

Programme of Study for History

We base our programme of study on the National Curriculum and guidance from the Historical Association *Progression in history under the 2014 National Curriculum: A guide for schools*.

Purpose of study

Our programme of study in history at Gresham Village School and Nursery will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of the time.

Aims

Our history curriculum aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and use an understanding of abstract terms such as 'empire', 'civilisation', and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study and the Skills Progression Framework.

Progression in historical skills and understanding

Aspect of learning	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological understanding	<p>Distinguish between the past, present and future.</p> <p>Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</p> <p>Use common words and phrases associated with time.</p>	<p>Distinguish clearly between the past, present and future.</p> <p>Develop an understanding of time and chronology through a period of time eg Anglo-Saxon times, using simple timelines.</p> <p>Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period, century.</p>	<p>Develop an understanding of time and chronology, placing people, objects and events within a broad historical sequence.</p> <p>Use appropriate words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period, century.</p>
Continuity and change	<p>Understand change and continuity eg in personal life, in family and local history.</p>	<p>Develop an understanding of change and continuity by exploring similarities and differences between the past and the present.</p>	<p>Develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past.</p>
Cause and effect	<p>Understand the causes of events and some of their consequences.</p>	<p>Understand the reasons for, and the effect of, some events and changes in the past.</p>	<p>Understand the reasons for, and the effect of, some events and changes in the past.</p> <p>Appreciate that events usually have a number of causes and outcomes.</p>
Sources and evidence	<p>Examine a range of simple historical evidence.</p> <p>Distinguish between fictional accounts in stories, myths and legends and real people and events in the past.</p> <p>Make simple deductions from evidence.</p>	<p>Examine and use historical evidence to find out about the past.</p> <p>Begin to distinguish between primary and secondary sources.</p> <p>Ask questions about a piece of evidence.</p> <p>Summarise information in, and make simple deductions from, a single source of evidence.</p>	<p>Examine and use critically a wide range of historical evidence.</p> <p>Distinguish between primary and secondary sources.</p> <p>Compare accounts of a person or event from two or more sources.</p> <p>Appreciate that evidence can be interpreted in a number of ways.</p>

Analysis and presentation	Communicate knowledge of stories, people and events from the past in a variety of ways.	Use evidence and imagination to reconstruct and communicate elements of the past eg through written work, diagrams, maps, presentations, models.	<p>Select and organise historical information.</p> <p>Use imagination and evidence to reconstruct elements of the past.</p> <p>Communicate understanding of the past in a variety of ways.</p>
Empathy	Imagine and discuss the feelings of characters in stories from the past.	Imagine and discuss the feelings and motives of people in the past.	<p>Imagine and discuss the feelings and motives of people in the past.</p> <p>Discuss how an event in the past may have been perceived by those who participated in it.</p>

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
- 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
- significant historical events, people and places in their own locality.

Cross- curricular topic	Aspects of history
This is me!	
Light! Shine!	
Rubbish?	
Then and now	changes within living memory; significant historical events, people and places in their own locality
What is the weather?	
Saving lives	significant historical events, people and places in their own locality; the lives of significant individuals in the past who have contributed to national and international achievements
Fire! Fire!	events beyond living memory that are significant nationally or globally

Move it	the lives of significant individuals in the past who have contributed to national and international achievements
How did the world begin?	
Marhaba Morocco!	
Climates around the world	
Endangered!	

Programme of study for Key Stage 2

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.

Lower Key Stage 2 Study Units

The Stone Age to Iron Age in Britain

Summary of learning:

The children will learn to place the Stone Age, Bronze Age and Iron Age in time and find out about Neolithic Skara Brae, the building of Bronze Age Stonehenge and Iron Age hillforts such as Maiden Castle. They will study Skara Brae in some depth, looking at the remains that archaeologists have uncovered and using this to build up a picture of the settlement there and what life might have been like.

Links to other units: The Romans in Britain

Vocabulary to be used and understood:

Neolithic, Technology, Settlement, Hillfort, Iron Age, Bronze Age, Stone Age, Archaeology, Archaeologist, Artefacts, Reconstruct

The Romans in Britain

Summary of learning:

The children will learn about who the Romans were and where they came from. They will learn about the Roman invasion of Britain in 43AD and how the Romans established cities such as Colchester. They will find out about Roman roads and settlements and how people lived in Roman Britain, including the difference between the rich and poor.

They will learn about how we know about Boudicca's rebellion, the reasons for the rebellion and what happened.

Links to other units: Stone Age to Iron Age in Britain; The Anglo-Saxon Settlements

Vocabulary to be used and understand: AD, BC, century, settlement, villa, invasion, rebellion, Celtic, Iceni, Roman, empire

The Anglo-Saxon Settlements

Summary of learning:

Children will learn about the end of the Roman Empire from 410AD and the Anglo-Saxon invasions of England and the creation of the Anglo-Saxons kingdoms. They will study an Anglo-Saxon settlement, including their homes, how they lived and early churches. They will study Anglo-Saxon art and how it related to religion and the Christian conversion of the Saxons.

They will find out about Alfred the Great and the wars against the Danes.

Links to other units: The Romans in Britain and Viking York.

Vocabulary to be used and understand: AD, century, reign, Anglo-Saxon, invasion, settlement, kingdom, church, conversion, Danes

Medieval Castles

Summary of learning:

Children will learn about: How the Normans built motte and bailey castles across England and how castles changed through the Medieval period, for example for studying different castles through the ages. They will find out about sieges and how castles were adapted for defence. They will study our local castle at Gresham and find out about the Pastons, who were the local lords of the manor and use the Paston Letters to find out about life in the Fifteenth Century at the time of the Wars of the Roses.

Links to other units: The Norman Conquest of England

Vocabulary to be used and understood: motte and bailey, Medieval, Fifteenth Century, sieges, lords, Wars of the Roses.

Upper Key Stage 2 Study Units

The Ancient Greeks

Summary of learning:

Children will learn about: They will study what remains of the city of Athens and build up a picture of life in Ancient Greece, finding out about how the Ancient Greeks lived, their religion and how society was structured, including democracy and the differences between rich and poor. They will find out about Ancient Greek ships and trade and how the Greeks colonised much of the Mediterranean. They will compare Ancient Greek society with how people were living in Britain at the time (link to Stone Age to Iron Age in Britain) and consider the impact of their civilisation on the world, including their influence on the English language.

Links to other units: Roman Britain, links to writing unit on Greek Myths and Legends, The Stone Age to Iron Age in Britain

Vocabulary to be used and understand: AD, BC, century, Ancient Greece, civilization, religion, society, democracy, colonisation, Mediterranean, Parthenon

Viking York

Summary of learning:

Children will learn about: who the Vikings were, where they came from and why and how they came to Britain, including the raid on Lindisfarne, the invasion of Erik Bloodaxe and Viking settlement in north and eastern England (link to The Anglo-Saxon Settlements). They will find out about how the Vikings set up a kingdom in York. Through the study of the archaeological remains, the children will learn about Viking life in Jorvik, including Viking homes and crafts. They will consider the impact of their civilisation on Britain, including their influence on the English language. This project is in the context of a class residential trip to the city of York, which includes a visit to the Jorvik Centre.

Links to other units: The Anglo-Saxon Settlements, The Norman Conquest of England

Vocabulary to be used and understand: invasion, raid, settlement, Viking, Dane, Scandinavia, long ship, archaeology, kingdom, trade, colonization, Tenth and Eleventh Century, AD

The Norman Conquest of England

Summary of learning:

Children will learn about: The events of 1066 and how we know about this through the Bayeux Tapestry and other written sources, such as the Anglo-Saxon Chronicle (link to The Anglo-Saxon Settlements, Norwich- a changing city and Viking York). They will learn about how the Normans built castles and cathedrals across England. They will find out about how life changed in England after the conquest, including the feudal system and use the Domesday Book to look at our local area.

The children will consider the wider impact of the Normans on Europe, including their influence on the English language.

Links to other units: The Anglo-Saxon Settlements, Norwich- a changing city, Viking York

Vocabulary to be used and understand: AD, century, settlement, Anglo-Saxon, Domesday Book, Norman, feudal system, invasion.

Norwich- a changing city

Summary of learning:

The children will learn about Norwich at four points in its history: as an Anglo-Saxon settlement; the impact of the Normans on the city through the building of the castle and cathedral; the weaving industry in Tudor Norwich; and the growth of Norwich in

the nineteenth and twentieth centuries with the building of the railways. This will include a visit to Norwich to look, first hand, at what remains from each of these points.

The children will then look in more depth at Tudor Norwich, looking at the buildings that still exist and using documents to compare the lives of rich and poor and at the impact of immigrants from the Netherlands.

Links to other units: Anglo-Saxon Settlements, The Norman Conquest of England, Transport study unit in Geography.

Vocabulary to be used and understand: Twelfth, Sixteenth, Nineteenth Century, settlement, city, industry, Industrial Revolution, railways, transport, immigration, Netherlands, Tudor.