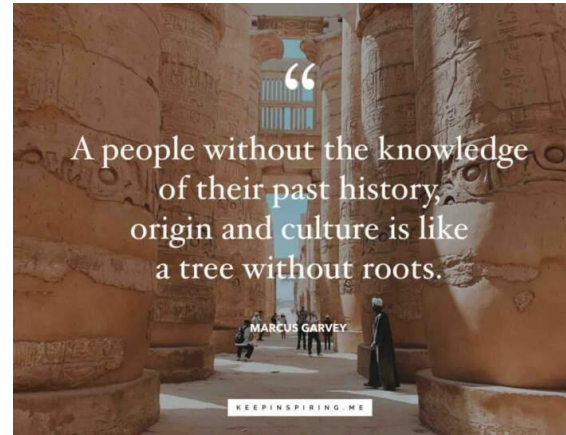




## History: Intent & Implementation



Our history curriculum is designed to ensure pupils complete their time at Arnbrook having learnt substantive knowledge of the past alongside an understanding of key first order concepts; it is this recall of 'fingertip' & 'residual' knowledge which prepares pupils for the next stage in their history education. Throughout their time at Arnbrook, our pupils develop knowledge of how historians work over time. These concepts are approached in increasing complexity as pupils progress through the school. At Arnbrook, we aim to ignite a sense of curiosity in children and encourage them to take an interest in key historical events and periods of time that continue to shape Britain and our lives today. Throughout their time at school, our children develop an increasing understanding of chronology, allowing them to make links between the past, present and future.

Throughout their time at Arnbrook Primary School we are committed to developing their understanding of first order concepts which are:

- Legacy
- Religion
- Democracy
- Power
- Rebellion
- Equality

Our history curriculum ensures pupils receive a 6 week block of history lessons (one per week) every term. Units of work are selected to ensure pupils in EYFS, KS1, LKS2 & UKS2 to ensure pupils have a strong sense of chronology and are also exposed to a range of cultures, nations, societies and diverse historical figures. History is also woven into other aspects of our curriculum and school life; with pupils taking part in learning linked to Black History Month, Remembrance Day and other relevant events.

School Context	Response
The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. A high proportion of our pupils have limited experience of other countries and cultures and little knowledge of the history of our local area. A high proportion of the school population are White British/White Non-British and we are less diverse than other schools in the area & nationally.	Pupils have the opportunity to learn about a diverse range of significant historical figures including Rosa Parks within the history curriculum. In addition, children are well prepared for life in modern Britain by a variety of learning experiences which introduce and further embed the importance and impact current and historical individuals have had and continue to have on the formation of modern Britain. Efforts are made to ensure that pupils understand the history of Nottingham as a diverse, tolerant and welcoming community and its place in history.
The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. Most of our pupils have limited cultural capital and have not seen historical artefacts in museums or on display, not visited cultural landmarks or places of interest.	Our curriculum ensures pupils have experiences of handling a range of artefacts and historical sources, as well as visiting museums and having experiences of seeing significant landmarks.



## History: Knowledge Ladder (Cycle A)

	Autumn 1	Spring 1	Summer 1
EYFS	<p>To know who is in my family. To know what makes my family special. To know that all families are different. To know that dinosaurs lived in the past. To know significant events in their life.</p> <p>Texts: 'Peepo' (Victorian era) 'Never show a T-Rex a book' (Dinosaurs)</p>	<p>To know different modes of transport. To know what a journey is. To describe a familiar journey.</p> <p>Books: 'The Owl and the Pussycat' (transport)</p>	<p>To know about the lives of the people around them and their roles in society. To know simple language connected to passage of time. To know how to sequence events using specific time vocabulary.</p> <p>Books 'Can't You Sleep Little Bear?' (lanterns &amp; fire) 'You Choose' (transport, homes, buildings, rooms from the past &amp; today) 'Here to help' series (non-fiction)</p>
1	<p>To know how transport has changed over time. To know how cars have changed since they were invented. To know how trains changed people's lives in the 19<sup>th</sup> century. To know about the first aeroplane flight</p>	<p>To know about the significant events in the lifetime of Florence Nightingale. To know what the conditions were like for soldiers during the Crimean War and what actions Florence Nightingale took. To know how Florence Nightingale saved lives. To know how Florence Nightingale has influenced nursing today. To know how Florence Nightingale's legacy is remembered.</p>	<p>To identify 'present' day toys &amp; know their features To identify toys from the 'near past' &amp; know their features To identify toys from the more 'distant past' &amp; know their features To know how toys have changed over time. To know whether toys are from the 'present day', 'near past' or 'distant past' To know what traditional games are still played today.</p>
2	<p>To know what Goose fair is like today. To know about the origins of Goose fair. To know when Goose Fair began. To know how Goose fair has changed over time</p>	<p>To know what inequality is and some examples of this from the 1800 and 1900s. To know what life was like for Rosa Parks. To know when Rosa Parks lived and place this on a timeline. To know what Rosa Parks did to fight for equality and the impact this had. To know what life was like for Emily Davison To know when Emily Davison lived and place this on a timeline. To know what Emily Davison did to fight for equality and the impact this had. To know how Emily Davison and Rosa Parks changed our lives today.</p>	<p>To know what life was like in London in 1666 To know the key events of the Great Fire of London. To know how historians found out information about the Great Fire of London To know why the fire spread so quickly. To know what damage the fire caused. To know how London changed after the Great Fire.</p>
3	<p>To know where and when the Ancient Egyptians lived. To know what daily life was like for Ancient Egyptians. To know the importance of the Egyptian ritual of mummification. To know who Tutankhamun was and the importance the discovery of the tomb. To know how the Ancient Egyptians wrote. To know about the gods the Ancient Egyptians worshipped.</p>	<p>To know when the Romans invaded Britain To know who the Romans were and why they invaded Britain and other countries. To know the immediate events of the three Roman invasions To know why the Roman era was and still is important To know the impact the Romans had on Nottingham To know why the Romans finally left Britain and the influential role of Boudica</p>	<p>To know the main periods of time during the Stone-Iron Age. To know that prehistory is the beginning of British history and refers to the period of time before things were written down To know that Britain became an island in this period of time. To know key events and changes from Stone Age to Iron Age To know what was found at Skara Brae and why it is significant.</p>

4	<p>To know why the Romans withdrew from Britain in AD 410.          To know when the Saxons and Scots lived and place this on a timeline.          To know where the Anglo-Saxon invaded and where they settled          To know place names and their meanings.          To know what jobs and roles Saxons had.          To know what village life was like for Saxons.          To know what Saxon art and culture was like.          To know the gods that the Anglo Saxons worshiped.          To know why and when the Anglo-Saxons and Scots converted to Christianity.</p>	<p>To know the chronology of events and the significant places during the Viking invasions.          To know the possible reasons why the Vikings invaded Britain but know that we will never know the actual reasons.          To know where the Vikings decided to settle permanently in Britain and the reasons why.          To know how this has resulted in a long-standing legacy for those areas.          To know how where the Vikings lived affected what they ate, what they used to build their houses and the clothes that they wore.          I know that different sources of evidence can tell us about the Vikings but that the Vikings left very little evidence behind.          To know how Viking Laws had influence our laws and democratic processes to day.</p>	<p>To know key events during Victorian era.          To know when the Victorian era began and ended. .          To know what Victorian life was like in the rural countryside.          To know what Victorian life was like in the urban cities and towns.          To know how coal mining affected the lives of people in Nottinghamshire.          To know key social, economic and technological achievements throughout the Victorian era          To know the legacy of the Victorian era on Nottingham city centre.</p>
5/6	<p>To know where &amp; when Mayan civilization existed.          To know how Mayan settlements were planned and organised.          To know the main roles within Mayan society.          To know what the people of Ancient Maya believed in.          To know what impact the Mayans have had on life today.          To know how and why Mayan empire collapsed.          To know what remains of the Mayan civilization.</p>	<p>To know what crime and punishment was like during the Roman period.          To know what crime and punishment was like during the Anglo-Saxon and Viking period.          To know what crime and punishment was like during the medieval and Tudor periods.          To know what crime and punishment was like during the Victorian period.          To know what crime and punishment is like today.          To know how crime and punishment has developed over the years.</p>	<p>To know the medical practices of prehistoric civilisations and Ancient Egyptians          To know the Roman attitude towards health and medicine and how this was influenced by the Greeks          To know the key events during the Black Plague.          To know the key medical advancements and significant people in medicine during the Victorian period.</p>

## Key secondary concepts

This table shows how pupils are helped to build up disciplinary knowledge of how historians work over time. These concepts are approached in increasing complexity as pupils progress through the school. Where particular statements are across a whole phase, or key stage, this is because pupils will re-visit the statement in a new context or with increasing complexity. In EYFS & KS1, the statements describe how pupils will 'meet' these secondary concepts across the curriculum throughout the year, rather than discreet teaching.

Concept	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<u>Sources and evidence</u>	To know that we use sources to find out about the past (within living memory).  <i>Sources:</i> <i>Photographs</i> <i>Video</i>	To know that sources are things which survive from the past.  <i>Sources:</i> <i>Photographs</i> <i>Video</i> <i>Artefacts</i>	To know that historians use sources to find out about the past.  <i>Sources:</i> <i>Written (diary extracts, documents)</i> <i>Maps</i>	To know that there are different types of sources  To know that different types of sources are available from different time periods.  <i>Sources:</i> <i>Archaeological evidence</i>	To know that historians use a collection of different sources to find out about a period of time.  <i>Sources:</i> <i>Architectural evidence</i>	To know how historians use sources to answer specific questions.  <i>Sources:</i> <i>Range of sources and evidence</i>	To know how historians choose which sources to use to answer a specific question.  <i>Sources:</i> <i>Range of sources and evidence</i>
<u>Historical significance</u>	To know important people and times in their own lives and the community.	Teachers will explain why historians deem particular people and events as significant.		To know how and why historians have given significance to particular individuals/events with increasing complexity.		To know that historians agree and disagree about the significance of particular events/individuals.	
<u>Similarities and differences</u>	To know similarities and differences between themselves and others in their family and community.	To make observations about similarity and differences within their local community and wider society.		To know what historians have identified as key similarities and differences between people, places and societies in the same time period.		To know what historians understand to be the degree of similarity and difference between people, places and societies in the same time period and understand this complexity.	
<u>Change and continuity</u>	To know changes which have happened in their own lives.	To know similarities and differences between ways of life at different times.		To know the views of historians on the nature, extent and pace of change over time and legacy of different people, events and civilizations.  To know how historians make judgements about legacy and the nature, extent and pace of change over time.			
<u>Cause and consequence</u>	To know explanations for why some simple things occur and consequences. of events.	To know why people did things and/or why events happened.		To know why historians judge an event or action to have occurred and its perceived consequences.			
<u>Historical interpretations</u>				To know different ways in which the past is represented by historians.		To know why different versions of the past may exist.	

## History Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Families & times when grandparents were young.		Understanding the passage of time		Remembering special times in their lives	
<b>Year 1</b>	The History of Transport		Florence Nightingale		Toys then and now	
<b>Year 2</b>	Goose Fair		Rosa Parks and Emily Davison		The Great Fire of London	
<b>Year 3</b>	The Ancient Egyptians		The Roman Empire		Stone Age to Iron Age	
<b>Year 4</b>	Invaders: Anglo- Saxons and Scots		Invaders: Vikings		The Victorians	
<b>Year 5/6 Cycle A</b>	The Mayan Civilisation		Crime and punishment		The History of Medicine	
<b>Year 5/6 Cycle B</b>	The Ancient Greeks		The Changing Power of the Monarch		The explosion of the lace industry in Nottingham	

### First Order Concepts & Historical Aspects

# EYFS & KS1

## EYFS

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

### Year 1: History of Transport

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

### Year 1: Florence Nightingale

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

### Year 1: Toys then and now

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

### Year 2: Goose Fair

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

### Year 2: Rosa Parks & Emily Davison

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

### Year 2: The Great Fire of London

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

# LKS2

## Year 3: Ancient Egyptians

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 3: The Roman Empire

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 3: Stone Age to Iron Age

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 4: Invaders – Anglo Saxons & Scots

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 4: The Vikings

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 4: The Victorians

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

# UKS2

## Year 5/6 Cycle A: Mayan Civilisation

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 5/6 Cycle A: Crime & Punishment

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 5/6 Cycle A: The History of Medicine

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 5/6 Cycle B: Ancient Greece

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 5/6 Cycle B: The Changing Power of the Monarch

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social

## Year 5/6 Cycle B: Nottingham's Lace Industry

Legacy	Religion	Democracy	Power	Rebellion	Equality
Cultural	Religious	Economic	Military	Political	Social