

# Sparkenhoe History Curriculum

## Subject Rationale

Children start school with a basic understanding of the terms 'old' and 'young', related to their family and its different generations. They may have visited some older buildings or places of historical significance, may have heard terms like "long ago" or "in the past" but broadly speaking, their knowledge of specific periods of history is limited as is their knowledge of chronology. As they progress through school, they will develop a deeper awareness of the term 'past' and changes to our lives that have occurred throughout our history. They will understand historical terms linked their locality and the wider world. They will broaden their understanding of major historic events and use periods, people and places studied as reference points for comparisons. They will understand how time passes and have a deepening chronological understanding of people and events. Children build upon prior knowledge and further their understanding of historical terms by studying significant historic events and periods in a broadly chronological order. They will relate history to current life experiences and understand subjectivity and bias in terms of sources of evidence. They will know many significant events from the past and explain the reasons for them and impact of them, as well as explain the legacies different generations and civilisations have left. Children will be able to look at artefacts and make inferences as well as discuss the legitimacy of the sources. They will be able to ask historically valid questions, undertake historical enquiry and research and present findings in different ways.

## Organisation

In the Foundation Stage, History is taught through exploration of different topics and through provision. Children learn about the past through planned and child initiated activities. In KS1 and KS2, History is taught as part of our Topic Curriculum. Across a year, there are 5 units of 7 weeks. Each topic comprises of two subjects which are linked together by an overarching theme. In KS1 there are 4 history units and in KS2 there are 10, through which the National Curriculum history objectives are taught. Lessons are taught in 50 minute blocks with two or three lessons a week in each block. Teachers have the flexibility to reorganise timetables to create longer sessions if this leads to more effective learning. For example, they may spend an entire morning on an historical enquiry rather than revisiting it over a few days.

Each unit comprises of a Medium Term plan, which details the rationale for the unit, the progression from previous linked units and all the relevant objectives. To ensure progression across different year groups, the National Curriculum has been broken down into incremental statements. The children learn a series of specific skills and knowledge that lead to at least one outcome which gives an opportunity to use the skills and knowledge. Alongside this, **each unit has a "Spectacular", an event which ties together the learning in the topic and gives a real life purpose** to it. As well as through lessons, the children learn about history through morning discussions, assemblies and special events.

## Foundation Stage

Through a variety of planned and **changing topics that are related to the children's interests, the children will:**

	Foundation 1	Foundation 2
Understanding the World Past and Present	<ul style="list-style-type: none"><li>Begin to show an understanding of their own life story and <b>their family's history</b>.</li></ul>	<ul style="list-style-type: none"><li>Talk about images of familiar situations in the past.</li><li>Talk about the lives of the people around them and their roles in society;</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

## Key Stage 1

Through topics that are centred on events, objects or a famous person, children develop an increasing awareness of the past. The topics have been selected to give a range of different subject matter and to appeal to the interests of the children.

Year 1	<p style="text-align: center;"><u>Toys/Hot Wheels</u></p> <p>Children learn about how transport has changed throughout history. They will be able to explain how people in different periods travelled and make comparisons. They will be able to identify some differences between transport methods. The children will also be able to describe different transport methods using some chronological terminology. They will look at the changes in technology in the last two decades, taking into account the rise in popularity in electric transport.</p> <p>Outcome: Castle Day event</p>	<p style="text-align: center;"><u>Castles</u></p> <p>Children learn about why castles were built and by who. They learn about the lives of the different classes of people inside a castle and compare this to modern day life. The children will study the features of the castle including: turrets, outer wall, keep, portcullis and use inference to work out what these were for. Through historical enquiry the children will make inferences and deductions about the lives of knights. They will understand people have different opinions and be able to describe what a Lord and a farmer would think of the building of a castle.</p> <p>Outcome: Castle Day event</p>	
Year 2	<p style="text-align: center;"><u>Puppets</u></p> <p>Children learn about the toys and games of the past, eventually narrowing the focus to Victorian, Chinese, Indian and 20th Century puppets. They will describe different toys using historical language. They will know what children did for entertainment in different periods of history and be able to describe the differences and similarities between toys of the past and the toys they have. They will be able to formulate questions to research different toys and use a variety of sources to answer them.</p> <p>Outcome: Puppet Show</p>	<p style="text-align: center;"><u>The Armada</u></p> <p>Children will start by placing the time period in context of their previous learning in Year 1. The children will learn about some of the age relevant, significant events leading up to the Spanish Armada and know the chronological order of these. Through the use of artefacts the children will draw conclusions about the Armada, and use similar strategies to find out about life in Tudor times. They will discover about some of the prominent people involved: Sir Francis Drake, Sir Walter Raleigh, Queen Elizabeth I and King Philip II. They will be able to understand events from the perspective of the Spanish and English, looking at opinion and fact.</p> <p>Outcome: Assembly</p>	<p style="text-align: center;"><u>Still Life</u></p> <p>Children learn about the life of Vincent Van Gogh, about the period in which he grew up and make comparisons to their own lives and the 1500s (The Armada) and the periods studied in Year 1. They will use photographs as sources to make inferences about Van Gogh's early life. Through examination of the "Peasant Character Studies" series of paintings, children will conduct a historical enquiry that asks and answers questions about late 19th Century life in Europe. They will know the major events in his life through examination of his artwork – living in Rhineland, moving to Paris, moving to the South of France and later being hospitalised.</p>
<p>Within the art progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example, in the Puppets unit, Year 2 children extend their knowledge to a time period beyond living history. They also look at primary sources in more depth and start to infer from them and widen their knowledge of different time periods.</p>			

## Key Stage 2

As the children move through Key Stage 2, they learn about different topics, which are broadly in chronological units. This starts with the Stone Age (15,000 BC), The Ancient Egyptians (3100 BC), Romans (800 BC), The Mayans (2000 BC – AD 1697), Ancient Greece (776 BC), Saxons (410-1066 AD), Vikings (793 – 1066 AD), The Victorians (1837-1901 AD). In Year 6, the children undertake a local history study and a topic that navigates a variety of different time periods as well as looking at the World Wars which is in chronological order with the other topics in the key stage.

<p>Year 3</p>	<p style="text-align: center;"><u>Meet the Ancestors</u></p> <p>Children learn about the lives of Stone Age people, including children. They investigate how they lived, where they lived and how their lives were different to ours. Through the use of different sources of information and looking at archaeological sources they will be able to explain how Britain changed between the Stone and Iron Ages. Through historical enquiries the children will be able to discern some fact from opinions. Through investigation and by making inferences, the children will place artefacts in chronological order, splitting the Stone Age into Neolithic and Palaeolithic. They will investigate these different time periods, drawing comparisons and explaining differences. They will know about and explain the developments and changes during these times and discuss how these came about.</p> <p>Outcome: Cart Day</p>	<p style="text-align: center;"><u>The Ancient Egyptians</u></p> <p>Children learn about Egyptian civilisation and know the order of major events. They will understand the lives of Ancient Egyptians. Using historical terms, they will explain <b>about the civilisation's religious</b> beliefs. The children will be able to describe mummification, the purpose of the pyramids and The Sphinx. They will also know how the Ancient Egyptians lived their lives, their farming, their communication and what they have left for people to discover, comparing this with the Stone Age (cave art and hieroglyphs). Through inference, enquiry and using sources, they will understand <b>Tutankhamun's life and how his tomb</b> was discovered.</p> <p>Outcome: Assembly</p>	
<p>Year 4</p>	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Through examination of sources, the children will initially make some assumptions about the Greek civilisation based on inference and comparison with other cultures they have studied. Children will draw conclusions about what life was like in Ancient Greece by using artefacts to establish what clothes the Greeks wore, what they believed and how they spent their time. They will also discover their rules and cultures. The children will be able to explain that Greece was split into city states, focusing on Athens and Sparta. The conflict between these city states will provide an opportunity to look at contradicting sources and how they affect the interpretation of events. They will also compare the lives of Athenians and Spartans. The children will learn about why the Greeks were a famous seafaring nation and they will be able to explain some of the legacies of this civilization.</p> <p>Outcome: Assembly</p>	<p style="text-align: center;"><u>The Mayans</u></p> <p>Through use of a variety of different sources, the children will begin by making assumptions about the Mayan civilisation. They will learn about the structure of Mayan society, the city states, the hierarchy and what life was like for the common Mayan people including the role that family played in their society. By researching and through historical enquiry, children will learn the foods they ate, what they believed and what type of work they did. They will be able to make comparisons to the Egyptian (pyramids, hieroglyphs, religion), they will know what remains of the civilisation today and what this tells us.</p> <p>Outcome: Mayan Museum</p>	<p style="text-align: center;"><u>What have the Romans done for us?</u></p> <p>Children learn about the Roman invasion of Britain, their way of life, the Empire and their traditions and cultures through evaluation and inference of a number of sources (both primary and secondary). They will investigate in depth the Roman occupation of Britain, including the construction of <b>Hadrian's Wall and the</b> eventual withdrawal. They will know what the Romans ate, how they fought, what they built, where they lived and what they did in their spare time as well as how Leicester has been influenced by Romans. The children will look at some evidence of Romans in Leicester and bring together their findings. They will also look at the impact of the Roman Empire on Britain as a whole, using historical terms and being able to place this time in a wider chronological period.</p>

Year 5	<p style="text-align: center;"><u>Savage Saxons</u></p> <p>Children learn about how the Anglo Saxons lived their lives. They will know where they came from, why they came to England, what people did in those times and what artefacts are left for us to find out about their culture. They will know about how the Anglo Saxon conquest of Britain ended. They will be able to place the Anglo Saxons into chronological context considering other time periods they have looked at. Throughout the unit children will examine specific artefacts, including those found at the Sutton Hoo dig, and be able to explain what they tell us about life during this time. They will know about the Picts and Scots and start to consider bias when looking at the Roman opinion of the groups. They will examine sources relating to the identity of one of the people found at Sutton Hoo and try to establish their identity looking at evidence for and against them being a King.</p> <p>Outcome: Living Museum</p>	<p style="text-align: center;"><u>Vicious Vikings</u></p> <p>Children learn about the initial Viking raids and how these impacted lives of the Anglo Saxons. They will compare the migration of Anglo Saxons and Vikings, looking at the reasons each had for coming to England. By comparing sources that describe the Viking raids in Lindisfarne, the children will have an increasing understanding of bias / fact and opinion of historical events. Through conducting historical enquiry, children will draw conclusions about what life was like for Vikings in England. Deducing and inferring will allow the children to know how the Vikings fought, how they traded and explored and how their time here ended. The children will be able to make links to previous cultures.</p> <p>Outcome: Assembly</p>	<p style="text-align: center;"><u>The Victorians</u></p> <p>Children learn about the lives of Victorian children in Leicester and the legacy the Victorians left through their inventions and changes to society. Through the use of artefacts, sources and information gathering visits, the children will be able to piece together an accurate picture of what a rich <b>and poor child's life was like in</b> Leicester during this time. They will be able to contrast this to other periods of history and their own lives. They will understand the impact that the Victorians had on Leicester, including the buildings and industrialisation of their local area. Thinking about bias and differing points of view, children will be able to describe the impact of industrialisation and whether workhouses were necessary establishment.</p> <p>Outcome: Victorian Day</p>
Year 6	<p style="text-align: center;"><u>A Car Park Fit for a King</u></p> <p>Children learn about Richard III, the War of the Roses and the battle for the throne in chronological order. They will learn about the Battle of Bosworth and the history of the monarchy through research, using sources and visits to Bosworth Field. Using different sources of information, children will discuss the twins in the tower and analyse the validity and bias of sources. Through historical enquiry that mimics the work undertaken by archaeologists, children will look at the skeleton of Richard and discuss their conclusions about the body, what happened to it and how it was discovered.</p> <p>Outcome: Tapestry</p>	<p style="text-align: center;"><u>World Wars</u></p> <p>Children learn about the causes of World War 2 and the links with World War 1. This will include the rise of Hitler and the Nazi party in Germany. They will also know about what happened in Europe during the War, including the D Day landings, Allied and Axis powers, the American intervention and ultimately how the war ended. Through use of sources and artefacts the children explore life as an inner city child during this time, including rationing and being an evacuee. They will know about Leicester during this time, how the local area was affected by the German bombing and they will understand why the names of places around school changed.</p>	<p style="text-align: center;"><u>Crime and Punishment</u></p> <p>Children learn about the different ways in which societies in the past dealt with people who broke rules and how this changed through history. Through use of sources and historical enquiry the children will be able to link punishments to crimes. They will be able describe the punishments, compare them to others and discuss how they were indicative of the specific period of history. They will be able to explain how punishment and crimes differed for rich and poor people and they will also be able to use a variety of sources to research and make conclusions.</p> <p>Outcome: Horrible Histories court hearing</p>
<p>Within the history progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear.</p> <p>For example the Year 4 Ancient Greece unit builds upon the previous work in Year 3 and Year 4. <b>It builds on the children's</b> understanding of ancient civilisations and gives direct points for comparison. Children develop inference skills and enquiry skills further.</p>			