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.		<u>Disciplinary knowledge</u> 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. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.		
	<u>Disciplinary knowledge</u> Talk about things that happened in their past and in the lives of those around them. Develop an awareness of the past, using common words and phrases relating to the passing of time, through stories. Understand key features of events.		<u>Substantive Knowledge</u> Roman Britain power achievements trade invasion Learn about the achievements of the earliest civilizations (Empire, army, buildings, beliefs) Changes in Britain from the Stone Age to the Iron Age Know about at least three things that the Romans did for our country. Know why the Romans needed to build forts in this country. Know that Rome was a very important place and many decisions were made there.		<u>Substantive knowledge</u> Stone Age settlement civilisation Changes in Britain from the Stone Age to the Iron Age (stone age – cave paintings, pottery, inventions, lifestyle, animals) Know about how stone age people hunted for their food and what they ate. Know about many of the differences between the stone, bronze and iron ages. Know what people learned from stone-aged paintings. Describe what a typical day would have been like for a stone age man, woman or child.		
	<u>Substantive knowledge</u> Know some similarities and differences between things in the past and now, drawing on experiences and stories. Changes within living memory. Where appropriate, these should be use to reveal aspects of change in national life.						

	<p><u>Schools</u> power</p> <p><u>Adventures</u> power</p> <p><u>Toys</u> achievements</p> <p><u>Heroes</u> power</p> <p><u>Journeys</u> achievements</p>	<p>Know about the lives of at least two famous Romans.</p> <p><u>Great Fire of London</u> <i>beliefs</i> <i>settlement</i> Know about some events beyond living memory that are significant nationally or globally Learn about some British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Explorers</u> <i>achievements</i> 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 (Captain Cook, Neil Armstrong)</p> <p><u>Schools Then and Now</u> <i>civilisation</i> Know about some significant historical events, people and places in their own locality. (Sheena Powley, Lord Deramore's, Joseph Rowntree)</p> <p><u>On the Move</u> <i>achievements</i> Know about some events that have happened within living memory. Know about the lives of some significant individuals in the past who have contributed to national and international achievements. Know about how lives of significant individuals and events are commemorated (trains, Stephenson) Local history studies of York and Heslington (schools then and now linked to the old school)</p>	<p><u>Anglo-Saxons</u> <i>beliefs</i> <i>civilisation</i> <i>settlement</i> Britain settlement by Anglo-Saxons and Scots (timeline, Invasion, life and changes to Britain, beliefs) Know where the Anglo-Saxons came from. Know at least two famous Anglo-Saxons. Use a time line to show when the Anglo-Saxons were in England. Know the link between Anglo-Saxons and Christianity. Know that many Anglo-Saxons were farmers. Know that the Anglo-Saxons gave us many of the words that we use today.</p> <p><u>Vikings</u> <i>trade</i> <i>settlement</i> <i>invasion</i> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Timeline, Invasion and settlement, Viking life in Britain, beliefs) Know that Britain was invaded on more than one occasion. Know that the Anglo-Saxons and Vikings were often in conflict. Know how to use a timeline to show when the Viking raids started. Know why the Vikings often overpowered the Anglo-Saxons. Show on a map where the Vikings came from and where they invaded our country. Know that many Vikings came to our country as peaceful farmers.</p> <p><u>Heslington now and then</u> <i>civilisation</i> Local history studies of York and Heslington (Heslington village, York and the Vikings) Know what our area was like in the past, know how events from the past have shaped life today Know where the Victorian era is in History and when key events happened Compare life today with life in Victorian times</p> <p><u>WWII</u> <i>power- monarchy, government</i> <i>Invasion</i> Events beyond living memory that are significant nationally or globally Theme of British history that extends pupils' chronological knowledge beyond 1066 How life for people in Britain and York was affected during WWII specifically in terms of food availability (rationing), wellbeing (songs), leisure (games), Home front (posters), defence (messaging/morse code), Why we have armistice Day/DDay H1 Know the dates</p>
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		<p>associated with WWII in comparison to other historical events. H2 Know how WWII impacted Britain, Europe and the wider world H3 Develop the appropriate use of historical terms H4 Ask appropriate questions about WWII to gain inform H5 Use books, and artefacts from WWII to find out about events and life</p> <p><u>Mayans</u> civilisation settlement beliefs .A non-European society (Timeline, food, religion, numbers and writing) know where and when the Maya lived. Know key dates in the development of this civilization. Know the importance of their beliefs and how they demonstrated this. know the achievements of the Mayan people in writing and numbers. Know the significant cities within this civilisation.</p> <p><u>Egyptians</u> civilisations achievements beliefs power Achievements of the earliest civilizations (timeline, customs, beliefs, architecture, writing) Know the role their beliefs played in daily lives. Know the significant role animals played in their beliefs. Know how civilisation established itself around the Nile and the importance of this. Know the significance of hieroglyphics and how important this was to them. Know the chronology of Ancient Egyptians and what came before and after. Know the role and significance of Tutankhamun and Cleopatara.</p> <p><u>The Greeks</u> achievements beliefs power Achievements of the earliest civilizations (Ancient Greece – alphabet, crafts, mathematics) Know about and can talk about the struggle between the Athenians and the Spartans. Know about some of the things the Greeks gave the world. Know that the Greeks were responsible for the birth of the Olympic Games. Know that the Greek Gods were an important part of Greek culture. Know how to locate Greece on a map.</p>
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<p>Progression and Expectations</p> <p>Chronological awareness</p> <p>Knowledge and interpretation</p> <p>Historical enquiry</p> <p>Substantive (abstract) concepts</p>	<p>Know about and can name some of the changes that have happened since they were born.Railway museum</p> <p>Know about someone from the past – personal and famous George Leeman Florence Nightingale</p> <p>Know about some famous events in history The History of Burns night</p> <p>Asking questions about the differences they can see in photographs or images that represent the past</p> <p>Making simple observations about the past from photographs and images.</p> <p>Power-know that in fairytales kings/queens are usually important/powerful people who rule over others.</p> <p>Achievements- recognise achievements from theirs and their families lives.</p>	<p>Know about and can name many of the changes that have happened since they were born. Railway museum Coronations Old and New school</p> <p>Give examples of things that were different when their grandparents were children. Visit to the Castle Museum Floella Benjamin</p> <p>Know about someone famous Florence Nightingale Mo Farah who was born or lived in York. Guy Fawkes</p> <p>Know why there is a monument to a famous person or event in York. George Leeman</p> <p>Using sources of information, such as artefacts, to answer questions.</p> <p>Interpreting evidence by making simple deductions. The Old School Artifacts Toys</p> <p>Power- Achievements- know some inventions still influence their lives today (teddy bear, electronics)</p>	<p>Know about an event that happened in the lifetime of their grandparents were born. Windrush Apollo 11</p> <p>- Grandparent Visit School in the pastSchool - a parent's view</p> <p>Know about how things were different when grandparents were alive.</p> <p>Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place</p> <p>Captain Cook Museum Mrs Pepys</p> <p>Recount the life of someone famous who lived outside Britain and explain why they were famous. Explorers Boudica</p> <p>Selecting information from a source to answer a question.</p> <p>Making simple conclusions about a question using evidence to support. Street Life Museum Air museumVisit to Captain Cook Museum</p> <p>Open Top Bus Tour Fire service visit Roman Artifacts</p> <p>Apollo 11 - Grandparent Visit School in the past School - a parent's view</p> <p>Power-know that a monarch in the UK is a king or queen.</p> <p>Know that the Prime Minister has power over the country.</p> <p>Achievement- be aware of the achievements of</p>	<p>Talk about events that have happened beyond living memory. Ibn Battuta inspired printing School in the past</p> <p>Talk about key events in a period of history. Windrush Windrush writing Explorer puppets Apollo 11 - Grandparent Visit Queen Elizabeth Armistace</p> <p>Understand the purpose of a timeline to show periods in history. Ibn Battuta's journey</p> <p>Talk about what was important to different cultures and civilisations. Visit to Captain Cook museum Mrs Pepys Roman Roads Roman Catapults</p> <p>Summarise how Britain may have learnt from other countries and civilizations</p> <p>Use a range of sources to construct knowledge of the past.</p> <p>Identifying primary and secondary sources.</p> <p>Understanding there are different ways to interpret evidence.</p> <p>Street Life Museum Air museum Visit to Captain Cook museum Open Top Bus Tour Fire service visit Roman Artifacts</p> <p>History of air School in the style of Lowry School - a parent's view Roman Fitness</p> <p>Power-understand the expansion of empires and how they were controlled across a large empire.</p> <p>Civilisation- know that education</p>	<p>Know that there were many advanced civilizations on Earth 3000 years ago.</p> <p>Theseus and the Minotaur Flight to Greece Stone age shelters Stone age foraging</p> <p>Use a timeline to identify key time periods in history.</p> <p>Know some key events from a period in history. Playground games</p> <p>Know how our locality today has been shaped by what happened in the past. London Visit Houses of Parliament Cemetery visit</p> <p>Know about the impact that one period of history has had on the world. Victorian Bridge building Armistace</p> <p>Comparing and contrasting different historical sources</p> <p>Interpreting evidence in different ways.</p> <p>Understanding there may be multiple conclusions to a historical enquiry.</p> <p>Victorian recipes Peg dolls Visit to York Army Museum Propaganda posters WWII artifacts Jorvik and the Dig</p> <p>Power-understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>Invasion/settlement- understand the easiest settlements in Britain and that settlements changed over time.</p>	<p>Describe events from the past using dates when things happened. Flight to Greece</p> <p>Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Know and order key events from a period in history. Guided reading - WWII key events</p> <p>Know how an event or events from the past has shaped our life today. Visit to the chocolate story</p> <p>Know how Britain has had a major influence on the world. Victorian Bridge Building</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Identify how sources with different perspectives can be used in a historical enquiry.</p> <p>reaching conclusions which are increasingly complex.</p> <p>Rationing Wartime pancakes Victorian Recipes Greek myths Visit to York Army Museum Propaganda posters</p> <p>Power-understand how monarchy exercised absolute power.</p> <p>Invasion/settlements- understand the different reasons for invading Britain</p>	<p>Know how to place features of historical events and people from the past societies and periods in a chronological framework. Flight to Greece</p> <p>Know about the main events from a period of history, explaining the order of events and what happened.</p> <p>Know that many of the early civilizations gave much to the world. Victorian Bridge building s</p> <p>Develop an awareness of the variety of historical evidence in different periods of time.</p> <p>make increasingly complex interpretations using more than one source of evidence.</p> <p>Reaching and evaluating conclusions substantiated by a range of sources. Propaganda poster</p> <p>Power- understand different empires have different reasons for their expansion and declines.</p> <p>Invasion/settlements- understand the diverse experiences of the different groups coming to Britain over time.</p>
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Vocabulary	<u>Toys Now and Then</u> Names of toys, names of materials, time periods, parents, grandparents, baby, <u>Key Individuals</u> York, statue, important, monument, individual people, event, <u>Journeys</u> Seaside, holiday, Victorian, Queen Victoria, bathe, bathing suit, swimming suit, changing booth, steam train <u>Schools</u> School, classroom, playground, chalk board, slate, Victorian, rows, <u>Adventures</u> Explorers, exploration, important, discover, words to describe where the adventure took place e.g. polar, space, names of significant explorers in history <u>Our World</u> Holiday, journey, Victorian, Queen Victoria, steam train, Queen Elizabeth II, modern <u>All</u> Now, then, past, story, tomorrow, yesterday, last year, old, new		<u>Weather</u> <u>Great Fire of London</u> Capital city, London, England, River Thames, firefighter,Samuel Pepys, Rebuild, King Charles II, Sir Christopher Wren, St Paul's Cathedral, The Monument, architect, flammable materials <u>Romans</u> Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts, sacrifice, worship, festival, omen, superstition, Roman baths,, springs, strigil, aqueduct, <u>Explorers</u> Explorers names and countries, Apollo, Polar, North Pole, South Pole Important, significant, famous, explorer, exploration, voyage, expedition, racism, Greenland, Inuit, medal,commemorated, commemoration <u>School Now and Then</u> , chalk board, slate, Victorian, rows, formal, informal, compare, strict, punishment, chant, rote, Queen Victoria <u>On the Move</u> steam engine, steam train, steam, electric, petrol, engine, George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's		<u>World War II</u> atomic bomb, annex, conscripted, evacuation, dogfight, homefront, Czechoslovakia, Nazi party, rationing, allies, propaganda, Blitz, dig for victory, gas mask, invade, D Day, Munich agreement, Battle of Britain, occupy, antisemitism, Holocaust, Lord Woolston, Adolf Hitler, Winston Churchill, Neville Chamberlain, George VI <u>Greece</u> Amphitheatre, democracy, empire, government, hoplite, marathon, Mount Olympus, philosophy, Plato, Pythagoras, Homer, Hippocrates, Parthenon, Alexander the Great, <u>Heslington Past and Present</u> Victorian, Queen Victoria, city, village, Arithmetic, cone, dunce, reign, workhouse, slate, blackboard, abacus, cane. 3 Rs <u>Anglo-Saxons and Scots</u> invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, <u>Egypt</u> Ancient, Egypt, Egyptian, , kingdoms, Nile, fertile, burial, amulets, organs, mummified, preserved, soul, afterlife canopic, scarab, sarcophagus, Tutankhamun, pharaoh, tomb, sarcophagus, hieroglyphs, hieroglyphics, <u>Anglo Saxons and Vikings</u> Viking, raid, invade, Denmark, Norway, Sweden, Norse King, kingdom, longhouse, wergild,, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings <u>Stone Age</u> hunter gatherer, Skara Brae, Neanderthal, settlement, house, prehistory <u>Chocolate</u> cacao,rainforest,chocolate,tribe,trade,maize,pyramid,hieroglyphic <u>All</u>		

		Rocket, track, railway, Industrial Revolution, Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle All Century, year, present, past, change, modern, order, event, timeline, monarchy, king, queen, source, reliable, eyewitness, historical, long ago, truth, recent 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s)	BC/AD, CE/BCE, artefacts, cultural, historical, source, archaeologist, excavation, archaeology, historian, evidence, interpretation, monarchy, rule, chronological
Literature	Little People - Big Dreams series	Little People - Big Dreams series	Little People - Big Dreams series Little guides to great lives series
Experiences	Castle Museum Railway Museum Lotherton Hall	Captain Cook Birthplace York Open top bus tour City walls and Yorkshire museum Hull Street Life Museum/ Yorkshire Air Museum / Railway museum National Science and Media Museum Roman day in school incl Roman banquet 1950s school day Great Fire of London Experience Windrush - Caribbean food tasting	Eden Camp/ York Army museum Jitterbug Dance experience Castle Museum Murton Park Virtual Reality Jorvik Viking Centre Chocolate Story London Visit York Cemetery River visit Victorian Day
Diversity (Black history month- October)	Wangari Maathai Arthur Wharton	Windrush Slavery Floella Benjamin Noor Inayat Kaan as alternative to Florence Nightingale	Black and asian minorities in WWII Suffrage Home front Maya Angelou George Floyd protests Refugees
Long Term NC & EY Framework Planning Links	Year A Toys - similarities and differences/Changes within living memory/Old and new objects/Generational differences Heroes - Key individuals/events and monuments in York Journeys - similarities and differences/Changes within living memory/Old and new objects/Generational differences Year B Schools - similarities and differences/Changes within living memory/Old and new objects/Generational difference Adventures - Key individuals/events and monuments in York	Year A Weather - significant events within and beyond living memory Great Fire of London - events beyond living memory that are significant nationally or globally Romans - Roman Empire and impact on Britain Year B Explorers - significant individuals School Then and Now - local history study On the Move - changes within living memory	Year A Rivers - local study World War II - British history extended period Greece - broader history study Year B Heslington Past and Present (Victorians)- beyond 1066 Anglo-Saxons and Scots -british history Egypt - broader history study Year C Anglo Saxons and Vikings - british history Stone Age - changes in Britain Chocolate - broader history- non-european

	Our World - similarities and differences/ Changes within living memory/Old and new objects/Generational differences		
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