



## Frimley Church of England School

### Approach to History



#### Purpose

**History** is the study of people and events that happened in the past. People trained in history are called historians.

#### Intent

At Frimley, we want children to love History and enjoy exploring the past. We aim to provide more immersive and memorable experiences for every child, to bring the past to life. We believe it is important for the children to develop a sense of chronology and to be aware of the actions of significant people and events and understand how they have shaped and influenced our lives today. We expect children to be able to place events, people and changes into correct periods of time, as well as use dates and vocabulary appropriately. We believe it is important for them to develop a coherent knowledge and understanding of Britain and the world around them, as well as ensuring learning is relatable to them by learning about the history of our local area. We aim to foster and inspire a sense of curiosity and develop skills of enquiry, allowing them to become open minded “historical detectives” who explore the past in exciting and creative ways.

#### Implementation

- The History curriculum to be taught in a chronological order from Year 3 to Year 6 to support their understanding of chronology, making links between periods of time.
- Include role play and workshops in to lessons and the use of a variety of primary and secondary resources, such as artefacts, to help the children find clues and deduce information about the past.
- Develop links between local libraries/ companies/ museums to explore and make use of their artefacts/ resources/ secondary sources.
- Communicate with and develop links between the Prospect Trust (KS3 & KS4) to explore and make use of their artefacts/ resources/ secondary sources.
- As children progress through the school, they are taught to further develop their critical thinking skills and investigate and analyse historical evidence and communicate their findings in creative and engaging ways.

#### Impact

Children will:

- Display a sense of curiosity about how the past influences who we are today through questioning, critical thinking and reflecting upon a range of sources.
- Develop a deep understanding about significant people and events in Britain and the Wider World.
- Understand how significant people and events have shaped their lives today.
- Have a secure understanding of chronology.

#### National curriculum expectations:

By the end of Key Stage 2 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 to:**

- Show a chronologically secure knowledge and understanding of British, local and world history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Show secure knowledge and understanding of significant events that have shaped our world today and impact upon our future.
- Foster an awareness and a sense of curiosity about how our past influences who we are today.
- Understand how our knowledge of the past is constructed from a range of sources.

**History Long term plan**

	Year 3	Year 4	Year 5	Year 6
Autumn 1			<b>Anglo Saxons and Vikings</b>	<b>Victorians</b>
Autumn 2		<b>Ancient Greece</b>		
Spring 1	<b>Prehistoric Britain: Stone Age to Iron Age</b>			<b>WWII</b>
Spring 2	<b>Ancient Egypt</b>	<b>Romans</b>		
Summer 1				<b>Crime and Punishment</b>
Summer 2			<b>Tudors</b>	

**What Frimley offers to its pupils: (History medium term plans)**

		Year 3	Year 4	Year 5	Year 6
<b>Autumn term</b>	<b>Knowledge</b>		<b>Ancient Greeks</b>	<b>Anglo Saxons and Scots</b>	<b>The Victorians</b>
	<b>Crucial Learning</b>		<u><i>Ancient Greeks</i></u> <ul style="list-style-type: none"> <li>• <i>The Ancient Greek empire lasted from 1200BC to 146BC.</i></li> <li>• <i>The Ancient Greek Empire was made up of different city states.</i></li> <li>• <i>Ancient Greek men had a much better life than women.</i></li> <li>• <i>The Ancient Greeks worshipped many Gods and Goddesses for every aspect of their lives.</i></li> </ul>	<u><i>The Anglo-Saxon and Vikings</i></u> <ul style="list-style-type: none"> <li>• <i>Anglo-Saxon Britain was from 410AD to 1066AD.</i></li> <li>• <i>The Anglo-Saxons were made up of different tribes who fought against each other.</i></li> <li>• <i>The Anglo-Saxons divided England into kingdoms.</i></li> <li>• <i>The Vikings worshipped many gods.</i></li> <li>• <i>The most famous Anglo-Saxon king was King Alfred the Great.</i></li> </ul>	<u><i>The Victorians</i></u> <ul style="list-style-type: none"> <li>• <i>Queen Victoria reigned from 1837AD to 1901 AD.</i></li> <li>• <i>It was common for children in poor families to go out to work.</i></li> <li>• <i>By the end of the Victorian era all children went to school.</i></li> <li>• <i>Technology and industry was developed producing invention such as: telephone,</i></li> </ul>

			<ul style="list-style-type: none"> <li>Ancient Greek achievements included: architecture, philosophy, theatre, The Olympics, science, language and maths.</li> </ul>	<ul style="list-style-type: none"> <li>Alfred the Great made peace so the English and Vikings could live together.</li> </ul>	<i>electric lighting, photographs, flushing toilets and bicycles.</i>
	<b>Theology and vision links</b>	Children to explore the idea of 0 on a Historical timeline being the birth of Jesus Christ. Children build an understanding of time before and after Jesus' death (BC and AD). What choices in history would Christians make?			
Spring term	<b>Knowledge</b>	<b>Pre-Roman Britain – Stone Age to Iron Age</b>			<b>Study dating beyond 1066 (Home front in WW2)</b>
	<b>Crucial Learning</b>	<u><i>The Stone Age to the Iron Age</i></u> <ul style="list-style-type: none"> <li><i>Prehistory includes the Stone Age, Bronze Age and Iron Age – 800,000BC to 43AD.</i></li> <li><i>Early Britons were hunters.</i></li> <li><i>Early Britons moved from place to place following the food.</i></li> <li><i>Towards the end of the Iron Age people began to farm and settle in one place.</i></li> </ul>			<u><i>World War II</i></u> <ul style="list-style-type: none"> <li><i>World War II lasted from 1939 to 1945.</i></li> <li><i>German troops invaded Poland, so Britain and France declared war on Germany.</i></li> <li><i>The Battle of Britain was the first major battle fought solely in the air.</i></li> <li><i>The Blitz lasted for 57 consecutive nights as Hitler tried to quash the British spirit.</i></li> </ul>
	<b>Knowledge</b>	<b>Early Civilisations and Ancient Egypt</b>	<b>The Roman Empire and its impact on Britain</b>		
	<b>Crucial Learning</b>	<u><i>Ancient Egyptians: Life and Achievements</i></u> <ul style="list-style-type: none"> <li><i>Ancient Egyptian Civilisation lasted from 3100BC to 331BC.</i></li> <li><i>Ancient Egyptians were farmers.</i></li> <li><i>Ancient Egyptian society had Pharaoh's at the top and slaves at the bottom.</i></li> <li><i>Ancient Egyptians worshipped many Gods and Goddesses.</i></li> <li><i>Ancient Egyptian achievements included: farming, building, religion, medicine, writing, maths and crafts.</i></li> </ul>	<u><i>Life in Roman Britain</i></u> <ul style="list-style-type: none"> <li><i>Roman Britain lasted from 43AD to 410AD.</i></li> <li><i>The Roman army was powerful and invaded Britain looking for riches.</i></li> <li><i>Many Celtic tribes resisted the Roman invasion.</i></li> <li><i>The Romans worshipped many Gods and Goddesses for every aspect of their lives.</i></li> <li><i>Roman achievements included: roads, buildings, sewage system and central heating.</i></li> </ul>		

	<b>Theology and vision links</b>	Children to explore the idea of 0 on a Historical timeline being the birth of Jesus Christ. Children build an understanding of time before and after Jesus' death (BC and AD). What choices in history would Christians make?			
Summer term	<b>Knowledge</b>			<b>The Tudors</b>	<b>Crime and punishment</b>
	<b>Crucial Learning</b>			<u>The Tudors</u> <ul style="list-style-type: none"> <li>Tudor Monarchs ruled from 1486AD to 1603AD.</li> <li>The Tudors became royalty after winning the Battle of Bosworth Field, ending the War of the Roses.</li> <li>Henry Tudor married Elizabeth of York to unite the two houses.</li> <li>Henry VIII was the second Tudor Monarch who had six wives.</li> <li>Henry VIII wanted to divorce his first wife, but the Roman Catholic Church refused.</li> <li>Henry VIII formed the Church of England.</li> </ul>	<u>Crime and Punishment</u> <ul style="list-style-type: none"> <li>Crime is an illegal act for which someone is punished.</li> <li>Punishment is an act used as a deterrent to prevent crimes.</li> <li>In 1829, Sir Robert Peel introduced the first English police force.</li> <li>In modern society, punishment is now focused on rehabilitation</li> </ul>
	<b>Theology and vision links</b>	Children to explore the idea of 0 on a Historical timeline being the birth of Jesus Christ. Children build an understanding of time before and after Jesus' death (BC and AD). What choices in history would Christians make?			
	<b>Skills applied in all areas</b>	<u>Chronological understanding:</u> Start to develop understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time. Begin to use dates to place events, people and features of particular eras on a timeline and compare durations of eras or events ( <i>maths Y3</i> ) and begin to use of historical vocabulary. Describe similarities and differences within and across different periods.	<u>Chronological understanding:</u> <b>Show</b> understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time. Use dates to place events, people and features of particular eras on a timeline <b>including BC and AD dates (<i>maths Y4</i>)</b> , and <b>make correct use of historical period terms such as ancient, medieval, modern, century and decade.</b> Describe similarities and differences within and across different periods <b>and suggest reasons for them.</b>	<u>Chronological understanding:</u> <b>Use dates including BC and AD.</b> Have knowledge and understanding of the chronology of the British, local and world history studied <b>Recognise characteristic features of periods and societies studied</b> <b>Pick out connections, contrasts and trends over time within and across different periods</b>  <u>Knowledge and understanding of events, people and changes in the past:</u>	<u>Chronological understanding:</u> Use dates <b>precisely</b> including BC and AD and <b>say, read and write dates accurately (<i>maths Y6</i>)</b> Have a <b>secure</b> knowledge and understanding of the chronology of the British, local and world history studied <b>Identify</b> characteristic features of periods and societies studied Pick out connections, contrasts and trends over time within and across different periods

Knowledge and understanding of events, people and changes in the past:  
Use simple evidence to show knowledge of some of the main events, people and changes studied  
Suggest reasons for events in different times.  
Use concrete examples to identify similarities and differences over time. e.g. what clothes rich and poor people wore, how fires were dealt with in different eras

Historical interpretation:  
Identify some of the different ways in which the past is represented

Historical inquiry:  
Start to ask historical questions, e.g. about a picture, artefact or story; after using simple sources.  
Develop research skills.

Organisation and communication:  
Communicate knowledge simply, using sentences with some historical terms.

Knowledge and understanding of events, people and changes in the past:  
**Use evidence** to show knowledge of some of the main events, people and changes studied  
**Give a reason** for the occurrence of an event or action **relating to other people** in different times **and say what happened as a result**  
**Demonstrate knowledge of concrete examples of continuity and change over time by identifying what has stayed the same and what has changed**, e.g. what clothes rich and poor people wore, how fires were dealt with in different eras

Historical interpretation:  
Identify some of the different ways in which the past is represented and **interpreted**

Historical enquiry:  
Ask **appropriate** historical questions, e.g. about a picture, artefact or story; **after research** or using sources, **propose some additional questions for future consideration**  
**Use research skills to answer questions and give some valid reasons to substantiate answers**

Organisation and communication:  
Communicate knowledge **clearly**, using **paragraphs** to **organise ideas (English Y4)** and **use and spell** historical terms accurately

**Select relevant evidence from a range of** sources and describe the events, people and places.  
Demonstrate historical understanding when identifying and explaining causes of events and changes.  
Demonstrate an understanding of continuity and change over time, making links to show how one thing may depend upon another  
Identify historically significant people and events

Historical interpretation:  
**Understand how** our knowledge of the past is constructed from a range of sources

Historical enquiry:  
**Devise historical** questions about change, cause, similarity, difference and significance  
**Begin to construct informed responses to questions** about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources

Organisation and communication:  
**Produce responses that involve selection and organisation of relevant historical information, using some dates and historical terms.**

Knowledge and understanding of events, people and changes in the past: **Find evidence to show knowledge and describe in detail events, people and places**  
Identify explain causes of events and changes, **describing and explaining consequences.**  
Demonstrate knowledge of continuity and change over time, making links to show how one thing may depend upon another  
Identify historically significant people and events.

Historical interpretation:  
Understand how our knowledge of the past is constructed from a range of sources

Historical enquiry:  
Devise historically **valid** questions about change, cause, similarity, difference and significance  
**Construct** informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources

Organisation and communication:  
Produce **structured informed** responses that involve **thoughtful** selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly (*maths Y4*), **with ideas linked across paragraphs (English Y6)**