

## History Curriculum at Barrow CE Primary School



### History Intent

At Barrow Church of England Primary, we intend for children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. The history curriculum inspires pupils' curiosity to know more about the past. Teaching equips 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.

### History Implementation

The History curriculum begins in EYFS through the Early Years Framework category of 'Understanding the World'. This involves guiding children to make sense of the physical world and their communities through various opportunities. Simple chronological understanding begins to take place as children develop awareness of aspects such as routines, birthdays, and celebrations. From Year 1 through to Year 6, The starting point for a History unit of study is expressed as a question. Throughout the topic their learning supports them to develop evidence and arguments to be able to formulate an answer to the key question. In Key Stage 1, children develop an awareness of the past using common words and phrases relating the passing of time. They know where the people and events they study fit, focusing on changes within living memory and beyond living memory. In Key Stage 2 Learning covers a wider historical period and at the beginning of each unit the era being studied are identified on a timeline in order to support schematic development and chronological awareness. This is paramount at Barrow as we use a rolling programme, therefore the teaching cannot follow a chronological approach, however children will develop an understanding through four main threads: Settlers and Invaders, Power and Monarchy, Societal change and Achievements and follies of mankind. As children move through school, they will be able to make reference and make links to historical skills and knowledge gained in previous topics, in order to develop their understanding further. The teaching of History supports this as teachers guide learning to reflect how new knowledge correlates with what has been previously learned. At Barrow CE Primary we endeavor to enhance the learning in History through a range of educational school trips, making strong links with other curriculum areas e.g. forest school and PHSE and providing a hands on approach.

### History Impact

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children reflect on what they have learned at the end of every topic against the question posed at the beginning of the unit. Pupil Voice shows that our children are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils learning demonstrates that history is taught at an age-appropriate standard across the school, supporting and challenging where appropriate. Written and oral work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.



# History Curriculum and Skills Progression

## What does it mean to be a historian at Barrow Primary School?

To develop 'layers' of historical knowledge, which children can draw upon to make sense of more complex ideas, and to construct their own historical arguments and accounts. Throughout the school, to get better at History will mean that children develop an understanding across four main threads:

- Settlers and Invaders
- Power and Monarchy
- Societal Change
- Achievements and Follies of Mankind.

History of our Locality (running through each of the concepts above)

**Substantive knowledge- I know that...**  
**Disciplinary knowledge- I know how to...**

	Autumn	Spring	Summer
Reception	How I've changed since I was a baby?	Things happened before I was born.	How toys have changed.
	<p>Talk about their immediate family with confidence.</p> <p>Describe the lifecycle of a person e.g. baby, toddler, teenager, parent, grandparent.</p> <p>Describe special times or events in their own lives using time language eg Halloween, Bonfire Night, Birthdays.</p>	<p>Things happened before they were born eg Moon landing.</p> <p>..... eg (Neil Armstrong) is a famous figure from the past.</p>	<p>People who lived in the past had different items than we do now. Eg no iPads.</p>
	<p><b>Thread (Substantive concept)</b></p> <ul style="list-style-type: none"> <li>• Societal Change</li> <li>• History of our Locality</li> </ul>	<p><b>Thread (Substantive concept)</b></p> <ul style="list-style-type: none"> <li>• Societal Change</li> </ul>	<p><b>Thread (Substantive concept)</b></p> <ul style="list-style-type: none"> <li>• Societal Change</li> </ul>

**Disciplinary Knowledge Reception**

**Chronology, knowledge and understanding of History:** Sequence 3 familiar events or related objects  
Use time terms: now/then. old/new. today/yesterday. Day/month/year

**Continuity and change:** Begin to ask How? And Why? questions in response to things they are finding out.

**Cause and consequence:** Identify basic causes and consequences related to them.

**Using and Understanding sources of evidence:** Use images, stories and artefacts to help understand the past

**Concluding:** Begin to show my ideas, through: talk, drawing, role play and emergent writing

	<p align="center"><b>Disciplinary Knowledge Reception</b></p> <p><b>Chronology, knowledge and understanding of History:</b> Sequence 3 familiar events or related objects Use time terms: now/then. old/new. today/yesterday. Day/month/year</p> <p><b>Continuity and change:</b> Begin to ask How? And Why? questions in response to things they are finding out.</p> <p><b>Cause and consequence:</b> Identify basic causes and consequences related to them.</p> <p><b>Using and Understanding sources of evidence:</b> Use images, stories and artefacts to help understand the past</p> <p><b>Concluding:</b> Begin to show my ideas, through: talk, drawing, role play and emergent writing</p>		
<p>Year 1 and 2 Cycle A (Goes back within time as the terms progress)</p>	<p>How has Barrow School changed over time? (Parents and Grandparents)</p>	<p>How has Barrow village changed over the last 100 years?</p>	<p>Who were the significant monarchs of our country?</p>
	<p>The school building has changed</p> <p>Barrow school is made of new and old buildings</p> <p>We had a hall built</p> <p>School rules have changed and we no longer use the cane.</p> <p>Some parents and grandparents attended the school.</p>	<p>New houses and buildings have been built</p> <p>Buildings and their uses have changed</p> <p>Barrow now has a playing field</p> <p>The village Church is called St Bartholomew's. In the last 100 years the church has had an extension.</p>	<p>A monarch is a king or queen.</p> <p>William I came from France. He was known as William the Conqueror</p> <p>Queen Victoria was queen for almost 64 years. This time was called the Victorian period</p> <p>Henry VIII split England from the Catholic Church and created the Church of England</p> <p>Queen Elizabeth II was the longest reigning monarch</p> <p>King Charles III is our monarch now.</p>
<p><b>Thread (Substantive concept) Societal Change</b></p>			
<p>Year 1 and 2 Cycle B</p>	<p>How did Florence Nightingale, Mary Seacole and Edith Cavell change nursing the way nurses do their job today?</p>	<p>What was learnt from the Great Fire of London?</p>	<p>What have great explorers achieved?</p>
	<p>Significant people are people who have made important achievements.</p>	<p>The Great Fire of London started on Pudding Lane in 1666</p>	<p>Explorers help us to find out more about our world</p> <p>Ibn Battauta was an explorer who travelled for</p>

<p>Florence Nightingale was a nurse. She made hospitals cleaner for patients.</p> <p>Mary Seacole was a nurse. She set up a hospital to look after soldiers.</p> <p>Edith Cavell was a nurse. She saved soldiers from both sides during the First World War.</p> <p>Nurses are important to help us stay healthy and to keep us safe.</p>	<p>London is the capital city of England.</p> <p>Buildings were made from wood.</p> <p>Conditions meant the fire spread quickly.</p> <p>Water did not put the fire out so King Charles II pulled down buildings to stop the fire from spreading further.</p> <p>Samuel Pepys kept a diary about the fire.</p> <p>Christopher wren rebuilt an important church called St Paul's cathedral after the fire.</p>	<p>nearly 30 years. He learnt about lots of different places.</p> <p>Matthew Henson was one of the first explorers to reach the North Pole.</p> <p>Neil Armstrong became the first person to walk on the moon.</p> <p>Felicity Aston was the first woman to ski across Antarctica on her own.</p>
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**Thread (Substantive concept) Achievements and Follies of Mankind**

**Disciplinary Knowledge Year One and Two**

**Chronology, Knowledge and Understanding of History**

**Yr 1** - Sequence 3 events, photographs or objects onto a timeline.  
 Compare past and present.  
 Use 'long ago' for living memory.  
 Use 'long, long ago' for beyond living memory.

**Yr 2** - Begin to use key dates.  
 Place/order events, people and objects on a timeline  
 (given dates and simple timelines)

**Cause and Consequences**

**Yr 1** - Talk about why, what and how events happened.  
**Yr 2** - Pick out reasons for and results of events and people's actions.

**Using and understanding interpretations and sources as evidence**

**Yr1** - To use photographs, artefacts and books to answer questions about historical events and people.  
**Yr 2** - To compare different sources of evidence and point out some similarities and differences.

**Continuity and Change**

**Yr 1** - Talk about similarities and differences between my life and people from the past.  
**Yr 2** - Point out some similarities and differences between aspects of life at different times in the past.

**Concluding**

**Yr 1** - Talk about what I have found out.  
**Yr 2** - Provide reasons for what I think has happened.

	Autumn	Spring	Summer
Year 3,4,5 and 6 Cycle A	<p>What have the ancient Greeks taught us about fairness?</p> <p>Ancient Greece was not a country. It was made up of city states.</p> <p>Important city states of ancient Greece included Athens, Corinth and Sparta.</p> <p>Ancient Athens is where democracy began in around 508 BC.</p> <p>After debating issues, the ancient Athenians would vote.</p> <p>At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens.</p> <p>The legacy of democracy still exists today in many parts of the world.</p> <p>Alexander the Great, took over the Macedonian Empire along with other lands that he conquered. After he died, the Romans slowly took over parts of the empire.</p> <p>The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece.</p> <p>Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms.</p>	<p>Throughout history did the punishment always fit the crime?</p> <p>Roman laws, written around 450 BC, were called the 'Twelve Tables'. Not following these rules was a crime</p> <p>The worst crime, treason, was punishable by being thrown to the lions.</p> <p>Anglo-Saxon people accused of a crime had a trial..If no decision was made then a trial by ordeal would take place. It was thought that God would then decide.</p> <p>There were no Anglo-Saxon prisons so very brutal punishments such as stoning, whipping and hanging acted as huge deterrents.</p> <p>The Tudors came up with even more terrifying punishments, including public executions. Public humiliations included 'The scold's bridle', 'The Rack' and 'The dunking stool'</p> <p>The Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes.</p> <p>Victorian prisoners had to do very physically demanding tasks. These included: the treadwheel, the shot drill and the crank</p>	<p>What impact has there been in Great Britain from the growth of the railway network? (The Railway Revolution - ~Planbee)</p> <p>James Watt's steam engine was initially used in factories and to haul goods and raw materials short distances.</p> <p>The Rainhill Trials was a competition designed to find the locomotive fit to run on the new Liverpool to Manchester line in 1829.</p> <p>Technological developments made steam engines light enough to be used as railway locomotives</p> <p>The period known as 'Railway Mania' was when several rival companies expanded the railway networks across the country, changing the lives of Britons.</p> <p>Railways saw changes to industry, society and politics.</p> <p>The introduction of railways also saw social changes as it made different areas more accessible to people. This allowed people from different regions to mix more. People holidayed, often for the first time.</p> <p>The first underground railways were developed in London to address a number of problems</p> <p>The railways have continued to develop over time, as electricity was introduced</p>
<b>Thread (Substantive concept) Societal Change</b>			

<p>Year 3,4,5 and 6 Cycle B</p>	<p>The Kingdom of Benin</p>	<p>How did the Monarchy start in Britain? (Anglo Saxons and Vikings)</p>	<p>How has the British Monarchy continued to change our lives? William the Conqueror -Doomsday King John - Magna Rule of law Henry V111 Queen Victoria - Empire</p>
	<p>The kingdom of Benin began as a group of small villages situated in the rainforests of West Africa that joined together and it rose to become a wealthy and powerful empire in the 16th Century.</p> <p>With few written sources, what we know about Benin Kingdom comes mostly from both artefacts and monuments that archaeologists have discovered or the rich heritage of oral tradition that still exists among the people of Nigeria today.</p> <p>It was perfectly situated for trading its high quality goods with other African kingdoms</p> <p>Other countries desired Benin's impressive arts and crafts as well as the exotic crops produced by its farmers. Later they began trading slaves too, providing Benin with a great source of wealth.</p> <p>Benin's army was powerful and the Oba (dynasty of rulers) enjoyed his wealthy lifestyle in the many exquisite palaces and courts of Benin City.</p> <p>After AD 1700, Benin Kingdom began to decrease in both wealth and power. A series of civil wars over who should be next Oba led to a huge decrease in the population</p> <p>Benin Kingdom was taken under British rule and the area was later to become part of independent Nigeria in the 1960s.</p>	<p>Romans left Britain around AD410.This made it easier for other tribes to invade.</p> <p>Anglo Saxons invaded Britain from Northern Europe and they settled by Rivers and Seas.</p> <p>Anglo Saxons were ruled by Kings. They were supported by important landowners and warlords. If people didn't own land they were slaves.</p> <p>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787</p> <p>As well as raiding places like monasteries and pillaging expensive itens to trade, Vikings also wanted to claim land and tried to take over much of Britiain.</p> <p>When the Anglo-Saxons first settled in Britain, there were seven kingdoms but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings.</p> <p>King Alfred the Great was the best known Anglo-Saxon King and the first to defeat the Vikings in battle.</p> <p>AD 1042 – Edward the Confessor became King. He led a a very religious life and was kind and thoughtful.</p> <p>AD 1066 – Harold II tried to stop Harald of Norway from invading England in the Battle of Stamford Bridge.</p> <p>William, the Duke of Normandy came to fight Harold in the Battle of Hastings and became known as William the Conqueror His reign brought the Viking and Anglo-Saxon age to an end.</p>	<p>William the Conqueror, who was French, invaded England in 1066 and promised land in England to people in Europe.</p> <p>The Domesday Book was written by order of William the Conqueror - this is similar to a Census.</p> <p>King John's reign began in 1199. King John made everybody pay high taxes and changed the rules often.</p> <p>The Magna Carta was made by his Barons which meant that everybody must follow the law including the king.</p> <p>In 1491 Henry VIII became King. He had 6 wives. He beheaded two; divorced two; one died and another survived. Henry VIII was desperate to have a son who would be his heir.</p> <p>He started the Church of England because the Catholic Church wouldn't let him divorce. Before this, England and Wales was mostly Catholic.</p> <p>Queen Victoria became Queen in 1837</p> <p>Queen Victoria led the British Empire and expanded it so that it was bigger and stronger than before by adding countries in Southern Africa.</p> <p>The trade system allowed more people to come to Britain, making British culture more diverse.</p>
<p style="text-align: center;">Thread (Substantive concept) Power and Monarchy</p>			

<p>Year 3,4,5 and 6 Cycle C</p>	<p>Ancient Egyptians: What did the Egyptians teach us about achievement?</p> <p>In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.</p> <p>Life revolved around the River Nile. Annual flooding enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The Nile was used for water, fishing and trade.</p> <p>Mud from the river banks was used to make bricks and papyrus plants were used to make paper.</p> <p>The ancient Egyptians worshipped many gods and goddesses who were responsible for different aspects of life and death.</p> <p>The ancient Egyptians built the pyramids as resting places for the pharaohs. When a pharaoh died, priests would prepare their bodies with a process called mummification. They were placed in a tomb with their most treasured possessions which they believed would help them in the afterlife.</p> <p>Scribes wrote using hieroglyphs for religious texts and inscriptions on statues and tombs.</p> <p>The Rosetta Stone was discovered in 1799. It was written in hieroglyphs and two other languages and so was used to help decipher Egyptian hieroglyphs.</p> <p>Tutankhamun was a pharaoh known as the 'boy king' because he became pharaoh when he was 9 years old.</p> <p>The discovery of his tomb in 1922 by Howard Carter helped people understand more about Ancient Egyptian culture.</p>	<p>The history of flight: How did the Wright brothers affect our use of travel today? Local: British Aerospace</p> <p>The modern era of aviation began 120 years ago with American brothers Ollie and Wilbur Wright.</p> <p>In 1903, their plane was responsible for the world's first piloted flight.</p> <p>Bessie Coleman gained her pilot's license 18 years after the Wright brother's first flight. She was the first black woman to gain her pilot's license.</p> <p>Amelia Earhart was the first woman to fly solo across the Atlantic on 21<sup>st</sup> May 1932</p> <p>The first commercial flights took place in the early 1900's. IN the early years it was a luxury that only the wealthy could afford.</p> <p>Today air travel is vital to global economy carrying billions of passengers and cargo every year.</p> <p>The challenge today is to make air travel more efficient and sustainable.</p>	<p>How did the World War 11 affect the role of women in Britain today?</p> <p>Women first began to play an important role in WW1</p> <p>WW2 began in 1939 and ended in 1945.</p> <p>When the second World War broke out in 1939 just over 5 million women were in work.</p> <p>By 1943, that number stood well in excess of 7 million.</p> <p>Jobs included the navy, the air forces, land army and the volunteer service.</p> <p>After the war, women were encouraged back to their domestic roles. By 1951, the number of working women had returned to almost pre-war levels.</p> <p>The 60's and 70's saw an emergence of Feminist groups and awareness of gender inequality.</p>
<p>Thread (Substantive concept) achievements and Follies of Mankind</p>			

<p>Year 3,4,5 and 6 Cycle D</p>	<p>What was the difference between early settlements in Britain? (Stone Age to Iron Age) Local: Beeston Hill</p>	<p>What impact did the Roman Invasion have on Britain and how did this affect the area we live in? Local: Deva</p>	<p>Who settled in Chester after the Romans and what influences can we still see today?  Local: Chester Museum – How has the River Dee shaped the lives of people in Chester?</p>
	<p>The Stone Age is named after the stone tools that the earliest humans used to help them survive</p> <p>People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted</p> <p>Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways.</p> <p>The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.</p> <p>Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age.</p> <p>People in the Bronze Age and Iron Age lived in roundhouses</p> <p>Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people</p> <p>Druids were the priests of the tribes we call 'Celts'. Their job was to communicate with the more than 400 gods that the people of the tribes believed in.</p>	<p>The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire</p> <p>The Romans wanted to invade Britain to increase their Empire, access resources such as tin, iron, bronze, cattle, sheep and acquire more men and land.</p> <p>A tribe of people called the Celts lived in England before the Romans invaded</p> <p>The Roman army was successful because they were organised, fit, strong and had effective armour. The Roman Empire was multicultural.</p> <p>Hadrian's Wall was built in 122AD. It was built to defend this northern border of the Roman Empire from raids by the Picts of Caledonia (Scotland)</p> <p>The Roman army are famous for building long, straight roads which boosted trade and communication.</p> <p>The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes</p> <p>Chester was a Roman fort. There is still evidence of Romans in Chester there today such as the amphitheatre.</p>	<p>Chester dates back to 79AD when it was founded as a Roman fort.</p> <p>Chester fell under Viking attack in 893AD</p> <p>By 1066, Britain was conquered by the Normans and William 1 became the first Earl of Chester.</p> <p>In the Middle Ages, Chester became a very important trading port and the Chester Rows were constructed.</p> <p>In the English Civil War, Chester was besieged for 2 years before starvation forced its people to surrender.</p> <p>As time progressed the port dried up although evidence can still be seen near the racecourse.</p> <p>Chester is famous for its cathedral and the Eastgate clock erected in honor of the Queen's Diamond Jubilee.</p>
<p><b>Thread (Substantive concept) Invaders and Settlers</b></p>			



## Disciplinary Knowledge

	Chronology, Knowledge and Understanding of history	Continuity and change
Year Three	<p>Understand BC as 'Before Christ' and is used for the years before zero.</p> <p>AD means 'Anno Domini' and can be used for the years from 1AD.</p> <p>Use dates to refer to the passing of time. (how many years before, how many years after?)</p>	<p>Change is brought about by advancement.</p> <p>Describe changes in the period being studied against one other time period.</p>
Year Four	<p>Place historical periods learnt on a timeline.</p> <p>Use the historical terms BC and AD accurately.</p> <p>Make comparisons and connections between time periods studied.</p>	<p>Identify what an era was like before a change occurred.</p> <p>Offer reasons for change and continuity in different time periods.</p>
Year Five	<p>Sequence events on a timeline comparing where it fits with time periods studied.</p> <p>Begin to identify that scale is needed for timelines.</p> <p>Use relevant dates and terms. E.g., decade, century, era.</p> <p>BCE and CE are alternatives to BC and AD</p>	<p>Make links between main events, similarities and changes within and across different time periods.</p> <p>Analyse reasons for change and continuity within and across time periods.</p>
Year Six	<p>Sequence events, people and historical periods on a timeline comparing them with one another. (including those that are concurring in British and World History)</p> <p>Correctly draw and scale periods on a timeline.</p> <p>Be able to place BCE, BC, AD and CE correctly in order. (People, events and sources with dates)</p>	<p>Compare and make connections between different contexts in the past.</p> <p>Identify events / key turning points for change and continuity.</p> <p>Analyse and present reasons for continuity and change.</p>

	Cause and consequences	Using and understanding interpretations and sources as evidence
Year Three	<p>Identify possible reasons for and results of people's actions.</p> <p>To identify an event and suggest why it might have come about.</p>	<p>Archaeologic evidence can help us find out about the past but it doesn't tell us all the answers or emotions from the past</p> <p>We can make inferences and deductions from images from the past.</p> <p>Use primary and secondary sources.</p> <p>Talk about the usefulness and accuracy of sources.</p>
Year Four	<p>Identify the consequences of events and the actions of people and how the consequences can sometimes last long after the event.</p> <p>Identify possible reasons for change.</p>	<p>Ask questions about the bias of historical evidence.</p> <p>Use a range of sources to construct knowledge of the past.</p> <p>Extract appropriate information from a source.</p> <p>Make deductions from documents as well as concrete evidence.</p>
Year Five	<p>Give reasons for events, results of events, situations and changes.</p> <p>Describe similarities and changes between social, cultural and</p>	<p>Recognise primary and secondary sources.</p> <p>Recognise how secondary sources are influenced by the beliefs, cultures and time period of the author.</p>

	<p>ethnic diversity in Britain and the wider world.          Explain the significance of events, people and developments.</p>	<p>Understand the more sources that there are, the more accurate of the understanding of history.</p>
Year Six	<p>Explain the significance of events, people and developments and describe the changes and impact over time.          Understand that one event can have multiple consequences that can impact on many countries.</p>	<p>Use a range of primary and secondary sources to build a picture of the past.          Identify bias within a source.          Identify the limitations of a source.          Compare and contrast the same event from different sources.          Evaluate the usefulness of the source.</p>
<b>Concluding</b>		
Year Three	<p>Begin to make links between lives today and the legacy of the period they are studying.</p>	
Year Four	<p>Reach conclusions that are substantiated by historical evidence.          To construct an answer using evidence to explain their findings.</p>	
Year Five	<p>Make comparisons between different times selecting relevant information and including this in a written response.          Make my own conclusions from historical sources and use this to back up my thinking.</p>	
Year Six	<p>Suggest explanations for the different versions of events.          Identify how conclusions have been arrived at by linking sources.          Address and devise historically valid questions and use sources to conclude and answer.          Present an explanation of history from those sources.</p>	