

# History at Abingdon Primary School



# Our Bespoke Drivers

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Role Models of all  
protected  
characteristics



Accessing our local  
area and all it offers



The Power of Word

# Our vision for History at Abingdon

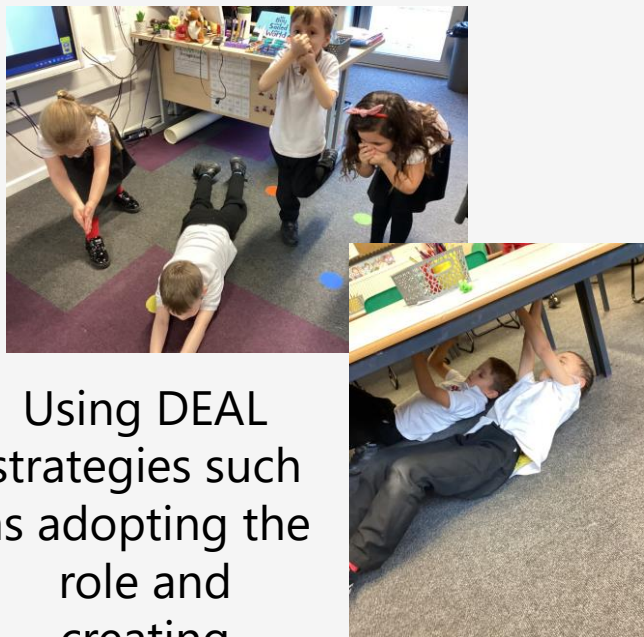
At Abingdon, we aim to deliver a high-quality history curriculum that is accessible to all and maximises the outcomes for every child. We want our children to become curious about the past, to ask perceptive questions and to develop the ability to think critically about the past. We believe that studying history allows our children to see how and why our community, our country and the world have changed over time and that what children learn through history, can influence their values and attitudes. Our curriculum fulfils the requirements of the National Curriculum for history; providing a broad and balanced curriculum that enables children to develop a knowledge of British history, including that of our local area, and of the wider world and supports the progressive development of historical concepts, knowledge, and skills. Children are supported to develop a secure sense of chronology, beginning with changes in their own lifetime and those that happen within living memory and extending into the time beyond living memory. We believe that children need to see themselves represented in the curriculum and plan for children to learn about a diverse range of significant individuals in the past as well as the work of different historians.





# History at Abingdon

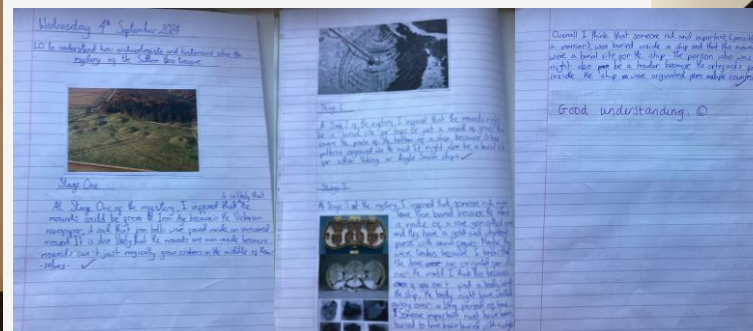
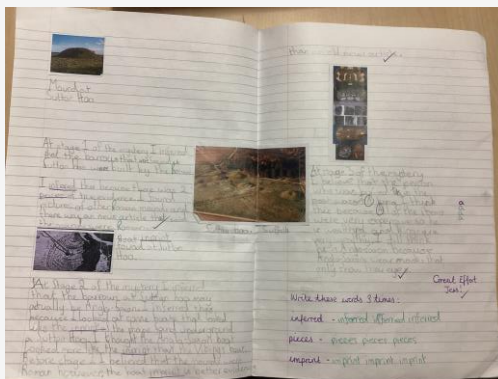
## Cross Curricular Links: Maya Masks



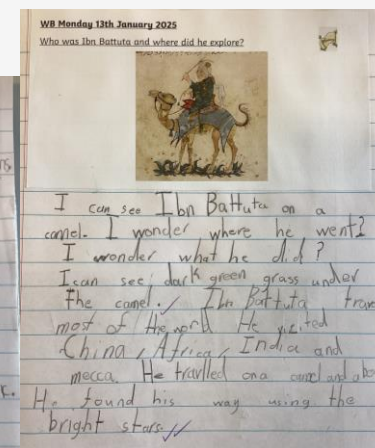
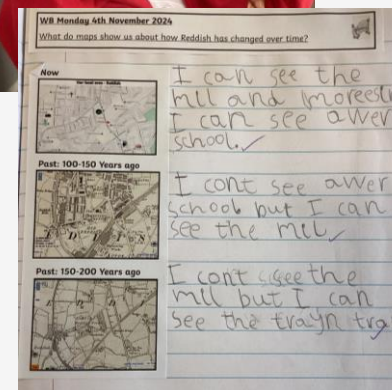
Using DEAL strategies such as adopting the role and creating tableaux to understand the past.




Being history detectives solving the mystery of Sutton Hoo.




Exploring sources



# How is learning across our school sequenced?


		ABINGDON PRIMARY SCHOOL – History Yearly overview CYCLE A						
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Autumn	<b>All about Me</b> <b>Seasonal change</b> <b>Celebrations</b>  Begin to make sense of their own life-story and family's history. Seasonal change (autumn and winter). Significant Individuals – Earnest Shackleton Remembrance Day	<b>The Great Fire of London</b> Autumn 1: Geography See geography overview. The countries of the UK and their capital cities.		<b>Eureka!</b> History What is the legacy of the Ancient Greek civilisation?  Ancient Greeks- A study of Greek life and achievements and their influence on the western world.  Enrichment – visit to school from School Workshops Additional History opportunities – Black History Month (Oct) Remembrance Day (Nov)  Linked <b>Geography</b> – Where is Greece in the world? How did the geography of Greece influence the lives of Ancient Greeks?		<b>Behind Enemy Lines</b> History How did World War 2 impact life in Britain? World War 2 – A study into World War 2. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Enrichment – Trip to Stockport Air Raid Shelters Additional History opportunities – Black History Month (Oct) Remembrance Day (Nov)  Linked <b>Geography</b> – Location of European countries		
		<b>Autumn 2: History</b> <b>How do we know what happened during the Great Fire of London?</b> <b>What changed because of the fire?</b> Significant events beyond living memory that are significant nationally or globally – The Great Fire of London.  Enrichment – Trip to Staircase House Additional History opportunities – Black History Month (Oct) Remembrance Day (Nov)						
Spring	<b>When I Grow Up</b> <b>Who Lives Where?</b>  Talk about the lives of the people around them and their roles in society (People who help us). Compare life in the UK and Kenya. Seasonal change (winter and spring) Compare and contrast characters from stories, including figures from the past. Significant Individuals- Florence Nightingale Mary Anning	<b>Sensational Stockport</b> Spring 1: Geography See geography overview A study of the local environment including its human and physical geography and the making and reading of maps.  Enrichment – Trip to Stockport town centre.		<b>Globetrotters</b> Geography A comparison between a European country (Spain) and our local area. <b>See Geography overview</b>		<b>What a Wonderful World</b> Geography A comparison between a non-European country from the Americas and our local area <b>See Geography overview</b>		
		<b>Spring 2: History</b> <b>How has my local high street changed since the 1950s?</b> Changes within living memory.						

ABINGDON PRIMARY SCHOOL – History Yearly overview CYCLE A 							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer	<b>Growth and Change Once Upon a Time</b>  Begin to make sense of their own life-story and family's history (How have I changed since I was a baby?).  Comment on images of familiar situations in the past (toys and planes) Understand the past through settings, characters and events encountered in books (e.g. The Royal Family, Castles, Kings, Queens, Knights) Significant Individuals – The Wright Brothers	<b>Going on Safari</b> Summer 1: Geography A focus on human and physical geography, weather patterns, locational knowledge of countries and oceans enabling a comparison between a Non-European country (a country in Africa) and our local area. See Geography overview	<b>Tomb Raiders</b> History When and where did the earliest civilisations begin?  What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve? A study of the earliest Civilisations (Ancient Sumer, the Indus Valley, the Shang Dynasty and Ancient Egypt). An overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.    Enrichment – Visit to Manchester/Bolton Museum Linked <b>Geography</b> – Location of ancient civilisations in the world. Links made between human settlement and physical features of the landscape (e.g. rivers)		<b>Rotten Romans</b> History How did the Roman invasion change life in Britain and what impact can we still see today? A study of the Roman Empire and its impact on Britain.  Enrichment – Trip to Chester Linked <b>Geography</b> – location of Rome and the land covered by the Roman Empire, impact of the physical landscape on the spread of the Roman Empire (geographical proximity of resources etc)		
		Summer 2: History Who was Sarah Forbes Bonetta and why was she remembered? - Pupils will also look at the lives of significant individuals who have contributed to national and international achievements.					

EYFS curriculum runs on a 1 year cycle.



# How is learning across our school sequenced?

ABINGDON PRIMARY SCHOOL – History Yearly overview CYCLE B 							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	<b>All about Me</b> <b>Seasonal change</b> <b>Celebrations</b>  Begin to make sense of their own life-story and family's history. Seasonal change (autumn and winter). Significant Individuals – Earnest Shackleton Remembrance Day	<b>Down in the Deep, Dark Woods</b> Autumn 1: Geography Linked Geography topic – Reddish See geography overview  Additional History opportunities – Black History Month (Oct)		<b>Stones 'n' Bones</b> History How did Britain change during prehistory? A study of changes in Britain from the Stone Age to the Iron Age.  Enrichment – Visit to Tatton Park Old Hall  Additional History opportunities – Remembrance Day (Nov)		<b>Raiders and Traders</b> History How did England change during the settlement of the Anglo Saxons and Vikings? An in-depth historical study into Britain's settlement by Anglo-Saxons and Scots then looking at the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  Enrichment – Visit to Weaver Hall or Tatton Park Additional History opportunities – Black History Month (Oct) and Remembrance Day (Nov)  Linked Geography- Locations of countries of origin for the Anglo Saxons and the Vikings	
		Autumn 2: History How has our local area (Reddish) changed over time? A study of significant historical events, people and places in their own locality. Significant Individuals- William Houldsworth, The Greg family (Styal mill)  Enrichment- Visit to Reddish Vale, local walks Additional History opportunities – Remembrance Day (Nov)					
Spring	<b>When I Grow Up</b> <b>Who Lives Where?</b>  Talk about the lives of the people around them and their roles in society (People who help us). Compare life in the UK and Kenya. Seasonal change (winter and spring) Compare and contrast characters from stories, including figures from the past. Significant Individuals- Florence Nightingale Mary Anning	<b>Amazing Adventurers</b> Spring 1: History How have explorers changed the world? Pupils will develop their awareness of the past through comparing the lives of significant explorers such as Ibn Battuta, George Back, Matthew Henson and Felicity Aston.		<b>Extreme Earth</b> Spring 1: Geography A study into natural disasters, in particular volcanoes and earthquakes. See Geography overview  Additional History opportunities – Learn about some famous earthquakes and famous volcanoes (e.g. Vesuvius). Learn about the impact of these natural disasters.		<b>Time Travellers</b> Spring 1: History How does the Maya civilisation compare to Britain in AD 900? The Maya –A study of a non-European society that provides contrast with British history – The Maya (AD 900)  Enrichment – Archaeologist visit	
		Spring 2: The World See Geography overview.  Enrichment – Whole school trip to Chester Zoo (2025 only)		Spring 2: Geography The UK See Geography overview		Spring 2: Geography Comparison of countries in Central and South America and the UK with a focus on the geography of the rainforests. See geography overview	

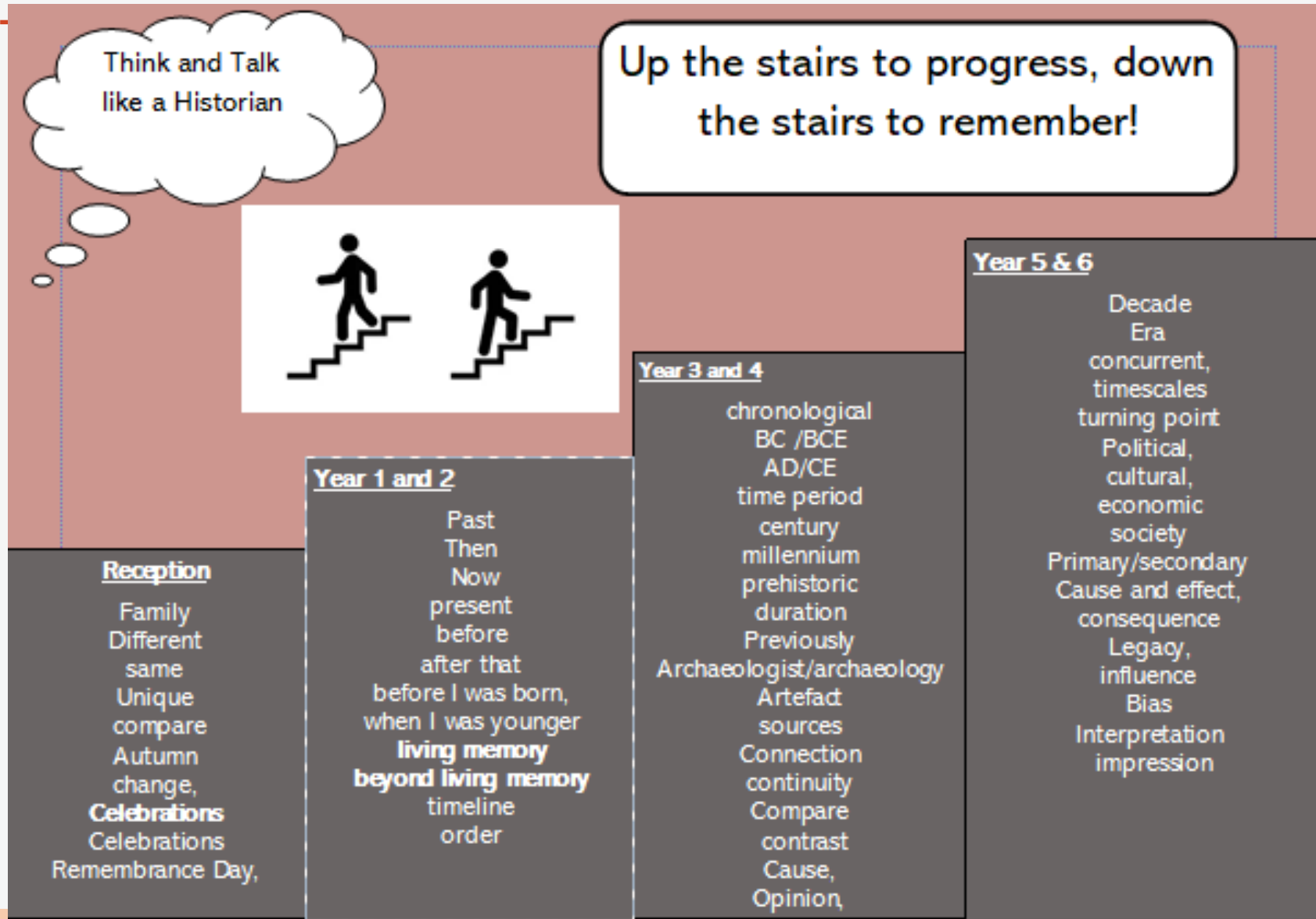


ABINGDON PRIMARY SCHOOL – History Yearly overview CYCLE B							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 1	<b>Growth and Change Once Upon a Time</b>  Begin to make sense of their own life-story and family's history (How have I changed since I was a baby?). Comment on images of familiar situations in the past (toys and planes) Understand the past through settings, characters and events encountered in books (e.g. The Royal Family, Castles, Kings, Queens, Knights) Significant Individuals – The Wright Brothers	<b>A taste of India</b> Summer 1: Geography A comparison between a Non-European country (India) and the UK See Geography overview  Enrichment – Visit to a Hindu temple in Manchester		<b>As Mad as a Hatter</b> Summer 1: History How did the development of the hat <u>making</u> industry change Stockport? A local history study of Stockport and the rise of the hat industry in a small town.		<b>A Better Tomorrow</b> Summer 1: History Who were the Suffragettes and why were they important in history? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Significant individuals: Emmaline Pankhurst, Elsie Plant (Suffragette from Stockport) and Hannah Wimbolt (Suffragist from Stockport).	
		Summer 2: History How have holidays changed in the past 100 years? Changes within living memory		Summer 2: Geography A study of the physical and human geography of our local area, Stockport. See Geography overview  Enrichment – Trip to the Hat Works Museum		Summer 2: Climate Change See geography overview	

EYFS curriculum runs on a 1 year cycle.




# Vocabulary Progression: Disciplinary Vocabulary



General disciplinary vocabulary is mapped out across the year groups to ensure progression.

This links to The Power of Word – understanding the power that vocabulary can have.

# Vocabulary Progression: Cycle A

	ABINGDON PRIMARY SCHOOL – History Progression of Vocabulary Cycle A						
	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Revisit EYFS vocab and introduce new words:		Revisit KS1 vocab and introduce new words:		Revisit KS1 & LK2 vocab & introduce new words:	
Autumn Term	<p><b>All About Me</b> Family, different, same unique, compare,</p> <p><b>Seasonal Change</b>  Autumn, change,</p> <p><b>Celebrations</b> Celebrations, Remembrance Day, remember</p> <p>Earnest Shackleton</p>	<p><b>The Great Fire of London</b> Flammable, bakery, embers, leather bucket, plague, Thames</p> <p><b>Significant Individuals</b> Samuel Pepys, King Charles II</p>		<p><b>Eureka!</b> Democracy, philosophy Olympic Games, myths, Temple, Parthenon</p> <p><b>Significant Individuals/Sites</b> Athenians, Athens Spartans Greek Gods</p>		<p><b>Behind Enemy Lines!</b> dictator, Nazi, rationing, evacuation, Blitz, propaganda Discrimination</p> <p><b>Significant Individuals</b> Adolf Hitler, Winston Churchill, Neville Chamberlain, Anne Frank</p>	
Spring Term	<p><b>When I Grow Up</b>  When I grow up, investigate, evidence</p> <p>Florence Nightingale</p> <p><b>Who Lives Where?</b> Village past, excavation, farming</p> <p>Mary Anning</p>	<p><b>Sensational Stockport</b>  High street Butcher, baker, greengrocer trade, supermarket packaging</p>		<p><b>Globetrotters</b>  See Geography planning</p>		<p><b>What a Wonderful World</b>  See Geography planning</p>	
Summer Term	<p><b>Growth and Change</b> Growing, change poor, rich city King, Queen, coronation, monarch, London old, past, different, same,</p> <p><b>Once Upon a Time</b> Once upon a time, change,</p> <p>In the beginning, in the end.</p>	<p><b>Going on Safari</b> Significant, individual: Sarah Forbes Bonetta</p> <p>captive monarch, baptised, education rich, poor</p>		<p><b>Tomb Raiders</b> Civilisation, Dynasty, Pharaoh, mummification irrigation, hieroglyphics, scribes</p> <p><b>Significant Individuals</b> Tutankhamun, Howard Carter</p> <p><b>Ancient Civilisations:</b> Ancient Egypt, Ancient Sumer, Shang Dynasty, Indus Valley Civilization</p>		<p><b>Rotten Romans</b> Empire, conquest, legions, Centurion, rebellion, Romanisation hypocaust</p> <p><b>Significant Individuals/Sites</b> Julius Caesar, Emperor Claudius, Boudicca, Hadrian's Wall, Dewa (Chester)</p>	







Topic specific vocabulary is mapped out for each unit.

# Vocabulary Progression: Cycle B

	ABINGDON PRIMARY SCHOOL – History Progression of Vocabulary Cycle B					
	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		Revisit EYFS vocab and introduce new words:		Revisit KS1 vocab and introduce new words:		Revisit KS1 & LKS2 vocab & introduce new words:
Autumn Term	<b>All About Me</b> Family, different, same unique, compare,  <b>Seasonal Change</b>  Autumn, change,  <b>Celebrations</b> Celebrations, Remembrance Day, remember  Earnest Shackleton	<b>Down in the Deep Dark Woods</b>  cotton mill Industrial Revolution farming railway piecer		<b>Stones and Bones</b> Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age, Iron Age Temporary, permanent, settlement Hunter-Gatherer, agriculture, hill fort  <b>Significant individuals/locations</b> Stonehenge, Skara Brae, Avebury		<b>Raiders and Traders</b> Vikings, Anglo Saxons, Scot migration, invasion, trade, pillage pagan, monk, priory, Christian Conversion runes, Danelaw  <b>Significant individuals/locations</b> Sutton Hoo, Lindisfarne Alfred the Great, Altheaston, Edward the Confessor
Spring Term	<b>When I Grow Up</b>  When I grow up, investigate, evidence  Florence Nightingale  <b>Who Lives Where?</b> Village past, excavation, farming  Mary Anning	<b>Amazing Adventurers</b> explorer/explore achievement, voyage, navigate transport, trade  <b>Significant Individuals/locations</b> Ibn Battuta Sir George Back Matthew Henson, Felicity Ashton  <b>Optional Individuals for additional stories</b> Mary Kingsley Neil Armstrong, Mae Jemison, Amelia Earhart, Amy Johnson  +specific vocabulary linked to each individual as appropriate		<b>Extreme Earth</b>  <b>Vocabulary for linked history</b>  Pompeii, Vesuvius, eruption,		<b>Time Travellers</b> Maya, Mayan Mesoamerica Hierarchy, maize Cocoa, codex  <b>Significant Individuals/locations</b> Mesoamerica <b>Chichen Itza, Xunantunich, Uxmal,</b> Palenque, Calakmul, Coba Copan, Tikal, Tulum
Summer Term	<b>Growth and Change</b> Growing, change poor, rich city King, Queen, coronation, monarch, London old, past, different, same,  <b>Once Upon a Time</b> Once upon a time, change, In the beginning, in the end,	<b>Changes in Living Memory: Holidays</b> Seaside resort amusements, entertainment bathing machine pier, promenade  <b>Significant Individuals/locations</b> Blackpool beach, Southport		<b>As Mad as a Hatter</b> Hatting industry, factory, milliner, hat block furrier influx, urban  <b>Significant Individuals/locations</b> Elsie Plant, Sarah Ward Stockport Hat Works		<b>A Better Tomorrow – Suffragettes</b> vote, protest, Suffragette, Suffragist suffrage, laws activist, equality  <b>Significant Individuals/locations</b> Emeline Pankhurst, Millicent Fawcett, Emily Davison Elizabeth Raffald, Gertrude Powicke, Elsie Plant, Hannah Winbolt

Topic specific vocabulary is mapped out for each unit.

# Vocabulary Progression

What I already know that will help me:			Word components and phonic knowledge
Words			
Past	present		
then	Now		
Living memory	Timeline		
Similarity	difference		
Local	national		
explorer/explore	significant		
chronology			
Compare	contrast		
New vocabulary for this study – words specific for History			
achievement			
			
voyage			
			
transport			
			
navigate			
			
trade			
			

An example of a KS1 vocabulary builder.

Vocabulary builders are used to explicitly teach key vocabulary for units.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use.



# Vocabulary Progression

Key vocabulary is dual coded.

In EYFS and KS1 vocabulary is taught to the children with an accompanying sign (either BSL or Makaton) or action where possible.

achievement



explorer



voyage



transport



navigate



*navigate* - University of Bristol & Deaf Studies Trust

<https://www.signbsl.com/sign/navigate>

An example of KS1 dual coded vocabulary cards for our Amazing Adventurers topic.

# How is knowledge built on through school?

Key Stage 1						
2-year cycle	Cycle A Autumn	Spring	Summer	Cycle B Autumn	Spring	Summer
Enquiry Question	How do we know what happened during the Great Fire of London? What changed because of the fire?	How has my local high street changed since the 1950s?	Who was Sarah Forbes Bonetta and why is she remembered?	How has our local area changed over time?	How have explorers changed the world?	How have holidays changed in the past 100 years?
Y1 & 2 mixed age	<p>1.London was a large city in 1666 with lots of wooden buildings built close together.</p> <p>2.The fire started in a baker's shop on Pudding Lane.</p> <p>3.It had been a long, hot summer so the buildings were dry. Strong winds were blowing which helped the flames to spread.</p> <p>4.People had to evacuate using carts and the boats on the river. The king ordered houses to be pulled down to put the fire out.</p> <p>5.Samuel Pepys wrote a diary all about the events.</p> <p>6.After the fire laws were changed to make houses of brick or stone.</p>	<p>1.In the past people went to different shops to buy different kinds of food e.g. butcher, baker, greengrocer</p> <p>2.When supermarkets opened food need to be packed in different ways to make it easier for people to pick it up.</p> <p>3.In the past people used cash to pay for their shopping. Now we can pay using bank cards or our phones.</p>	<p>1. A significant person is someone who has done something important.</p> <p>2.People are remembered for different reasons.</p> <p>3.Nelson Mandela and Jane Goodall are both significant individuals but they are remembered for different things.</p> <p>4.Sarah Forbes Bonetta was born in Nigeria.</p> <p>5.She was captured as a child and taken to England.</p> <p>6.Queen Victoria looked after her and made sure that she was taught to speak English and play music.</p>	<p>1.200 years ago, Reddish was mostly farmland. Not many people lived here.</p> <p>2.Lots of people came to Reddish to work in the cotton mills. One of the mills was Houldsworth Mill.</p> <p>3.William Houldsworth also had St Elisabeth's church and school built and built houses for his workers.</p> <p>4.Life was very difficult for children working in the Reddish Mills in the 1860s. They had dangerous jobs, worked long hours and were not paid very much.</p> <p>5. From 1880 all children had to go to school.</p> <p>6. 100 years ago children wrote on slates with pencils. Older children</p>	<p>1.Explorers are people who travel to and explore new or unfamiliar areas.</p> <p>2.Ibn Battuta was a Medieval Muslim who travelled around Africa, the Middle East, India and China.</p> <p>3.George Back was an Arctic explorer who was born in Edgeley. On one expedition he ran out of food and had to eat a pair of trousers.</p> <p>4.Matthew Henson was a polar explorer. He was one of the first men to find the North Pole. His achievements were not acknowledged because he was black.</p> <p>6.Felicity Aston is a polar explorer. In 2012 she became the first woman</p>	<p>1.A holiday is a break from school or work. People often travel to different places.</p> <p>2. Holidays abroad are popular today but lots of people still go to the seaside.</p> <p>3. Our parents and grandparents did some things that we can do today: play with fishing nets and buckets and spades, eat ice-cream and watch Punch and Judy like today.</p> <p>4. In the past most people went on holiday in the UK. People used to send postcards about their trips</p> <p>5. 100 years ago most people travelled by train to the seaside because during this time the</p>
	<p>7.In the past firefighters used leather buckets and wore leather helmets. Today they have safety equipment to protect them and have fire engines to help them get to fires quickly.</p>			<p>used "dipping pens". School was very strict.</p> <p>7. Children didn't use computers in school until the 1980s.</p>	<p>to ski alone across Antarctica.</p> <p>7.Although we can compare explorers, there are differences in how and where they travelled.</p>	<p>railways grew and went to more places.</p> <p>6. We can find out about seaside holidays in the past from a range of sources including photographs, film recordings, postcards, letters, diaries, paintings, books and first-hand accounts (talking to people).</p>

Key knowledge is mapped out for each unit. From KS1 onwards the key learning takes the form of key facts that we want the children to know by the end of the unit.

An example of the progression in key substantive knowledge

# How is learning planned?



**Medium Term Curriculum Plan**  
**Amazing Adventurers: How have explorers changed the world?**  
**Subject: History**  
**Term: Spring**  
**Cycle B**  
**Year group: 1 and 2**

## National curriculum objective

Pupils should

- Be taught about 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.

A study of the lives of different explorers focussing on Ibn Battuta and Matthew Henson, Sir George Back (significant individual with links to Stockport) and Felicity Aston (three polar explorers to provide comparison).

Children will also learn about explorers such as Neil Armstrong, Mae Jemison, Mary Kingsley and Amelia Earhart through stories.

## History aims

### Chronological Understanding

- Understand that the time before now is the past
- Understand the terms "within living memory" and "beyond living memory"
- Know that a timeline shows the order that events in the past happened.
- Be able to place different explorers on a timeline in order.
- Use vocabulary to orally label a timeline (e.g. past/present, older/newer)

### Historical Enquiry

**Change and Continuity** – Identify and describe the similarities and differences between the journeys of different explorers. Explain that some things have changed whilst others have stayed the same.

**Cause and Consequence** – Ask why things happened and begin to explain why with support. Describe some of the reasons that motivated each explorer. How did the physical conditions affect the explorer (What impact did they have in the people, livestock and equipment?) Suggest reasons why people are regarded as significant – why should we remember them? What impact did they have?

**Similarity and Difference** – Compare and contrast aspects of life in the past with life today using the stories of Ibn Battuta (e.g. the postal system and food storage). Compare and contrast the equipment used by different explorers and the modes of transport available to them.

**Sources and Evidence** – Describe some of ways in which historians can find out about the past. Explore sources of evidence about the past including maps and photographs. Make observations about what the sources show (What do you notice?). Begin to ask questions about the sources and the individuals they relate to (What do you wonder? What questions would you ask the explorer?) and use this information to answer simple historical questions.

### Subject specific vocabulary

explorer/explore  
achievement  
voyage  
transport  
navigate  
trade

### Disciplinary Vocabulary

Past, then  
Now, present  
Living memory  
Timeline, **chronology**  
Evidence  
Similarity, difference  
Local, national  
**Compare, contrast**  
**significant**

### Knowledge and understanding of events in the past

- Explorers are people who travel to and explore new or unfamiliar areas.
- Ibn Battuta was a Medieval Muslim who travelled across Africa and then onto Mecca for the Hajj. He also travelled to India and China.
- George Back was a polar explorer who was born in Edgeley. He went on many expeditions to the Arctic. On one expedition he ran out of food and had to eat a pair of trousers.
- Matthew Henson was a polar explorer. He was one of the first men to find the North Pole. His achievements were not acknowledged because he was black.
- Felicity Aston is a polar explorer. In 2012 she became the first woman to ski alone across Antarctica.
- Although we can compare explorers, there are differences in how and where they travelled.

### Interpretation

- Begin to identify different ways to represent the past (e.g. photos, stories).
- Make simple observations about the past from a source.
- Understand that some people are considered more "significant" than others and begin to give reasons why this might be.

## Weekly overview

Week	Objective	Previous linked	Lesson Outline	Key questions	SEND adaptation/adjustments	Resources needed
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Each unit is planned using a bespoke medium term plan which outlines the key learning to be undertaken in each unit. This is an example of a plan from KS1.

# How is learning planned?

Key Stage 1

Unit Enquiry Question	Lesson Enquiry Questions
How do we know what happened during the Great Fire of London? What were the consequences of the fire?	<ol style="list-style-type: none"><li>1. What was London like in 1666?</li><li>2. What caused the Great Fire?</li><li>3. What happened during the Great Fire?</li><li>4. What does the evidence tell us about the fire?</li><li>5. How did building design change because of the fire?</li><li>6. How has firefighting changed since the Great Fire of London?</li></ol>

Examples of how our history enquires are structured

Lower Key Stage 2

Unit Enquiry Question	Lesson Enquiry Questions
How did Britain change during prehistory?	<ol style="list-style-type: none"><li>1. What is prehistory?</li><li>2. What was life like in the Stone Age?</li><li>3. How did people live in the Stone Age?</li><li>4. What was new about the New Stone Age?</li><li>5. Did the development of metal change everything in Prehistoric Britain?</li><li>6. What do prehistoric monuments tell us about the past?</li><li>7. Who is the Amesbury Archer and why is their grave significant?</li><li>8. How was iron better than bronze?</li></ol>

Each unit is based around an overarching enquiry question. The unit is then divided into a series of sub enquiry questions which enable the children to build up the learning needed to answer the big question.

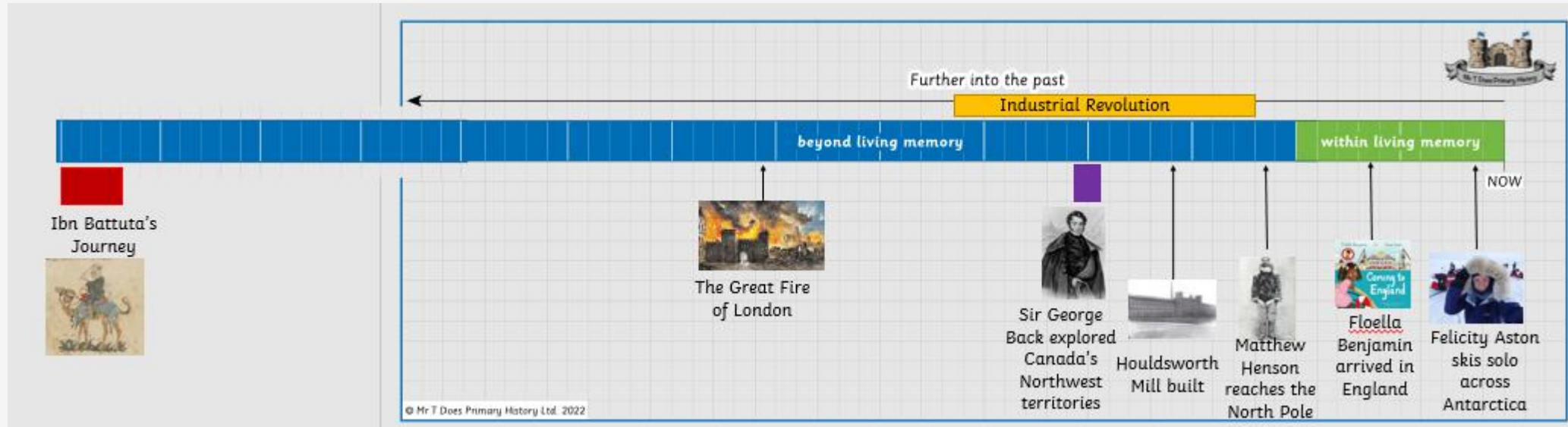


# How is learning planned?

<b>Weekly overview</b>			answer simple historical questions.
<div><div></div></div>			
Week	Objective	Previous linked objectives/ learning?	<b>Lesson Outline</b> Historical enquiry question in bold
1	To explain what an explorer is and what they do.	Children have learnt about different jobs that people do as part of the "When I Grow Up" topic in EYFS. Children have explored different environments including the Arctic during UTW sessions in EYFS. Children in Year 2 have previously discussed the concept	<b>Who are explorers and what do they do?</b>  Hook – Show the children a backpack containing binoculars, a compass, a map and a walking pole. Who do they think these objects belong too? What do you think they are used for?  Introduce the big question and the term explorer. Ask children what they think explorers do? Can they name any explorers? Explain to the children what explorers are and tell that that we will be learning about some different explorers.
		of significance when learning about significant individuals in previous topics.	Show the children some pictures of different explorers. Place the images around the classroom, children to work in groups to look a

Prior learning is clearly identified on the medium term plans.

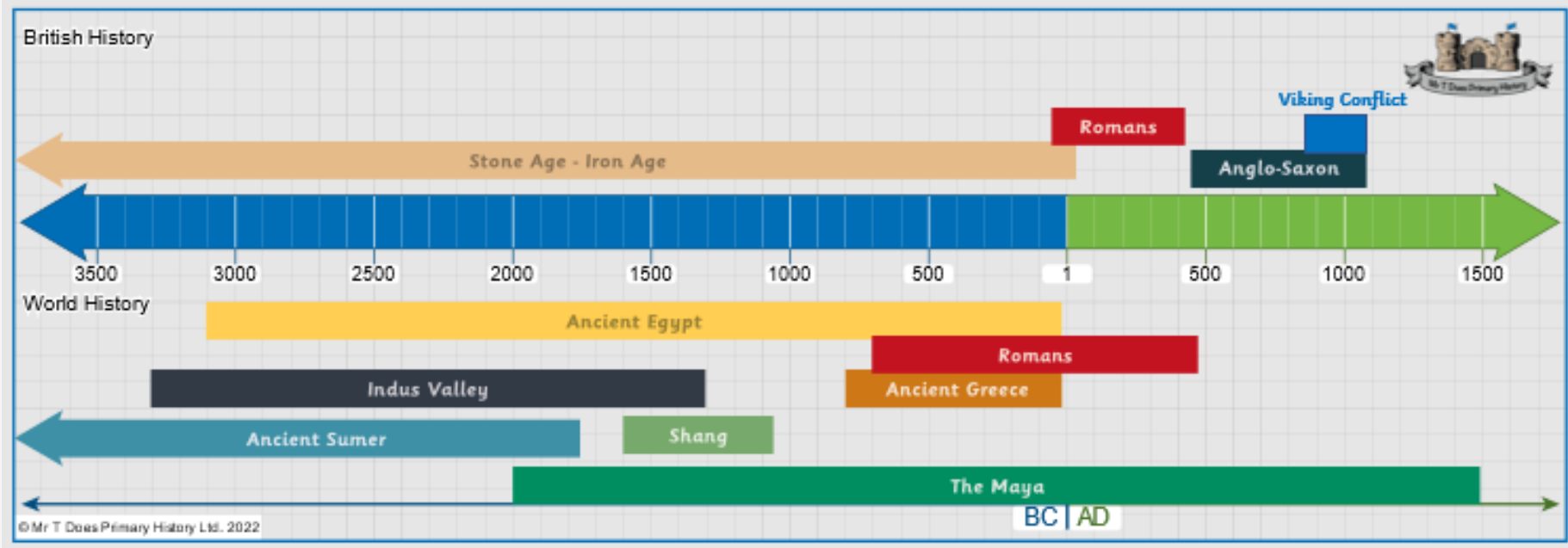
# How is chronology taught?



Children in EYFS are taught about "the past" and "now". In KS1 children build on this by learning about "living memory" and "beyond living memory". A visual timeline is used to help children see when things happened in the past.

*Timeline © "Mr T Does Primary History Limited 2022"*

# How is chronology taught?



## Our Upper Key Stage 2 timeline

At KS2 children are introduced to chronology in more detail. They learn about AD and BC and the chronology of specific periods of history. All topics start with a lesson introducing the children to where that period of history sits within the wider chronology of British/world history and use of our KS2 timeline to help the children to make links between different periods and develop an understanding of duration and concurrence.

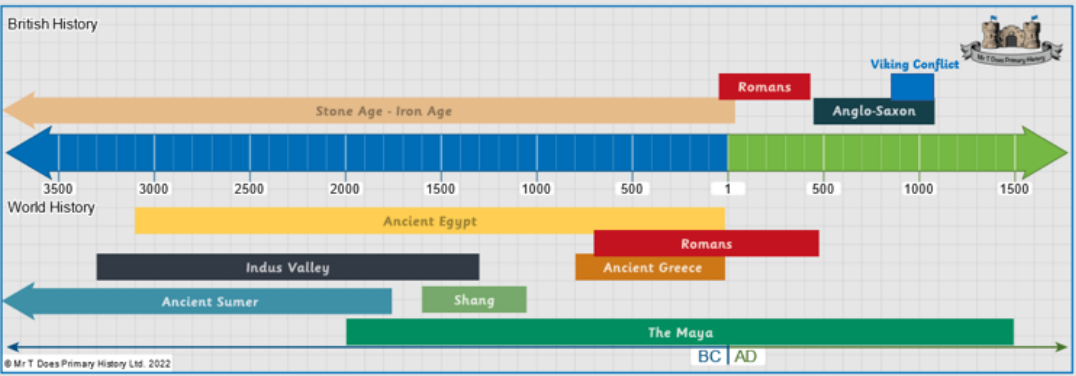
*Timeline – © "Mr T Does Primary History Limited 2022"*

# Knowledge Organisers

## History Year 5 and 6 Knowledge Organiser

### Time Travellers: How does the Maya civilisation compare to Britain in AD 900?

Key knowledge	Vocabulary
The Maya lived in Mesoamerica, an area of land that includes Mexico and part of Central America.	<b>concurrency</b> Two or more events happening or existing at the same time.
There are three main periods of Maya Civilisation: Pre-Classic period 2000BC – AD250. Classic period AD 250 – AD 900 , post-Classic AD900 – AD 1600	<b>Mayan</b> The group of languages spoken by the Maya
Maya society had a strict hierarchy. Life was very different for rich and poor and there was very limited movement between classes.	<b>Mesoamerica</b> A historical region that includes central and southern Mexico, all of Belize, Guatemala, El Salvador, and parts of Honduras, Nicaragua and Costa Rica.
The Maya worshiped a number of gods who were important to their culture. Some key gods included Itzamna (the creator god), Chac (the god of rain and weather) and the Maize god.	<b>hierarchy</b> A system in which members of a society are ranked by their status.
cAD900 many Maya cities were abandoned. Historians and archaeologists have several different theories about why.	<b>maize</b> A Central American cereal plant. The staple food for the Maya.
	<b>codex</b> A folding book written by the Maya in on bark paper.



Knowledge Organisers are held in back of the children's books so that they can be easily accessed. All Knowledge Organisers include key vocabulary and the relevant Key Stage timeline.



# What does history look like in EYFS?

## Understanding the World – What does History look like in EYFS?



### Past and Present – Early Learning Goal

- Talk about the lives of people around them and their role in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books in class and storytelling

### Planned Whole Class Teaching:

- Daily calendar, days of the week, visual timeline
- Baby Photos – how have we changed?
- Figures from the Past: Florence Nightingale, Ernest Shackleton, Mary Anning, the Wright Brothers
- Changes in: Toys, Transport, the Royal Family

### Incidental Conversations:

- Children responding to something they see in black and white, pictures, videos etc.
- Conversations about time and age
- Sequencing events and stories

### Continuous Provision:

- Role Play – different community roles (e.g. police, builders, fire fighters, doctors, dentists)
- Constructing different forms of transport
- Small World Play – King's, Queen's, Castles, families, doll's house
- Decorating flags

### Responding to Current Events:

- Remembrance Day
- Birthdays/Christmas
- Changes in the Royal Family e.g. Coronation or Jubilee

### Example Texts:

- Roles in Society: Cops and Robbers, Zog and the Flying Doctors, The Jolly Postman, Topsy and Tim Meet the Firefighters
- Changes in the Royal Family: The King's Pants
- History of Toys: Dogger
- History of Flight: Pigs Might Fly

### Building Blocks:

Before the children can compare similarities and differences, they have to be able to match and spot matching items. This starts in Maths.

### Links with Home:

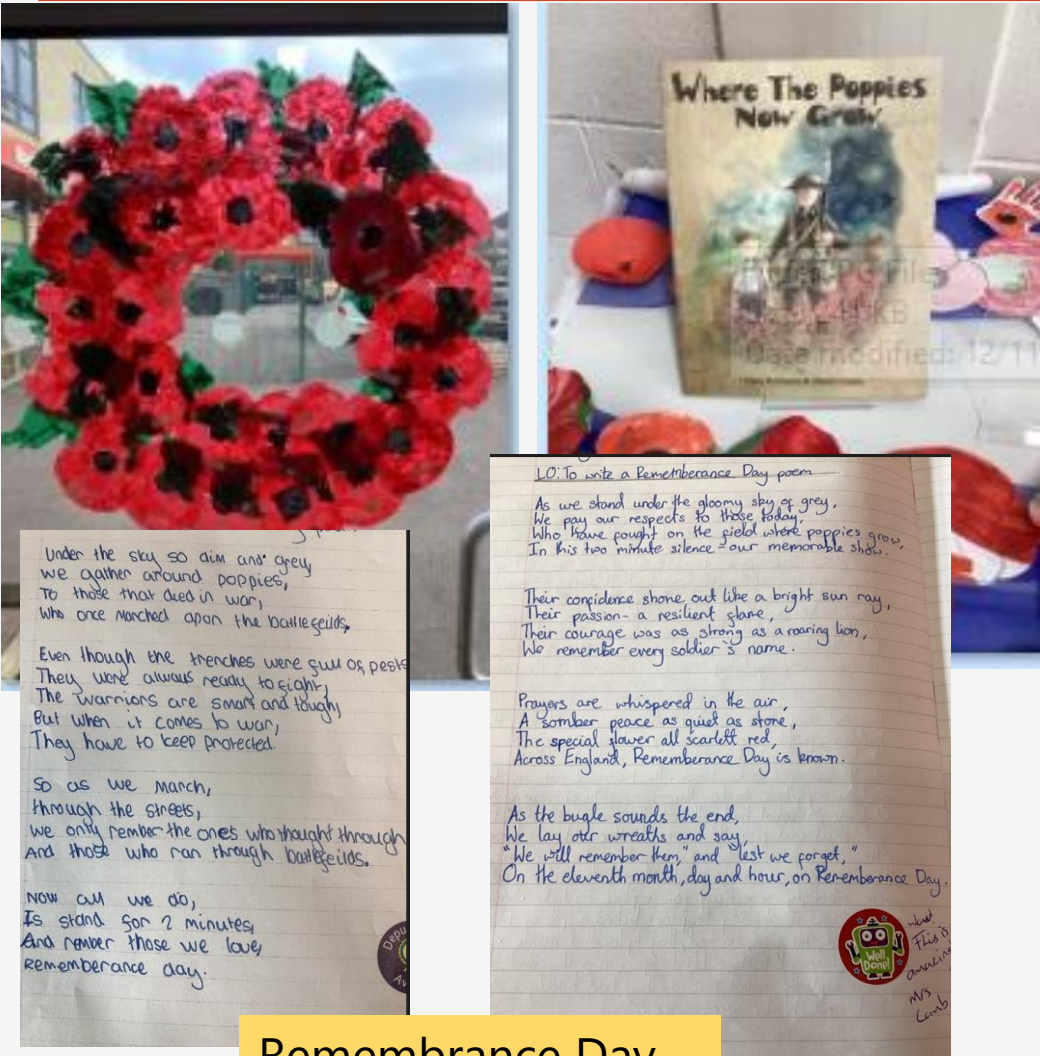
- Photographs of the children celebrating different events, sent in on Class Dojo
- Photographs of the children as babies, sent in on Class Dojo

### Enhancements:

- Visits from People Who Help Us (e.g. Police Service, Fire Service, Dental Health Team)
- Set of old toys brought in for the children to look at

In EYFS we plan for a range of experiences that help children to develop a sense of the past and to provide them with the necessary knowledge to start more formal learning in history in Key Stage 1.

# Whole School Historical Events and Reading activities



Remembrance Day

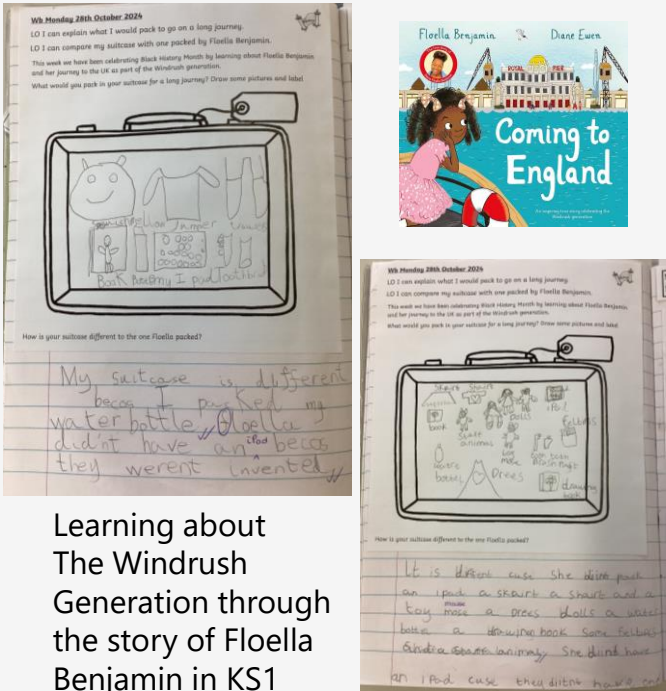
Reading Autumn Term 2024 contents page – Y3/4 CYCLE B

Theme:		
<u>Stones 'n Bones</u>		

Week	Text type	Title	Gem
1		3 days – reading scheme starts week 2	
2	Narrative	The Iron Man	
3	Narrative	The Iron Man	
4	Narrative	The Iron Man	
5	Narrative	The Iron Man	
6	Narrative	The Iron Man	
7	Narrative (BHM)	Mae C. Jemison	
Half term			
8	Non-fiction (BHM)	Sonia Boyce	
9	Non-fiction	Remembrance Day	
10	Non-fiction	What is bullying?	
11	Non-fiction	All about the Iron Age	
12			

History linked reading lessons

## Black History Month:



Learning about The Windrush Generation through the story of Floella Benjamin in KS1



# Educational Visits

We plan trips to a range of different historical sites and museums. Some recent examples include:



Stockport Air Raid Shelters



Bolton Museum



Stockport Hat Works Museum

# Key Learning



## Key Learning History Cycle B Spring 1 Amazing Adventurers KS1



1. Explorers are people who travel to and explore new or unfamiliar areas.



2. Ibn Battuta was a Medieval Muslim who travelled across Africa and then onto Mecca for the Haji. He also travelled to India and China



3. George Back was a polar explorer who was born in Edgeley. He went on many expeditions to the Arctic. On one expedition he ran out of food and had to eat a pair of trousers.



4. Matthew Henson was a polar explorer. He was one of the first men to find the North Pole. His achievements were not acknowledged because he was black



5. Felicity Aston is a polar explorer. In 2012 she became the first woman to ski alone across Antarctica.



6. Although we can compare explorers, there are differences in how and where they travelled

In each subject we have identified the key learning we want the children to know. This is shared with the children with "key" images.



# Assessment

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We use a number of formative assessment strategies:

Live marking

Concept maps

Quizzes

Double page spreads

Verbal questioning

Teachers assess children against the key learning that has been identified for each unit.


Assessment	
Working below expectation	Working above expectation
All other children have met expectations	

# Challenge and Adaptations

**We believe that history should be accessible for all. Adaptations are planned into lessons. They might look like:**

- Use of additional resources – e.g. scaffolding, sentence stems, visual representations (dual coding), assisted technology
- Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do
- Referring to previous learning and vocabulary. Pre teaching vocabulary
- Making parallels with the present day – linking the past to the present or the present to the past.
- Use of artefacts, visits and visitors.
- Enable Tables
- Variable recording e.g. drawing, talking (evidenced with QR codes), teacher scribe

In each medium term plan the ways to support SEN children are identified.



SEND adaptation/adjustments
Dual coded vocabulary to support understanding of key vocabulary.
Adults to scribe children's responses/record children orally explaining what explorers are. QR codes in books.

# Challenge and Adaptations

## High quality teaching benefits pupils with SEND

### The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1

#### Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

#### Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

#### Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

#### Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

#### Using technology

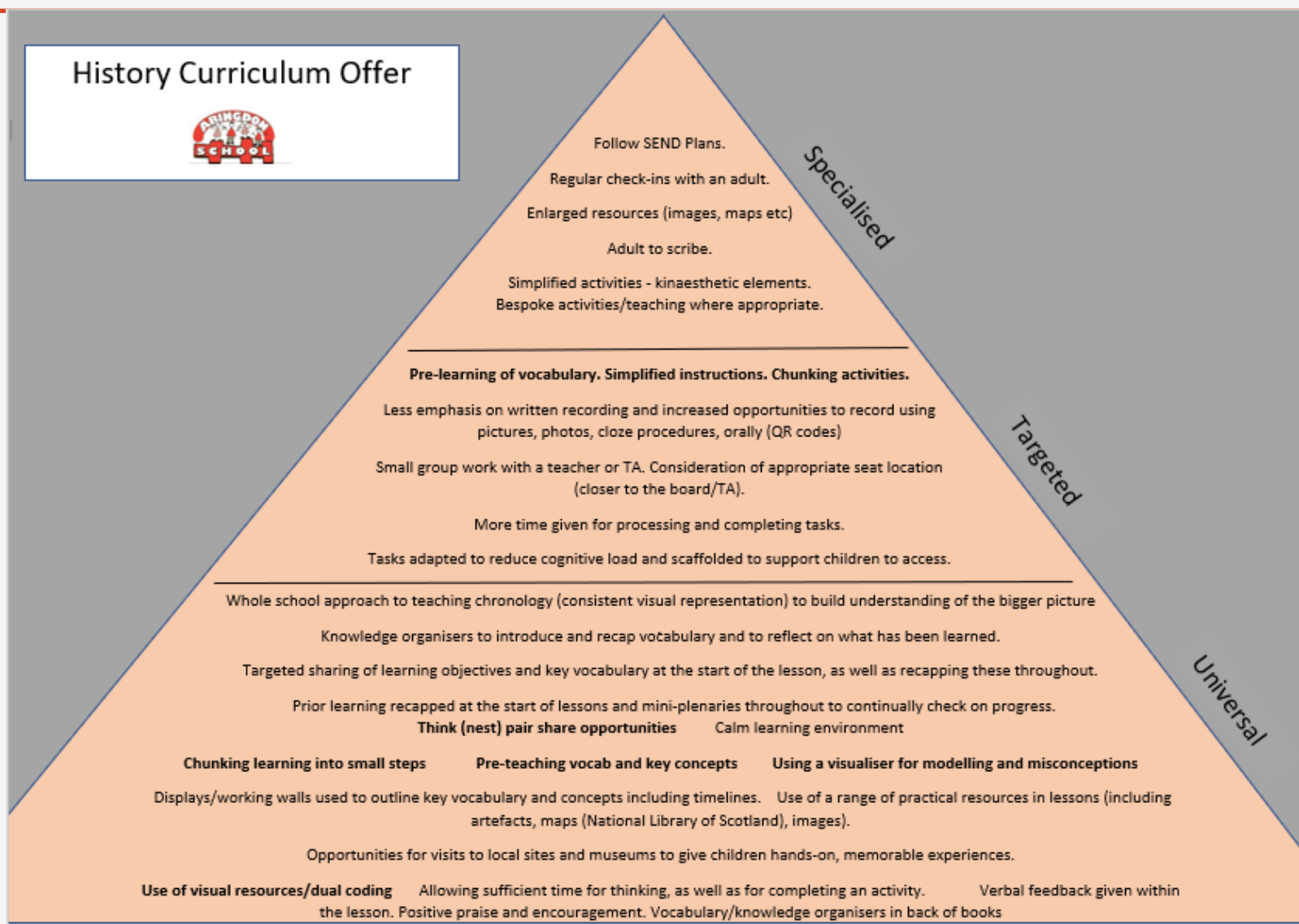
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions

# Provision Pyramids



# What do our children say about our curriculum?

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History is very interesting because it is in the past and there's lots of different history. We learnt about Ibn Battuta, George Back and Felicity Aston. They're explorers.

Year 1

I really liked it when we tried to solve clues to find out what was buried at Sutton Hoo. It was like we were being detectives looking at each clue one at a time and I liked that we had to piece the clues together.

Year 6

I like history because we learn about different periods of time that we haven't been in. We learn lots of different things.

Year 4