

Level Expected at the End of EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

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

- 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 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

Chronology of Britain

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT develop a simple awareness of the past	Changes within living memory, changes in national life. (invention of the TV)	Explore the history of Robert Falcon Scott	WALT use a full range of dates and historical terms to explore the Vikings	WALT describe and explain the events from WW2	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Events beyond living memory that are significant.	WALT: retell stories about the past	WALT explore the history of Ann Bancroft.	WALT show changes on a timeline from Anglo-Saxon period to the Viking period	WALT identify changes during WW2 using chronological links	WALT understand significant events during the Black Death
WALT recognise a past and present in your own life	WALT: identify important changes which happened at the time studied	WALT use a timeline with dates		WALT rank sources of information in order	WALT: Note connections, contrasts and trends over time.
WALT show some understanding of aspects of the past beyond living memory	WALT: sort historical events into time order	WALT use a timeline to place events from the stone, bronze and iron age		WALT describe the main changes during the Battle of Britain	
	WALT: Know some of the main events and people studied in a topic	WALT: describe and make links between the changes from the stone to bronze age		WALT identify changes across periods of time, using chronological links	
				WALT organise a series of relevant historical information	

History of the Wider World

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT use simple words and phrases to describe the past (after, before, between)	WALT: Pick out the main element of stories they have heard about the past.	WALT explore the history of Ibn Battuta	Know and understand significant aspects of the history of the wider world	WALT describe and explain the events from WW2	WALT: understand and use the concept of legacy, including royal families and dynasties
	WALT: identify important changes which happened at the time studied	WALT explore the history of Christopher Columbus	WALT understand where and when the first civilizations appeared	WALT: Give a balanced view of interpretations of the past, using different points of view.	WALT understand significant events during the Black Death
		WALT explore the history of Neil Armstrong			

Historical Terms

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: describe and make links between the changes from the stone to bronze age	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts.	WALT rank sources of information in order	WALT devise historically valid questions
WALT use simple words and phrases to describe the past (after, before, between)	WALT: use more complex phrases to describe time.	WALT: describe and make links between the changes from the stone to bronze age	WALT use a full range of dates and historical terms to explore the Anglo-Saxons	WALT describe the main changes during the Battle of Britain	WALT interpret the past using a range of concepts and ideas
WALT recognise a past and present in your own life	WALT: use more complex phrases to describe time.			WALT organise a series of relevant historical information	WALT: devise historically valid questions about change, cause, similarity and difference
WALT recognise an past and present in other people's lives					
WALT identify some things from our own past					

Historical Concepts

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT answer questions about the past	WALT identify old and new from artefacts	WALT: Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict each other.	WALT distinguish between reliable and unreliable sources-	WALT organise a series of relevant historical information	WALT speculate...What if?
WALT identify some things from our own past	WALT use pictures and artefacts for answering questions about the past	WALT: describe and make links between the changes from the stone to bronze age	WALT identify the links between the Anglo Saxons and Vikings	WALT: Give a balanced view of interpretations of the past, using different points of view.	WALT: understand the role of propaganda and opinion
WALT identify old and new from pictures	WALT: use more complex phrases to describe time.			WALT: Explain their own point of view, justifying this with a broad range of evidence.	WALT: understand the role of propaganda and opinion
WALT identify some differences between past and present	WALT: Pick out the main element of stories they have heard about the past.				WALT: Speculate and hypothesise about the past, formulating their own theories about reasons for change.

Historical Enquiry

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT identify old and new from pictures	WALT use pictures and artefacts for answering questions about the past	WALT explore the history of Christopher Columbus	WALT distinguish between reliable and unreliable sources.	WALT: Identify differences between different versions of the past	WALT: speculate and hypothesise about the past
WALT identify some differences between past and present	WALT: devise historical questions using simple sources	WALT: Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict each other.	WALT use a full range of dates and historical terms to explore the Anglo-Saxons	WALT: Give a balanced view of interpretations of the past, using different points of view.	WALT: formulate our own theories about reasons for change
WALT identify some things from our own past	WALT: Recognise some reasons for the time being studied between then and now.	WALT: Use a simple database to organise information		Make conclusions with evidence as to the most likely version of events.	WALT: Devise historically valid questions about change, cause, similarity and difference.
		WALT: Begin to understand why some people acted as they did and give reasons.		WALT: Explain their own point of view, justifying this with a broad range of evidence.	WALT: Speculate and hypothesise about the past, formulating their own theories about reasons for change.
		WALT: Use evidence to describe changes within the time period.			