

History Policy and scheme of work – updated July 2023

How we teach History

Studying History gives pupils the opportunity to develop an understanding of why the world and its people are the way they are today. They begin to ask questions as they explore the diversity of human experience, past lives and societies. History is taught through investigation and enquiry. Children develop an understanding of how History has had an impact on our lives today both locally, nationally and internationally. Whilst it is important for children to have facts, we wish to encourage independent and critical thinking which will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'. Lessons are planned so that there is time for discussion and debate, fostering an environment of enquiry which enables children to revise and justify their opinions as well as encouraging children to ask as well as answer questions about history

Progression of skills in History – Please see map below:

(Note: the skills within the each year group are the Age expectations for those year groups. If you have any children who require support, please look to the skills which come prior to the year group and for any children who have mastered those skills and may be exceeding, can then look to emerging into the following skills within the following year group.)

<p style="text-align: center;">Chronological Understanding</p> <ul style="list-style-type: none"> - use everyday language related to time, - order and sequence familiar events, - describe main story settings, events and principal characters. 	<p style="text-align: center;">Historical Knowledge</p> <ul style="list-style-type: none"> - talk about past and present events in their own lives and in lives of family members, - extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.
<p style="text-align: center;">Historical Enquiry</p> <ul style="list-style-type: none"> - be curious about people and show interest in stories, - answer 'how' and 'why' questions ... in response to stories or events. - explain own knowledge and understanding, and asks appropriate questions. - know that information can be retrieved from books and computers, - record, using marks they can interpret and explain. 	<p style="text-align: center;">Interpretation of History</p>
<p style="text-align: center;">Presentation of findings</p> <p>In EYFS Children should be encouraged to communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing and using ICT.</p> <p>To assess children's understanding in EYFS, teacher should pick specific and effective ways of allowing children to display their learning (oral retelling, pictures, video etc.).</p>	

	HISTORICAL STUDY	HISTORICAL KNOWLEDGE AND AWARENESS	CHRONOLOGY AND CHANGE	VOCABULARY
Rec	Listen to stories from the past	Understand that a story is not about now	Talk about “when I was a baby”	Please see plan for curriculum coverage below.
Year 1	<p>Identify old and new using picture resources. Use stories as sources for answering questions about the past. Observe and handle artefacts, and use this to ask and answer questions. INCLUDE A STUDY OF SIGNIFICANT INDIVIDUAL PER TOPIC.</p>	<p>Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people’s lives. Identify some things from their own past. Identify some differences between past and present. Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory.</p>	<p>Use simple words and phrases to describe the past. Understand what birthdays represent – passing of a year. Arrange objects in order of their age. Begin to use very simple time lines to order some recent events. Understand BC and AD.</p>	
Year 2	<p>Identify old and new using artefacts (Resource Centre and Museums). Use a range of simple sources to devise and answer historical questions. Summarise their learning by writing short sentences. Present learning through various means, including role play, drawings,</p>	<p>Retell stories they have heard about the past. Summarise the main elements of stories. Discuss what they have enjoyed most, with justification. Explain what they think is important about the past and give reasons why. Identify where and how events changed history.</p>	<p>Use more complex phrases to describe time – a long time ago, centuries ago. Use timelines to order events. Contrast and compare between time studied and present day.</p>	

<p>diagrams, ICT, presentations, storyboards.</p> <p>INCLUDE A STUDY OF SIGNIFICANT INDIVIDUAL PER TOPIC.</p>			
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<p>Year 3</p>	<p>Use more complex sources of primary and secondary information. Use the internet for research. Choose and discriminate between a range of information, and use this to ask questions. Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. Use a simple database to organise information</p> <p>Interpret the past through role play – e.g. hot seating.</p> <p>INCLUDE A STUDY OF SIGNIFICANT INDIVIDUAL PER TOPIC.</p>	<p>Guess what objects from the past were used for, using evidence to support answers (Resource Centre). Understand that some events of the past affect peoples' lives today. Summarise the main events from a period in history. Give reasons for main events and changes. Begin to understand why some people acted as they did and give reasons.</p>	<p>Sort events or objects into groups (Refer to previous topics in previous year groups) Use dates and terms accurately. Use key dates when describing events. Add some dates to a time line – extending from order events in Year 2. Understand the concept of decades and centuries and use this to divide the past into periods of time. Use a timeline with dates, including both BC and AD. Use evidence to describe changes within a time period.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<p>Use a range of documents and printed sources including photographs, letters, diaries, maps. Distinguish between reliable and unreliable sources. Identify the most useful sources for a particular task. Use graphs and charts to confirm information from different sources. Give reasons for change through analysing evidence. Support own point of view using evidence. Understand that some evidence is limited.</p> <p>INCLUDE A STUDY OF SIGNIFICANT INDIVIDUAL PER TOPIC.</p>	<p>Begin to understand differences in social, religious, political and cultural history. Understand links between history and geography. Know some similarities and differences within a period of time- e.g. the lives of rich and poor. Describe how some things from the past affect life today. Understand the relationship between beliefs and action in historical change e.g. Reformation.</p>	<p>Use a full range of relevant dates and historical terms (topic specific) Use a time line to place events, periods and cultural movements. Begin to describe and make links between events and changes.</p>	
	<p>HISTORICAL STUDY</p>	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p>	<p>CHRONOLOGY AND CHANGE</p>	<p>Vocabulary</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Rank sources of information in order based on given criteria e.g usefulness, detail, chronology. Identify differences between viewpoints of the past e.g Vikings and Monks. Give a balanced view of interpretations of the past. Draw conclusions providing evidence as to the most likely version of events.</p> <p>INCLUDE A STUDY OF SIGNIFICANT INDIVIDUAL PER TOPIC.</p>	<p>Present historical information, and check this for accuracy. Describe the main changes in a period of history, from several perceptions – e.g. political, cultural. Begin to justify your point of view, using a broad range of evidence. Adapt their ideas and viewpoints as new information arises.</p>	<p>Identify changes across periods of time, using chronological links (Refer back to previous learning). Identify causal factors in change.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Devise historically valid questions about change, cause, similarity and difference. Interpret the past using a range of concepts and ideas. Understand the role of opinion and propaganda.</p> <p>INCLUDE A STUDY OF SIGNIFICANT INDIVIDUAL PER TOPIC.</p>	<p>Understand and use the concept of legacy, including Royal families and dynasties. Speculate and hypothesise about the past. Formulating their own theories about reasons for change.</p>	<p>Note connections, contrasts and trends over time. Speculate how present events and actions might be seen and judged in the future. Speculate – What if? What if England lost the war? What if Jane Seymour had not died?</p>	

Curriculum coverage

Within each academic year, children will study a range of History topics.

In both Key Stage 1 and Key Stage 2, children are taught History as a freestanding subject, covering a specific topic each term. The table below shows the History topics that are currently taught.

Reception/Year 1/Year 2 cycle A (2023-24)			
	Block 1	Block 2	Block 3
Skill/process:	Toys Change within living memory	Local Study Our School / Town / Village	Grace Darling Significant individual nationally / internationally
Vocabulary	past / present time now a long time ago special remember child/children change changes memory	Community local change future past x years ago memory here now then	Life death modern future Britain British century
Chronology Sequencing events /objects in time; using chronological vocabulary	Sort real old toys / pictures into chronological order.	Create a pictorial timeline of school/town. Link to major events e.g. monarchs / wars	Locate lifetime on class / school timeline plus create a pictorial story timeline.
Characteristic features of period person / events studied	Know what a number of older objects were used for. Characterised by change from outdoor play to indoor / electronic toys.	Link to Geography. Local study. Changes church / school / shops	Name a famous person from the past and explain when they lived and why they are famous.
Change / continuity similarities and differences between ways of life at different times	Appreciates some toys have remained largely unchanged over long periods e.g. marbles, skipping, yoyos. Know the main differences between their school days and that of their grandparents.	Use pictures / maps/ accounts to explore how the local area has changed over time.	
Cause / consequence why people did things / causes and results of events and changes	Consequences of change to mainly sedentary indoor play detrimental to children's health.		Why do we still remember them?
Significance		Know the name of a famous person, or a famous place, close to where they live	How they changed things?
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.	Interviewing adults about their childhood toys use pictures from toys enquiry pack / box. Popular TV programmes in the 1960s (The Flowerpot Men, Thunderbirds, Lassie, etc)	Interviewing parents / grandparents / other adults about the school/town during their childhood.	
Connections local / national / international, cultural, economic, military, political religious and social history	Past Play - Hands-on workshop with demonstrations of original toys such as the zoetrope, jumping jacks and clockwork toys; playing with replica toys; and investigating how old toys move and work (Heritage Education Service).		

Reception/Year 1/Year 2 cycle B (2024-25)			
	Block 1	Block 2	Block 3
Skill/process:	The Gunpowder Plot & Guy Fawkes Events beyond living memory & significant individual	Great Fire of London Significant national event beyond living memory - changes with Fire Brigade - comparisons with today.	Queens Comparing Elizabeth I, Victoria and Elizabeth II and life at the times they lived.
Vocabulary	Reign throne significant event Britain British compare same/different Power parliament Famous/infamous anniversary national change	Effect circumstances life death change changes changed hours days before/after	Queen king emperor empress sovereign monarch change continuity empire nation heir
Chronology Sequencing events /objects in time; using chronological vocabulary	Place event on timeline. Retell story orally / by picture timeline. Ordering stories	Place event on timeline. Retell story orally / by picture timeline.	Locate Queen Victoria's reign / life on timeline.
Characteristic features of period person / events studied		Building materials / firefighting methods partially responsible for amount of damage – explore via artefacts	
Change / continuity similarities and differences between ways of life at different times			Focus: changes in transport and the way information was spread between the three Queens' reigns.
Cause / consequence why people did things / causes and results of events and changes		Identifying causes of the fire and its spread and exploring changes made when London was rebuilt	
Significance	Examine the continued interest in this story, why is it still remembered?		Know the name of a famous person, or a famous place, close to where they live.
Interpretation explore ways we found out about the past and how its represented		Books describe the event differently / give different numbers for those killed	Create a museum display about the Victorian artefacts, but can only choose five items to display for each Queen.
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.		Compare accounts to images, what can accounts tell us that images do not?	Queens box pack, books, website, royal memorabilia.
Connections local / national / international, cultural, economic, military, political religious and social history			Visit to Osborne House. Living History workshop – Life as a servant. Victorian Pop-Up Museum (Heritage Education Service): pupils become curators, handling, researching and displaying a huge range of original Victorian artefacts

Year 3/4 and Year 4/5 Cycle A (2024-2025)			
	Block 1	Block 2	Block 3
Skill/process:	Saxon & Scots settlement	Victorians	Titanic
Vocabulary	Chronology chronological duration timeline invasion settlement culture artefact diversity cause similarity/difference interpretation Britain British civilisation Anglo- Saxon Scot migration	empire conquest queen emperor sovereign monarch reign regent nation artefact oral history society continuity	significance evidence cause/effect interpretation primary and secondary source/evidence artefact oral history society diversity nationa/ international
Chronology Sequencing events /objects in time; using chronological vocabulary	Timeline / map work to see when / where from UK maps to chart changing Kingdoms.	Children can sequence images of Victoria throughout her reign and comment on its length by reference to dates and timeline	Place event on timeline. Retell story orally/ by pictorial timeline.
Characteristic features of period person / events studied	Life & death – change from paganism to Christianity / Saxon culture.	Children grasp that Victoria dominated the period synonymous with her long reign	International travel meant sailing across oceans, not flying
Change / continuity similarities and differences between ways of life at different times	Changing Saxon kingdoms. Christianity v Paganism	What were the main changes that took place during this time and who were the most important people responsible? How did town life compare to life in the countryside at this time?	
Cause / consequence why people did things / causes and results of events and changes	Why Angles, Saxons, Jutes came to Britain	What were the effects of changes in industry, especially factories?	Titanic Enquiry pack to explore Why titanic sank and changes to safety regulations as a result of enquiry findings afterwards
Significance	Look at modern British institutions that stem from the Saxon Age.		Examine the continued and widespread interest in this story, why is it still remembered?
Interpretation explore ways we found out about the past and how it's represented		Children understand that this period can be interpreted differently depending on what aspect is given greatest emphasis	Explore a range of Titanic memorabilia; visit SeaCity Museum in Southampton
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.		Were the Victorian times a Dark Age or a Golden Age?	Select sources to tell particular parts of the story. Investigate images/ written accounts, etc
Connections local / national / international, cultural, economic, military, political religious and social history	Anglo-Saxon place names on the Isle of Wight Saxons on the Wight workshop: Meet two Saxon Islanders. What can we discover about them from their burials? Pupils look at archaeological evidence, recreate the burials with hand crafted replica grave goods and handle the artefacts	How was going to school different for rich and poor?	Visit to Southampton SeaCity museum.

	(Heritage Education Service).		
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Year 3/4 and Year 4/5 Cycle B (2025-2026)			
	Block 1	Block 2	Block 3
Skill/process:	Stone Age to Iron Age Britain	Tudors	Viking & Anglo-Saxon conflict
Vocabulary	Neolithic Palaeolithic Mesolithic hunter/gatherer stone age society diversity migration community tribe continuity	Beliefs religion significant cause consequence king queen sovereign monarch monarchy reign power parliament sovereignty Tudor infer change source monastery national international continuity	Conquest occupation invasion migration arrival tribe community nation evidence similarity/difference monastery continuity
Chronology Sequencing events /objects in time; using chronological vocabulary	Timeline comparison of durations etc (Look at other stone age cultures across the world at the same time)	Providing pupils with a clear chronological overview allows them to set this study of portraits against the key events that were happening in Henry's life at that time.	Explore where/when Vikings came from/travelled to on world map and timeline
Characteristic features of period person / events studied	Tools, technology, burials, shelters & settlements, art.	How did Tudor people entertain themselves?	Viking Life boat
Change / continuity similarities and differences between ways of life at different times	Between periods e.g. tools, burials, technology, shelters & settlements	How different was life at home for the rich, poor and the yeomen in Tudor times	
Cause / consequence why people did things / causes and results of events and changes		Pupils can sequence between 4 and 6 key events leading up to the Break with Rome	Why Vikings came to Britain. Conflict with Saxons
Significance			
Interpretation explore ways we found out about the past and how it's represented	Scarcity of evidence means gaps have to be filled by reasoned interpretation.	To learn that historians are careful to consider the provenance and purpose of sources and do not take them at face value	Vikings – raiders or traders pack
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.		How on earth was Elizabeth able to defeat the mighty Spanish Armada	
Connections local / national / international, cultural, economic, military, political religious and social history	Stonehenge. Prehistoric Isle of Wight: What was happening on the Isle of Wight during Prehistory? Changes in lifestyle and technology from the Stone Age to the Iron Age. Includes handling original flint tools, bison bones from the Island, corn grinding, axe polishing, making a small Bronze Age style pot and striking a replica Iron Age coin	Link to other key British events.	Evidence of Viking trading & settlement across the known world.

	(Heritage Education Service).		
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Year 3/4 and Year 4/5 Cycle C (2023-2024)			
	Block 1	Block 2	Block 3
Skill/process:	The Roman Empire & its impact on Britain	Local Study – Osborne House (Sarah Forbes Benetta – links to slavery and black history) or Appuldurcombe House (Robert Worsley – links to IOW county US) – including significant individuals	Earliest civilization overview – Ancient Ancients – using timelines, comparing and contrasting – links to Black history as appropriate
Vocabulary	Empire emperor king civilisation nation community tribe Rome chronology duration sequence timescale settlement archaeology artefact evidence interpretation AD BC CE BCE continuity	Century queen monarch sovereign monarchy aristocracy duration remembrance artefacts narrative infer inference society similarity difference	Chronology duration sequence timescale culture beliefs archaeology explorer source analyse investigation events diversity difference
Chronology Sequencing events /objects in time; using chronological vocabulary	Examine expansion of empire via timeline and world map	Add items to timeline.	Compare durations / explore overlaps via timeline. Compare locations on world map.
Characteristic features of period person / events studied	The Romanisation of Britain How was mainland Roman presence different from IoW?	Find out who built the house and why in the UK.	Know about and name some of the advanced societies that were in the world around 3000 years ago. Compare civilisations – know key features of each.
Change / continuity similarities and differences between ways of life at different times	Romanisation – forts and farms to towns and roads A comparison of local life today with domestic life in Roman times	Link to slavery and monarchs.	Compare durations / explore overlaps via timeline. Compare civilisations –what is similar? What is different?
Cause / consequence why people did things / causes and results of events and changes	Romans came to Britain, impact – short term long term	Diary entries – Osbourne House	
Significance	The Impact of the Romans How did bathing, building, food and numbers change in Roman times?	Who was the most significant person living at the house?	Compare / contrast achievements of each civilisation
Interpretation explore ways we found out about the past and how its represented	Myths, legends, artefacts, artwork, architecture	Educational Visit	Compare civilisations.
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.	How to be a Roman - Living History Day	Connect to Sarah Fobbs Bonetta - African slave who became Queen Victoria protégée.	
Connections local / national / international, cultural, economic, military, political religious and social history	The Impact of the Romans at Newport Roman Villa: visit to the Roman Villa. It has a replica Roman kitchen and lots of hands-on activities. (Heritage Education Service).		

Year 5 and 6 cycle A (2023-2024)			
	Block 1	Block 2	Block 3
Skill/process:	Local study World War 2 Evacuees	Changing Power of Monarchs	Non-Euro contrast with Britain from: Islamic civilization: Baghdad
Vocabulary	Chronology chronological duration social timescale commemorate conquest invasion occupation migration arrival international national empire conquer interpretation government parliament hypothesis	Monarch monarchy significant emperor queen king sovereign reign power parliament nation democracy aristocracy government continuity	Civilisation empire nation community tribe emperor king queen monarch power conquest invasion era Islam society significant impact similarity difference interpretation government earliest culture beliefs achievements continuity
Chronology Sequencing events /objects in time; using chronological vocabulary	Sequence event son timeline	British study that extends beyond 1066	Compare to Britain c900 via timelines and locate on World map.
Characteristic features of period person / events studied	Re-enact and experience what it was like to be a WW2 evacuee.	Each Monarch identified on timeline. Each Monarch looked at individually – timeline of their lives- successes and failures. Living graphs	Explain where/what the House of Wisdom was.
Change / continuity similarities and differences between ways of life at different times	Know how the lives of children were different during WW2. Make comparisons to the lives of children now.	Religion of Monarchs and how affects society beliefs and Laws and rules introduced and enforced. James I – Why his own people wanted to blow him up.	Talk about some areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars.
Cause / consequence why people did things / causes and results of events and changes	Know how the lives of children were different during WW2.	Impact of each Monarch's reign on popularity.	Quest for beneficial knowledge driven by Islamic beliefs
Significance	Know about a period of history that has strong connections to their locality and understand the issues connected with the period. Know how Britain has had a major influence on the world.		Understands the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from.
Interpretation explore ways we found out about the past and how its represented		Police / Houses of Parliament visit / Tower of London visit / Crimes of religion	Misinterpretation of Maya in past e.g. belief that buildings influenced by Egyptians
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.		Houses of Parliament visit Tower of London visit	
Connections local / national / international, cultural, economic, military, political religious and social history	What was happening on the Isle of Wight at the beginning of World War II? Pupils experience being evacuated by steam train	Compare to Britain in the Bronze Age	Impact of Islamic civ's preservation and extension of classical learning

	from the Isle of Wight Steam Railway, have a World War II lesson interrupted by an air raid, play World War II games, learn more about rationing and taste wartime snacks (Heritage Education Service)		
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Year 5 and 6 cycle B (2024-2024)			
	Block 1	Block 2	Block 3
Skill/process:	Ancient Greece – in-depth study and opportunity to re-visit and make links with work from previous year – study of ancient civilisations. Links to black history as appropriate	Ancient Sumer	Early civilization – in-depth study of Ancient Egypt – opportunity to explore black history and make links with previous studies of ancient civilizations.
Vocabulary	Chronology civilisation empire island nation power government democracy religion political impact invasion achievements source artefact ancient continuity	Civilisation impact achievements chronology timescale empire political duration democracy government leadership compare archaeology continuity	Religion civilisation empire nation invasion community society archaeology investigation inference events hypothesis evidence impact belief continuity
Chronology Sequencing events /objects in time; using chronological vocabulary	Explore duration and timing via timeline and locations via world map. Olympic Games	Pupils are able to locate Sumer region on world map and the period when it was at its height on a pre-marked timeline containing other periods they have studied esp. Egypt	Compare durations / explore overlaps via timeline. Compare locations on world map.
Characteristic features of period person / events studied	To compare the differences and similarities of life between Sparta and Athens.	What can we tell about Benin society from the images and artefacts that have survived	Compare civilisations – what is similar? What is different?
Change / continuity similarities and differences between ways of life at different times	To compare the differences and similarities of life between Sparta and Athens.	Changing fortunes of Benin Pupils understand that the rise of Benin began before the Europeans arrived.	
Cause / consequence why people did things / causes and results of events and changes	Ancient Greece - law and order.	Why did the British get involved in Benin and what were the effects for the Benin people?	
Significance	Greek legacy		
Interpretation explore ways we found out about the past and how its represented	Myths, legends, artefacts, artwork, architecture. Scarcity of evidence means gaps have to be filled by reasoned interpretation.	Should the Benin bronzes be returned?	
Historical Enquiry asking / answering questions; using sources to find answers and show understanding.	How to be an Ancient Greek - Living History Day. Holiday brochures.	Pupil-initiated study (Allows choice, promotes creativity and independence but within parameters including writing for audience. Start this after session1 so that they have sufficient context to	

		make an informed choice)	
Connections local / national / international, cultural, economic, military, political religious and social history	Many modern ideas and institutions stem from Ancient Greece contrast with Britain.	Comparison of Benin and European civilisations.	

How we plan learning in History

We use a variety of teaching and learning styles in History lessons. Our main aim is to develop the children's knowledge, skills and understanding in History. We believe in whole class teaching methods and combine these with enquiry-based research activities. We also believe that children learn best when they have access to, and are able to handle artefacts as well as going on visits to museums and places of interest. We ensure that children have access to secondary sources such as books and photographs. We plan for visitors to talk about personal experiences of the past and for children undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives. When planning learning in History, we make sure children are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Children with SEND

At Wroxall our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in History as well as English or Maths. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate; using visual cues/checklists to support learning; overtly teaching associated vocabulary; providing split-inputs/pre-teaching where needed.

Assessment

Ongoing formative assessment of the National Curriculum objectives is carried out by all teachers in planning for history lessons. Teachers assess children in history by making informal judgements as they observe them during lessons. These assessments then inform the end of year assessments on whether a child is emerging, expected or exceeding against their year group criteria.