



History

Intent



At At Elmhurst School, we believe that the teaching of History should inspire children to want to know more about the past and to **think** and act as aspiring historians. Our curriculum immerses children into a wealth of historical opportunity and enquiry, enabling them to lead the way in investigating and interpreting the past, understanding chronology and creating an overview of Britain's past as well as that of the wider world.

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Knowledge and understanding is interwoven throughout the curriculum using the following Golden Threads:

Legacy, Invention, Society, Invasion, Migration

Children will develop skills in the following areas:

- **Historical Enquiry**

Understand the methods of historical enquiry, including how evidence and different sources are used to make historical claims and why and how contrasting arguments of the past have been constructed.

- **Chronology**

Place their growing knowledge into different contexts and understand connections between local, regional, national and international history within short and long-term timescales.

- **Historical Knowledge**

Know and understand how Britain and the wider world have been shaped and influenced by civilisations, events, societies and individuals people from the past.

- **Historical Interpretation**

Understand historical concepts such as continuity, consequence, reform and change and use them to make connections, draw contrasts (across, as well as within, periods of time) and communicate how history has been interpreted by others, leading to their own evidence-based interpretations.

Golden Threads

Legacy



Invention



Society



Invasion



Migration



Content



EYFS (Spring term)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discover how they, as individuals, change over their lifetime. Timelines of growth, looking at plants and animals, linked with their own experiences.	Events beyond living memory – The Great Fire of London. Changes within and beyond living memory- Development of toys from Victorian to modern day.	Changes beyond living memory – The Victorian Era, life of a Victorian child. Changes in within Aylesbury Victorian/Modern Day The lives of significant people (Rosa Parks, Dr Bernardo, Gandhi, Emmeline Pankhurst) Events beyond living memory (end of segregation, voting rights for women) Changes within living memory: Climate crisis	Changes in Britain from the Stone Age to the Iron Age Ancient Greece - a study of Greek life and achievements and their influence on the western world	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Egypt (entry point for archaeology) Mildenhall Treasure The Roman Empire and its impact on Britain - What did the Romans do for us? A local history study - local archaeology (HS2 excavation)	The Viking and Anglo Saxon struggle for the Kingdom. Anglo Saxon settlements/daily life Viking beliefs, raids and invasion Migration and links to modern day multicultural society (Create - Summer) Changes over time from Early Islamic art to modern-day Western art and fusion (Teakster)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (British Empire – legacy of Roman Britain) World War I World War II A local history of study - The impact of war in Bucks

Where else History is taught?



All Talk for Writing, Talk for Reading units and class readers link to the History enquiry questions being taught during the Autumn term.

Year Group	Spring	Summer
Year 1		Old British seaside (punch and Judy, Seas shanties) Link to toys
Year 2		Artist timeline (if necessary)
Year 3		History of theatres (link to Ancient Greece)
Year 4		History of film – Horse in Motion
Year 5		Islamic art and culture – link to multicultural society
Year 6	Migration refugees human rights	Human rights – link to changes, post WWII



History should inspire children to want to know more about the past and to think and to act as historians.

HISOTRICAL ENQUIRY

Analyse and evaluate a range of primary and secondary sources to find out about an aspect of the past

HISTORICAL KNOWLEDGE

Use factual knowledge to describe past societies, periods and events, making connections between them

HISTORICAL INTERRETATION

Summarise the beliefs, behaviour and characteristics of people, recognising difference in views and feelings

CHRONOLGY

Recall and place a range of relevant dates and events on a timeline and map out in relation to one another

HISTORICAL ENQUIRY

Handle a range of sources of information, asking and answering questions to demonstrate their thinking

HISTORICAL KNOWLEDGE

Collect and use relevant material to develop a picture of the past

HISTORICAL INTERPRETATION

Analyse aspects of the past and identify differences in the ways of life

CHRONOLOY

Sequence events into chronological order and use common words related to time

UNDERSTANDING THE WORLD

Develop an understanding of changes over time.

PEOPLE AND COMMUNITIES

Children will show interest in the lives of people who are familiar to them

THE PAST

Children will be able to recall and share events from their own past

History Skills

EYFS – YEAR 6
Elmhurst School

KS1

KS2

EYFS



Leadership



Provide overview of History for each Year group within Discover Project

Monitor the teaching and learning of History to ensure pupils receive a broad and balanced curriculum (learning walks, book looks, pupil voice, surveys etc, planning scrutiny etc.)

Identify CPD opportunities and provide support/ training to staff where needed

Have an overview of the subject to ensure progression and continuity of skills, knowledge and understanding.

Encourage and enthuse colleagues, providing support where possible

Support staff to develop their weekly plans via planning and brainstorm support, trip and outcome suggestions and resourcing

Have up to date knowledge of current legislation, frameworks and thinking

Liaise with staff, parents, Governors, inspectors and other schools where required

Manage resources and attend relevant courses where available

Maintain all relevant information in the relevant subject folder

Plan in assessment opportunities and track and analyse data across the school

Support staff in assessing progress in knowledge and understanding of History

Discover Projects Outline



Year	Key Focus	Enquiry Questions
EYFS	Change throughout a lifetime Timelines of change (plants/animals)	How do we change over time?
Year 1	1. Great Fire of London 2. Toys and games – changes from the past	How does the past change the future?
Year 2	1. The Victorian Era 2. Significant people from the past	Can anyone make history?
Year 3	1. Stone Age to Iron Age 2. Ancient Greece	Do you choose to be a hero?
Year 4	1. The Ancient Egyptians 2. The Romans	Can we always believe our eyes?
Year 5	1. The Anglo Saxons 2. The Vikings	Has Britain always been a multicultural society?
Year 6	1. WW1 (The British Empire) 2. WW2	Should we all accept our place in society?

Year 1		Year 2	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
- The Fire of London started on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane in the middle of the night. The fire lasted for 5 days - Samuel Pepys wrote a diary about what happened. He went to see the Lord Mayor to ask him to do something to help. - The houses were pulled down using fire hooks and people used leather buckets to try and put out the fire. - People escaped on the River Thames on boats. St. Paul's Cathedral was destroyed by the fire. - Houses in London were mainly built from wood, which is flammable, especially when it is very dry. The houses were also very close together, so fire could easily spread.	Toys have existed for thousands of years. They were made out of the materials that were available at the time. Even stones and string have been made into toys. - Toys were mainly made of wood, paper and metal during the Victorian age. - Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Poorer Victorian children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals. - Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. - Many modern toys use electricity to work. Computers and consoles were invented in the 20th century.	- The Victorian Era was a period of British history that ran from 1837 to 1901 when Queen Victoria reigned over Britain - There are many differences between schools today and the schools of Victorian times - Victorian teachers were very strict and used harsh punishments. Children copied from the board onto slates. - Children often had to work in Victorian times. They worked for very long hours and didn't get many breaks or fresh air. They often worked in factories, in very dangerous conditions. - Life for poor and rich Victorian families was very different. - Children have many more rights to protect them today than they did in the Victorian era. Lots of these changes happened during the Victorian era, like free education for children.	- Throughout history, certain people will always be remembered for standing up for what they believed to be right and fair. - People have been fighting for equal rights for many years and protests and marches still happen today. - People that leave their mark on the world are remembered as significant people in history. Rosa Parks was a black woman, who played an important part in the American Civil Rights movement. She famously refused to give her seat to a white person on a bus as a form of protest against segregation for black people. Her actions eventually led to many changes in the law to treat black and white people equally Martin Luther King performed a famous speech called 'I have a dream'. He fought for black and white people to be treated equally. Florence Nightingale is remembered for showing people that nursing was a very important job. She changed the way sick and injured people were treated in hospital and started the first nurse's training school in the world. Gandhi is remembered for his peaceful protest methods against discrimination – the unfair treatment of people based on the religion, nationality, race, etc. Malala is a young activist who is well known for her protests and speeches about the importance of education for girls all over the world. - The UNCRC is a special document that was created in 1989. It is a promise from all countries around the world to protect the rights of children.

Year 3		Year 4	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
<u>The Stone Age</u> 2.5 million years ago to 2300 BC - The Stone Age, Bronze Age and Iron Age were three periods of history identified by the way people made tools and weapons. - The Stone Age was the earliest period of human culture – from the dawn of civilization 2.5 million years ago to around 5000 years ago. - The Stone Age is often divided into three periods: Paleolithic (Old Stone Age), Mesolithic (Mid Stone Age) and Neolithic (New Stone Age). - During the Palaeolithic Age man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. - During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history	- The main Ancient Greek Civilisation began in 800BC - The Greeks invented the Olympic Games. Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. - Greeks gave us lots of Myth and Legend stories - Alexander the Great was the King of Ancient Greece - The Ancient Greeks worshiped lots of different gods (similar to the Ancient Egyptians). Zeus was the king of the gods. The gods had different powers. Some other gods are Athena, Aphrodite, Posiedon and Hades. - Greek Gods lived on Mount Olympus - Some things that we have and do today were influenced or invented by the Ancient Greeks. The Olympic Games, the marathon, theatre, Maths, Science and medicine were all influenced by the Ancient Greeks.	- Both the Ancient Egyptians and people from Neolithic (late stone age) times lived around 3500 years ago. - Tutankhamen was known as the boy king, famous because his tomb was one of the only tombs found with everything in it in 1922 by Howard Carter. - Howard Carter is well known for his discovery of Tutankhamen's tomb after almost 6 years of searching. - Most people in ancient Egyptian times lived along the River Nile (and still do today). The River Nile was good for water, trade and fishing. - The Egyptians were the first civilization to invent writing. They used symbols called Hieroglyphs. - Ancient Egyptians believed in many Gods and Goddesses and they believed that they would be judged by them to see if they could move onto the afterlife. - Mummification was just one step in preparing for the afterlife.	- A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born. - Julius Caesar was the best-known Roman leader. He invaded in 55BC and 54BC, but did not succeed and withdrew. - Claudius invaded in 43AD and they successfully settled in Celtic Britain. - Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire. - The Roman army was organised and efficiently helped to establish the Roman Empire in Britain.
<u>The Bronze Age</u> From 2300 BC to 800 BC - The Bronze Age is the name given to the time period when bronze replaced stone as the preferred material for tools and weapons. - The Bronze Age followed the Stone Age. - People had begun to settle, farm and keep domesticated animals. - Humans lived in roundhouses that were built to a circular plan and had walls built of wood or stone and the filled with wattle and daub.			
<u>The Iron Age</u> From 800 BC to 43 - The Bronze Age was followed by the Iron Age when tools and weapons were made of iron and became more advanced. - During the Iron Age, people in organised tribal groups in hill forts. These were large settlements built on a hill. - People that lived in Europe during the Iron Age were called 'Celts'. - People lived off the land; they grew crops and reared animals for milk, meat and wool. - The Iron Age marks the end of prehistory.			

Year 5		Year 6	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
- After the Roman left Britain, it became open to invasion (401-410AD) - Anglo Saxons came to Britain from across the North Sea in the middle of the 5th century from Scandinavia. - The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes - For a long time, England was not one country- Anglo-Saxon kings ruled lots of small kingdoms across the land - Many of the names of our counties today originate from the Anglo Saxon period. - The word 'English' derives from Angles and 'England' from Angle-land - The Anglo-Saxons were fierce people who fought many battles, including fighting each other. - Anglo Saxons lived in small villages near river, forests and other important resources that gave them everything they needed to care for farm animals, grow crops and make things to sell. - Anglo-Saxon rune were symbols used by the Anglo Saxons as an alphabet in their writing system. - The Vikings first invaded Britain in 793AD	- The Vikings were a collection of people that sailed from Scandinavia: Denmark, Norway and Sweden. - The Vikings invaded and settled for fertile land to grow food. - The Anglo Saxons and Vikings fought many battles - Vikings were pagan and worshipped many gods like the first Anglo Saxon settlers. Some of the Norse Gods were: Odin, Thor, Loki, Freya, Balder - Vikings lived in longhouses that were made of wood - Vikings travelled in boats called Longships that were designed to sail in both deep and shallow water so that they could get close to the shore - After years of fighting the Vikings and Alfred made a peace agreement. - Viking and Anglo Saxon rule ended in 1066 as a result of the Norman invasion	- World War 1 began in August 1914 - Before the outbreak of war, tensions were high in Europe. Many countries had formed alliances, the main ones being The Triple Entente and The Triple Alliance. - The main event thought to have triggered the start of the First World War is the assassination of Archduke Franz Ferdinand - The United Kingdom, France and Russia formed the Triple Entente - Germany, Italy and Austria-Hungary formed the Triple Alliance - Propaganda was used to encourage people to join the forces. - Over 3 million soldiers and labourers from across the British Empire and Commonwealth served alongside the British Army in the First World War. This included soldiers from the West Indies, India, East Africa, South Africa, Canada, Australia and New Zealand. - Trenches were dug out of the land to protect the soldiers. Soldiers would sleep and rest in the trenches as well as eat their meals. - No-mans land was the space between the opposing trenches - An armistice was signed by Britain, France and Germany on 11th November 1918 putting an end to all fighting.	- World War 2 was a battle between two groups of countries –the 'Allies' and the 'Axis'. - The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan. - Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. On 1 September 1939 German troops invaded Poland. - After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun. - German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR. - Hitler wanted to create what he thought was the 'best' and strongest race –and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities. The group most heavily targeted by the Nazis were the Jews. - Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. - Anne Frank, a young Jewish girl, famously wrote a diary of her life 'The Diary of a Young Girl', while hiding from the Nazi's. - The Blitz lasted for 57 nights – more than 1 million bombs were dropped on the capital city . - Rationing made sure that people got an equal amount of food every week. The government was worried that as food became scarcer, prices would rise. - The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule.

Skills Progression



	Understanding the World	
	Past and Present	People, Culture and Communities
2 YO	Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others
Nursery	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different from the one in which they live. Talks about past and present events in their own life and in the lives of family members	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Enjoys joining in with family customs and routines Knows that other children do not always enjoy the same things, and is sensitive to this

	Understanding the World
	Past and Present
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Nursery	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different from the one in which they live. Talks about past and present events in their own life and in the lives of family members

Skills Progression



	Historical Enquiry	Chronology	Historical Knowledge	Historical Interpretation
Y1	Sort artefacts into 'then' and 'now' Ask and answer questions related to different sources and artefacts.	Sequence events and artefacts into a chronological order. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Use a range of sources to find out about significant people and why they did things in the past to change things	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing. Use stories to distinguish between fact and fiction.
Y2	Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources. Ask and answer questions about the past to find out answers.	Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Recognise why people did things and why events happened, developing empathy and understanding.	Compare photographs of people, artefacts or events in the past, to identify differences in the ways of life. Identify different ways in which the past is represented.
Y3	Use sources of information, including ICT, to find out about events, people and changes. Select and record information relevant to the study, using e- learning for research- Big question research proforma Ask and answer different questions.	Sequence several events or artefacts into periods of time. Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	Find out about lives of people in the time period studied and compare with our life today. Identify reasons for and results of people's actions	Recognise similarities and differences between periods of time. Begin to give reasons for and results of the main events and changes- developing oracy skills

Skills Progression



	Historical Enquiry	Chronology	Historical Knowledge	Historical Interpretation
Y4	Use and evaluate sources of information, including ICT, to find out about events, people and changes. Use the relevant material to build up a picture of a past event. Ask and answer a variety of questions.	Place events, people and changes into correct periods of time on a timeline. Use terms related to the period and begin to date events.	Identify key features of people's lives or key features of events. Look for links and effects in the time period studied and offer reasonable explanations.	Identify and describe reasons for and results of historical events, situations and changes in the period studied. Identify different ways in which the past is represented and interpreted.
Y5	Begin to identify primary and secondary sources. Select and combine relevant information from different sources. Use the evidence collected to build up a picture of life in the time studied.	Place events, people and changes into correct periods of time. Make comparisons between different times. Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.	Study different aspects of life of different people (men and women) Examine causes and results of events, and the impact on people. Compare an aspect of life across early and late times studied.	Identify and describe reasons for and results of historical events, situations and changes within and across different periods. Give reasons for and results of the main changes and events. Show some understanding that aspects of the past have been represented and interpreted in different ways.
Y6	Recognise primary and secondary sources. Use, evaluate and link a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Use the knowledge gathered to work out how conclusions were arrived at.	Place current study on a timeline in relation to other studies, to sequence up to 10 events. Use relevant dates and terms related to the passing of time.	Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings. Compare beliefs and behaviour with another time period studied. Use evidence to support and illustrate an explanation on the causes and effects of a past event.	Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. Recognise the past is represented and interpreted in different ways, and give reasons for this.

SMSC & British Values



At Elmhurst we develop SMSC through History by:

Spiritual

- Helping children to realise the incredible significance that some individuals have had in the past.
- Allowing children to see similarities between people now and in the past
- Fostering the mystery of how and why events happened in the past and continue to happen today

Social

- Encouraging pupils to think about how past societies have contributed to our culture today
- Promoting pupils own social development through collaboration and problem solving
- Exploring social issues of the past

Moral

- Encouraging pupils to comment on moral questions and dilemmas from the past
- Helping children to empathise with the decisions made by people, based on their historical situation
- Developing open mindedness when considering the actions and decisions of people from the past

Cultural

- Developing a better understanding of our multicultural society through studying links between local, British and world history
- Gaining an understanding of people from different cultural backgrounds
- Examining how other cultures have had a major impact on the development of 'British' culture.

British Values



Democracy	Children explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact.
The Rule of Law	Children explore key events in both UK and world history where British values have been tested such as both World Wars. They learn how these events led to significant change in the laws we have today, e.g. education.
Individual Liberty	Children learn about past events that have led to change and reform with regards to the Rights they have today and what that means for them as individuals.
Mutual Respect and Tolerance of those with different faiths and beliefs	By looking at the achievements of famous British people such as Dr Barnardo and Emmeline Pankhurst, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching children to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.