



***“At ARK Little Ridge our children will be secure in the knowledge of who they are and where they come from, and confident in looking to where they will go next.”***

## **Subject Intent**

At ARK Little Ridge, we aim to inspire pupils’ **curiosity about the history of the world** in which they live. All children will leave us with a wide ranging and deep knowledge of the past; of places and people and significant events through time. Our curriculum ensures that children are equipped to ask **perceptive questions, think critically, analyse evidence and weigh arguments.**

## **Implementation**

Our history curriculum is carefully mapped out so that all pupils leave primary school 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.

**We use 4 core pillars to underpin our understanding of history:**

1. **Historical enquiry**, exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Historical enquiry relies on pupils acquiring sufficient **historical knowledge**.
3. Alongside this knowledge, pupils are given the opportunity to develop **historical concepts: evidence, interpretation, cause and consequence, change and continuity and significance**. Historical concepts provide the structure that shapes the practice of history. These will be revisited multiple times throughout the year and progress across year groups.
4. Finally, pupils learn to **communicate** historical findings in a sequenced, coherent manner both in verbal and written form.

Children’s discovery of the world around them and their awareness of the passage of time begins in the Early Years Foundation Stage, where children are provided with opportunities to talk about past and present events in their own lives and in the lives of family members. In Key Stages 1 and 2, our pupils will learn about Global History alongside that of the British Isles; how nations have changed; how empires have risen and fallen and the legacy they have left behind. We have mapped out the significant people and places of history to ensure the sharing of knowledge from around the world.

**In Key Stage 1**, pupils continue to develop their awareness of the past. Our Year 1 children start with nationally significant events beyond living memory (Guy Fawkes and Remembrance Sunday), and then move to study changes over time inside the home (comparing old and modern houses in ‘Once Upon a Time’) and in transport use (examining how travelling by train has changed over time). In Year 2, our children deepen their understanding of chronology by studying changes beyond living memory through a unit on castles (‘Turrets and Tiaras’). Building on the history of homes in Year 1, we compare living standards between a 14th century castle and modern times. Furthermore, we develop our children’s ability to understand diversity in the past by identifying similarities and differences between ways of life in a 14th century castle. Finally, Year 2 further develop their chronological understanding through an in-depth study of the life of a significant person, Florence Nightingale.

**In Key Stage 2**, the history curriculum divides into two main strands, a study of Britain's past and a series of studies about Civilizations from around the world. When studying British History, concepts are taught chronologically starting with 'Settlers of the Stone, Bronze and Iron Age' (Y3), then exploring the significance and impact of the invaders starting with the Romans (Y4), then the Anglo-Saxons (Y5) and finally the Vikings (Y5).

When studying Civilizations from around the world, our curriculum starts in Ancient Greece (Y3), then delves into Ancient Egypt (Y4) and finally examines the Early Islamic Civilization (Y5). In Y6, pupils will expand their chronological knowledge to significant events beyond 1066 through a study of World War 2 and its impact on the lives of children.

In addition, Y6 pupils will carry out a local history study linked to the Battle of Hastings, tracing how several aspects of national history are reflected in our locality.

After this chronological study of British History, pupils move to studying three isolated units, each chosen because of their significance: The Industrial Revolution, WW1 and WW2. Pupils then end Year 6 with a chronological study of how groups of people have stood up for their own rights and the rights of others to influence change – Making our Mark.

Where appropriate, we use a cross-curricular approach to immerse children in the study of the historical period. We ensure that our RIDGE VALUES (Rigor, Integrity, Determination, Generosity, Enthusiasm) are permeated throughout our curriculum and discussed considering people, places and events. The children's understanding of the content is strengthened and extended in our reading and writing lessons.

Also, at Ark Little Ridge, we place great emphasis on the value of visits and visitors to enrich and enliven the curriculum. We want our pupils, particularly our vulnerable and disadvantaged children, to visit places of historic richness and beauty. These experiences make an invaluable contribution to raising our pupils' cultural capital and broadening their horizons.

Alongside the rich knowledge taught in the units of study listed above, pupils will develop their skills of historical enquiry. These are the ongoing skills that are taught and retaught, and thus cannot be assigned to any single unit of study. They will be covered in all units of learning and can be found at the end of this curriculum document.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<b>Toys in Time</b> 	<b>Transport &amp; Travel</b> 			<b>Our Seaside: Now and Then</b> 
Year 2	<b>Kings &amp; Queens</b> 				<b>They made a difference</b> 	
Year 3		<b>Settlers of Stone</b> 				<b>Ancient Greece</b> 
Year 4	<b>Roman Invasions</b> 	<b>Roman Britain</b> 	<b>Maya Civilisations</b> 			
Year 5	<b>Anglo-Saxons</b> 	<b>Vikings</b> 			<b>Baghdad &amp; The Middle East</b> 	<b>Victorians &amp; Industrial Revolution</b> 
Year 6	<b>Local History:1066</b> 		<b>Conflict and Resolution</b> 			<b>Making Our Mark</b> 

## History Skills Progression

Progression in history involves developing historical perspective through:

- Wider, more detailed and chronologically secure knowledge
- Deeper understanding of more complex issues and of abstract ideas
- Sharper methods of enquiry and communication
- Closer integration of history's key concepts (continuity and change; similarity and difference; cause and consequence; and significance)
- Greater independence in applying all these qualities End of Year 2 End of Year 4 End of Year 6

	END OF YEAR 2	END OF YEAR 4	END OF YEAR 6
Chronological knowledge and understanding	<p>Use common words and phrases relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'</p> <ul style="list-style-type: none"> <li>• Sequence a set of events, artefacts and people in chronological order</li> <li>• Recognise significant dates from a historical period</li> <li>• Identify similarities and differences between periods</li> </ul>	<p>Develop an awareness of the past.</p> <ul style="list-style-type: none"> <li>• Identify where a certain historical period appears on a timeline</li> <li>• Identify significant dates and individuals from a studied period</li> <li>• Identify similarities and differences within and between periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge of history</li> <li>• Demonstrate knowledge of specific dates, events and people from studied historical periods</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> </ul>
Historical terms	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms (e.g. Stone, Bronze and Iron Age; agriculture; empire; civilization)</li> </ul>	<ul style="list-style-type: none"> <li>• Use historical terms and in increasingly sophisticated ways (e.g. chronology; BC/AD and BCE/CE; archaeology; nation)</li> </ul>
Historical enquiry: using evidence and communicating ideas	<ul style="list-style-type: none"> <li>• Observe and/or handle sources to ask and answer questions</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding of key historical concepts</li> <li>• Communicate ideas about people, artefacts or events from the past through speaking, writing, drawing, role-play, storytelling and computing</li> </ul>	<ul style="list-style-type: none"> <li>• Address historically valid questions</li> <li>• Begin to understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organizing relevant historic information</li> <li>• Communicate these responses through writing and by creating a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historic information</li> <li>• Begin to create structured and evidentially supported accounts</li> <li>• Communicate these responses through writing and by creating a presentation</li> </ul>

Interpretations of history	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented (e.g. books, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings and sites, museums and galleries)</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Recognise that history is learnt through combining and interpreting different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reasons for this</li> <li>Begin to select and combine information from different sources.</li> </ul>
<b>Many of these qualities and skills relate to the following key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</b>			
Continuity and change in and between periods	<ul style="list-style-type: none"> <li>Develop an awareness and understanding of chronology and that things change over time, first within living memory and then beyond</li> <li>Identify similarities and differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Identify and make links between events and changes within and across different periods and societies</li> <li>Explore how certain events, themes and issues from the past have changed or remained the same over time</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make links between events and changes within and across different periods and societies</li> <li>Examine changes over time and continuity in times of change, and place these developments in a chronological framework</li> </ul>
Cause and consequence	<ul style="list-style-type: none"> <li>Recognize why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events and changes</li> <li>Identify and give the results of historical events and changes</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and debate the reasons for and results of events in the past</li> </ul>
Similarity and difference within a period	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Examine social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>

<b>Significance of events and people</b>	<ul style="list-style-type: none"> <li>• Talk about who was important in a simple historical account (e.g. Florence Nightingale)</li> <li>• Develop an understanding that some events and people have significance for the world in which we live</li> </ul>	<ul style="list-style-type: none"> <li>• Identify historically significant people and events in studied periods</li> <li>• Begin to order events by historical significance, and justify their decisions by identifying the impact of the change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify historically significant people and events in studied periods</li> <li>• Debate and weigh the importance, durability and relevance of events and people from the past, and justify their decisions</li> </ul>
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## National Curriculum

### Key stage 1

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.

Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our 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, teachers should 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 should be taught about:

1. changes in Britain from the Stone Age to the Iron Age o 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

2. the Roman Empire and its impact on Britain o 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

3. Britain's settlement by Anglo-Saxons and Scots o 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

4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor o 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

5. a local history study o

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

6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 o

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

7. 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

8. Ancient Greece – a study of Greek life and achievements and their influence on the western world

9. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300