

Level Expected at the End of EYFS (ELG)

Understanding the World- Past and Present

- Talk about the lives of people around them and their roles 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.

Key Stage 1 National Curriculum Expectations

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

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

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Intent

At Rokeby history has always been held in high regard with the rich history and the context of the local area celebrated. The history curriculum at Rokeby makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Rokeby is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Rokeby aims to ensure that all pupils:

Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;

Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

Begin 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 their time.

To be successful historians, they need to be able to: - research and interpret evidence; include primary and secondary sources and have the necessary skills to argue for their point of view. These are skills that will help them in their adult life.

In our children, we want to cultivate a life-long fascination. Our History curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum.

Implementation

At Rokeby Primary history is taught mainly through the class text. Some of our texts have a more historical bias, while others are more geographical. We also aim to ensure that links are made to our topic throughout the curriculum wherever it can be meaningfully done.

Through the teaching of history the children will understand methods of historical enquiry. Our aim is to inspire children's curiosity to know more about the past, equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We promote our children's language and vocabulary by frequent use of their Foundation Subject Dictionary.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of prior learning.

Impact

History at Rokeby School is taught through the year in a cross-curricular way. The links to other subjects of the curriculum are particularly liked, especially the DT and Art links.

History has been monitored by the previous Subject Leader and there is evidence that the teaching and learning of History is consistently strong. When discussing History, the children talk about it enthusiastically, and it is noted that teachers enjoy delivering the content of the subject. Teachers are also able to judge the children's understanding throughout lessons, and when marking work, to decide whether the children are working at WTS, EXS or GDS, based on the learning objective of the lesson.

The children are taking part in a themed morning for Black History Month, which I hope will impact on children's enthusiasm and knowledge about Black History, and also allow history to be studied with some more cross-curricular links. Evidence of work and vocabulary can be seen on display.

There are trips planned across the year that relate to History, so the children can immerse themselves in different experiences and environments. For example, Coombe Abbey for Year 2, The Black Country Museum for Year 3, Lunt Roman Fort for Year 4, and Year 5 will visit the Imperial War Museum.

Historical Study

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT identify old and new from pictures	WALT identify old and new from artefacts WALT use pictures and artefacts for answering questions about the past				WALT interpret the past using a range of concepts and ideas
WALT answer questions about the past	WALT use a range of simple sources to devise historical questions				WALT devise historically valid questions
WALT explore the history of Christopher Columbus	WALT explore the history of flight WALT explore the work of the Wright brothers	WALT explore the history of Ibn Battuta WALT explore the history of Christopher Columbus WALT explore the history of Neil Armstrong WALT explore the history of Robert Falcon Scott WALT explore the history of Ann Bancroft WALT use a timeline with dates		WALT describe and explain the events from WW2	
			WALT distinguish between reliable and unreliable sources	WALT rank sources of information in order	WALT interpret the past using a range of concepts and ideas

					WALT understand the role of propaganda and opinion
		WALT use a simple database to organise information			

Historical Knowledge and Awareness

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT develop a simple awareness of the past	WALT retell stories about the past WALT pick out main elements of stories we have hear about the past				
				WALT organise a series of relevant historical information WALT organise a series of relevant historical information and check for accuracy	
WALT recognise a past and a present in our own life WALT recognise a past and present in other people's lives					
WALT identify some things from our own past					
WALT identify some differences between past and present		WALT give reasons for change from the stone through to iron age	WALT identify similarities and differences between the Vikings and Anglo Saxons	WALT describe the main changes during the Battle of Britain	WALT formulate our own theories about reasons for change

			WALT know similarities and differences from the Roman era	WALT describe the main cultural changes in Ancient Greece	WALT speculate and hypothesise about the past, formulating our own theories about reasons for change
WALT show some understanding of aspects of the past beyond living memory	WALT know some of the main events and people studied in a topic	WALT understand that events from the past are represented and interpreted in different ways		WALT explain our own point of view WALT justify our own viewpoint	
					WALT understand significant events during the Black Death
				WALT explore the significant sporting history in our locality WALT explore how the sport of rugby developed	WALT understand the concept of legacy, including royal families and dynasties

Chronology and Change

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT use simple words and phrases to describe the past	WALT use complex phrases (e.g. a long time ago, centuries ago)		WALT use historical terms and vocabulary related to the Romans		WALT speculate...what if?
			WALT understand where and when the first civilizations appeared		
			WALT explore inventions by the Ancient Sumerians		
WALT begin to use very simple timelines to order events from Christopher Columbus discovery WALT order the history of flight	WALT identify changes which happened at the time studies WALT sort historical events in time order	WALT use a timeline to place events from the stone, bronze and iron age	WALT show changes on a timeline from the Anglo-Saxon period to the Viking period WALT explore the Ancient Sumerian's calendar	WALT identify changes across periods of time, using chronological links WALT explore and order the timeline of the	WALT note connections, contrasts and trends over time

			WALT use a timeline to place key dates from the Roman era	development of the sport of rugby	
	WALT recognise some reasons for the time being studied between then and now	WALT use evidence to describe changes within the time period	WALT use a full range of dates and historical terms to explore the Vikings WALT use a full range of dates and historical terms to describe the Anglo-Saxons		
		WALT make links between the changes from the bronze age to iron age	WALT identify links between the Anglo Saxons and Vikings WALT describe and make links between events and changes from the Roman era	WALT identify changes during WW2 using chronological links	

