



HISTORY



INTENT:

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in history.

At All Saints, we aim for a high quality history curriculum which should nurture hearts and inspire minds in pupils with a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION:

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At All Saints, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in depth study of the locality in Upper Key Stage 2.

IMPACT:

The impact and measure of this is to ensure that children at All Saints are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

At the end of KS1, pupils will be able to:

- Relate how toys, travel and other aspects of life have changed through the years
 - Identify key individuals in local / British / world history
 - Have some knowledge of the British Royal Family

At the end of KS2, pupils will:

- have a chronological knowledge of British history
- be able to compare and contrast different periods of British history
- list some of the peculiarities and legacies of ancient civilisations



HISTORY



SMSC

(to be developed in all lessons)

SPIRITUAL: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES

(to be developed in all lessons)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

The teaching of history offers an unique opportunity to: investigate some of the origins of these values; look at periods in history when these values have been demonstrated and upheld; look at civilisations / times where these values were not at the centre of their ways of lives and to analyse events in UK and world history where British values have been tested (such as both World Wars).



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- Identify key individuals in local / British / world history
- Have some knowledge of the British Royal Family

KS1 KEY KNOWLEDGE

- 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.
- Significant historical events, people and places in their own locality

KS1 KEY SKILLS

- Chronological understanding
- Knowledge and interpretation
- Historical enquiry



HISTORY



DIAMOND & TOPAZ CLASS

YEAR 1

TOYS (OLD AND NEW)

Autumn Term 1 2019/2020 & 2022/23

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today.

Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.1 Changes in living memory

Minimum: How toys have changed over the years

Trip: Toy Museum

FIRE OF LONDON

Autumn Term 2 2019/2020 & 2022/23

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today.

Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.2 Events beyond living memory

Minimum: How the Fire of London started

Hi1/1.3 Lives of significant individuals

Minimum: Samuel Pepys & Guy Fawkes

Trip: Safewise

POLAR REGIONS

Spring Term 1 2019/2020 & 2022/23

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today.

Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.2 Events beyond living memory

Minimum: Polar exploration

Hi1/1.3 Lives of significant individuals

Minimum: Robert Scott



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SOMEWHERE TO SETTLE (KATIE MORAG, ISLANDS, OUR LOCAL AREA - FARMING)

Spring Term 2 & Summer Term 1 2019/2020 & 2022/23

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today.

Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.4 Significant local event

Minimum: TBC – Tolpuddle?

GOOD TO BE BRITISH (GEOG LEARNING ABOUT UK, ROYAL FAMILY)

Summer Term 2 2019/2020 & 2022/23

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today.

Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.1 Changes in living memory

Minimum: Royal Family – Queen Elizabeth's reign

Hi1/1.2 Events beyond living memory

Minimum: Other monarchs

Hi1/1.3 Lives of significant individuals

Minimum: Monarchy



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YEAR 2

A HERO IS ALL YOU NEED

Autumn Term 2020/2021 & 2023/24

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today. Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.3 Lives of significant individuals
Minimum: People who help us – Florence Nightingale
Hi1/1.4 Significant local individual
Minimum: TBC

ALL CREATURES GREAT AND SMALL (AFRICA)

Spring Term 2020/2021 & 2023/24

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today. Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.3 Lives of significant individuals
Minimum: Nelson Mandela

READY STEADY GO (JOURNEYS AND TRANSPORT INCL COMPARING CHRISTOPHER COLUMBUS AND NEIL ARMSTRONG, TITANIC ETC)

Summer Term 2020/2021 & 2023/24

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today. Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.1 Changes in living memory
Minimum: Transport
Hi1/1.2 Events beyond living memory
Minimum: Columbus, Titanic, Armstrong exploration
Hi1/1.3 Lives of significant individuals
Minimum: Christopher Columbus & Neil Armstrong



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YEAR 3

ONCE UPON A TIME... (CASTLES, FAIRY TALES, TRADITIONAL TALES, SIR WALTER RALEIGH)

Autumn Term 2021/2022 & 2024/25

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today. Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.3 Lives of significant individuals

Minimum: Kings and Queens

Hi1/1.4 Significant individual

Minimum: Walter Raleigh

CHINA (CHINESE NEW YEAR)

Spring Term 1 2021/2022 & 2024/25

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today. Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.2 Events beyond living memory

Minimum: China in history

SPLISH, SPLASH, SPLOSH

Summer Term 2021/2022 & 2024/25

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly discuss differences and similarities between different periods in history and also compare with life today. Start to form a chronology so pupils can understand that spaceroockets came after cars ...

ASPECTS TO COVER

Hi1/1.1 Changes in living memory

Minimum: Seaside holidays



HISTORY



KS2

At the end of KS2, pupils will:

- have a chronological knowledge of British history
- be able to compare and contrast different periods of British history
- list some of the peculiarities and legacies of ancient civilisations

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KS2 KEY KNOWLEDGE

- 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
- A local history study
- A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and When the first civilizations appeared
- Ancient Greece
- A non-European society that provides contrasts with British history

KS2 KEY SKILLS

- Chronological understanding
- Knowledge and interpretation
- Historical enquiry



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RUBY CLASS

YEAR 1

ANGLO SAXONS

Spring Term 2019/2020 & 2021/2022

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/1.3 Anglo-Saxons & Scots

Minimum :

- Britain's settlement by Anglo-Saxons and Scots
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion

Hi2/2.1 Local History

Minimum : Local Saxon settlement

ROMANS

Summer Term 2019/2020 & 2021/2022

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/1.2 Roman Britain

Minimum:

- Roman Empire by AD 42 and the power of its army
- British resistance, for example, Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Hi2/2.1 Local History

Minimum : Local Roman settlement



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YEAR 2

STONE AGE

Spring Term 2020/2021 & 2022/2023

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/1.1 Pre-Roman Britain

Minimum:

- Late Neolithic hunter-gatherers and early farmers
- Bronze Age religion, technology and travel
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Hi2/2.1 Local History

Minimum : Local Stone Age settlement

Trip: Stonehenge

VIKINGS

Summer Term 2020/2021 & 2022/2023

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/1.4 Anglo-Saxons & Vikings

Minimum:

- Viking raids and invasion
- Resistance by Alfred the Great
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Hi2/2.1 Local History

Minimum : Vikings landing on the Jurassic Coast



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SAPPHIRE CLASS

YEAR 1 & 3

ANCIENT EGYPT

Spring Term 2019/2020 & 2021/2022

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/2.3 Ancient Civilizations

Minimum: Lifestyle and legacy of Ancient Egyptian life

Trip: Tutankhamun Museum

ISLAMIC CIVILISATION

Summer Term 2019/2020 & 2021/2022

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/2.5 Non-European Study

Minimum: Contrast with Western customs and lifestyles



HISTORY



YEAR 2

ANCIENT GREECE

Spring Term 2020/2021 & 2022/2023

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/2.4 Ancient Greece

Minimum: Lifestyle and legacy of Ancient Greek life

WW2

Summer Term 2020/2021 & 2022/2023

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Regularly review the chronology of British history. Discuss key differences and events from all the key periods of British history. Compare what was happening in Britain at the time when other civilisations were at their strongest.

ASPECTS TO COVER

Hi2/2.2 Extended chronological study

Minimum: Significance of WW2, Battle of Britain and D Day

Trip: Yeovilton Museum