

## History Programme of Study

### Key Stage 1 and 2

#### **Purpose of Study**

At Ivanhoe Primary Academy, we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We feel that it is important that we review and adapt our planning to make our topics engaging and relevant to our pupils. Therefore, we shall incorporate local historical aspects into our History curriculum. 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 their time.

#### **Aims**

The national curriculum for history 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' 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.

## History – KS1

### Pupils should be taught to:

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.

### Year 1

#### Changes within living memory (Cornerstones ILP: Memory box)

- School (Past and Present) Use our school, look at how it may have changed from when the Y1's were born and how it is now.
- Homes (Past and Present)
- Toys (Past and Present)
- Significant individuals **ideally** linked to the topics above - Ivanhoe

#### Events beyond living memory that are significant nationally or globally

- Key events in national or global history up to and including 1666 (eg: The Great Fire of London or Bonfire Night)
- Significant individuals linked to the topics above (eg: Guy Fawkes or Samuel Pepys)
- **Dinosaur planet (Cornerstones ILP):** Dinosaurs and their features, Mary Anning (English fossil collector and palaeontologist) and fossils.

### Year 2

#### Changes within living memory

- Transport (Past and Present)
- Communication (Past and Present)
- Significant individuals **ideally** linked to the topics above (Christopher Columbus, Neil Armstrong, the Wright Brothers, Alexander Graham Bell, Tim Berners-Lee and Steve Jobs)

#### Events beyond living memory that are significant nationally or globally

- Key events in national or global history post 1666 to 1900s (eg: first aeroplane flight, first female pilot, first trains, discovery of America and history of the Olympics)
- Significant individuals **ideally** linked to the topics above (Amy Johnson, Robert Stevenson, the Wright Brothers)

### Significant historical events, people and places in our locality

Local history depth study could include Conisbrough Castle in Year 1: Ted Hughes/Cenotaph – Using Cornerstones ILP Street Detectives- exploring the local community and landmarks in Year 2.

## History – KS2

### Pupils should be taught 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.

Year 3	Year 4	Year 5	Year 6
<p><b><u>Ancient Greece (Gods and Mortals -ILP)</u></b></p> <p>A study of Greek life and achievements and their influences on the Western world.</p> <p><b><u>Changes in Britain from the Stone Age to the Iron Age. (Tribal Tales- ILP)</u></b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers (eg: Skara Brae)</li> <li>Bronze Age religion, technology and travel (eg: Stone Henge)</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p>Linked ILPs that have some Historical content.</p> <p>Tremors – Roman history, focusing on Pompeii and the natural disaster.</p> <p>Urban Pioneers – Local history aspects. Researching local town/city history,</p>	<p><b><u>Anglo-Saxon and Vikings (Traders and Raiders- ILP)</u></b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Viking raids and invasions</li> <li>Resistance by Alfred the Great and Athelstan, first King of England – further Viking invasions, Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b><u>Local History Study (within the Viking topic)</u></b> York/Jorvik. Towns ending in the -by,</p>	<p><b><u>A study of an aspect or theme in British history extending chronological knowledge beyond 1066 (Off with her head!- ILP) and (Peasants, Princes and Pestilence- ILP)</u></b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>The Tudors and the trial of Anne Boleyn.</li> <li>Changes in social history, such as crime/punishment from the Tudors to the present or leisure/entertainment in the 20<sup>th</sup> Century</li> <li>The legacy of Greek/Roman culture (art, architecture or literature) on later periods in British history, including present day</li> <li>The Black Death and Middle Ages.</li> </ul> <p><b><u>Achievements of the earliest civilisations (Pharaohs – ILP)</u></b></p> <ul style="list-style-type: none"> <li>An overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt.</li> <li>Ancient Kings and Queens.</li> </ul>	<p><b><u>A study of an aspect or theme in British history extending chronological knowledge beyond 1066 (A child’s War- ILP) and Revolution- ILP)</u></b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>The changing power of monarchs such as John, Anne and Victoria.</li> <li>The Victorians, their everyday life and Queen Victoria’s reign.</li> <li>A significant turning point in British history (eg: the first railways or the Battle of Britain)</li> <li>WWII, Evacuation, everyday life and the story of Anne Frank.</li> </ul> <p><b><u>Local History Study</u></b> (eg: Cadeby pit disaster)</p> <p>Local Mining community and the impact that it has had on the area. The housing built for the miners, the impact of the strikes and closures.</p>

<p>including the first settlers, significant events – such as disease that may have affected the area, a prominent historical building e.g church, cathedral, town/city hall.</p>	<p>derived from Viking settlements. Such as Denaby, Maltby, Cadeby.</p> <p>The Nomans, Battle of Hastings and the Domesday Book. (1066 – ILP) Local links to Conisbrough Castle.</p> <p>-Castle was initially built in the 11<sup>th</sup> Century after the Noman Conquest.</p> <p>-Sir Walter Scott used the location for the 1819 Novel 'Ivanhoe'.</p> <p><b><u>Roman Empire and its impact on Britain (I am Warrior! – ILP)</u></b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance (eg: Boudicca)</li> <li>• Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p>Linking to local history. The town Doncaster – Caster derives from the Roman era. The way that roads were constructed.</p> <p>World historical content also covered in the Road trip USA ILP -Native American History,</p>	<ul style="list-style-type: none"> <li>• Archeology and sources of evidence – The Mummy's curse.</li> </ul>	<p><b><u>A non-European society – one study chosen from:</u></b></p> <ul style="list-style-type: none"> <li>• Early Islamic civilisation, c. AD 900</li> <li>• Mayan civilisation c. AD 900 (<b><u>Aspects within the Hola Mexico ILP</u></b>)</li> <li>• Benin c. AD 900-1300</li> </ul>
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