**Ropsley’s History Curriculum**

As history is a broad-ranging subject, we have designed Ropsley’s History curriculum with careful consideration to the different strands. We wanted to ensure that we had the correct balance of breadth and depth as well as ensuring that our curriculum was relevant to the children and included local links. Our children’s History journey begins in EYFS and is carefully mapped throughout school, with knowledge building year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more.

When designing our history curriculum, we identified key strands which run throughout our curriculum. These concepts help both teachers and children to group history knowledge into more manageable units which helps to draw out the links between ideas and processes as children progress through school. These are: Invasion and conflict, locality, significant people and events, change and diversity.

Key knowledge of historical content, chronology and historical processes ( which includes enquiry, interpretation and communicating understanding, as well as understanding historical concepts such as similarities and differences, significance, continuity and change and cause and consequence) are built on progressively throughout KS1, LKS2 and UKS2.

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| **Strands**  *Subject broken down into areas of learning* | Which unit does it fit into? |
| **Invasion and conflict** | Y5/6 Cycle A Unit 1: Vikings vs Anglo Saxons: Who were the Vikings and how were they defeated?  Year 1/2 Cycle B Unit 2: What was life like in a Medieval castle?  Year 3/4 Cycle B Unit 1: How did the Roman’s change Britain?  Year 3/4 Cycle B Unit 2: Who were the Anglo Saxons and the Scots?  Year 5/6: Cycle B Unit 2: Why was the Battle of Britain a significant turning point in history and how did war have an impact locally? |
| **Locality** | Year 1/2 Cycle A Unit 1: What can Belton House teach us about homes from the past?  Year 1/2: Cycle B Unit 1: Ropsley and Me; what is my local and family history and how is life different now?  Year 3/4: Cycle B Unit 3: How did local, significant individuals leave their mark in History?  Year 5/6: Cycle B Unit 2: Why was the Battle of Britain a significant turning point in history and how did war have an impact locally? |
| **Significant people and events** | Year 1 /2 Cycle A Unit 2: How did significant individuals strive and shine to change the world we know?  Year 1/2 Cycle Unit 3: How do we know about the events of 1666?  Year 3/4: Cycle B Unit 1: How did local, significant individuals leave their mark in History? |
| **Change** | Year 1 /2 Cycle A Unit 2: How did significant individuals strive and shine to change the world we know?  Year 1/2 Cycle Unit 3: How do we know about the events of 1666?  Year 3/4 Cycle A Unit 1: Stone Age to Iron Age: How did Britain change?  Year 3/4 Cycle A Unit 2: What were the Earliest Civilisations and who were the Ancient Egyptians?  Y5/6 Cycle A Unit 2: How did Ancient Greece influence Europe?  Year 1 /2 Cycle B Unit 3: How was life different for children in Victorian times?  Year 3/4 Cycle B Unit 1: How did the Roman’s change Britain?  Year 3/4 Cycle B Unit 2: Who were the Anglo Saxons and the Scots?  Year 5/6 Cycle B Unit 1: Ancient Islamic Civilisation: How was Islamic civilisation different to Britain?  Year 5/6: Cycle B Unit 2: Why was the Battle of Britain a significant turning point in history and how did war have an impact locally? |
| **Diversity** | Year 1 /2 Cycle A Unit 2: How did significant individuals strive and shine to change the world we know? (Incl. Key black and minority ethnic historical figures)  Year 3/4: Cycle B Unit 3: How did local, significant individuals leave their mark in History?  Year 5/6 Cycle B Unit 1: Ancient Islamic Civilisation: How was Islamic civilisation different to Britain? (focus on a non-European society) |

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| **Ropsley’s School Curriculum Overview – History– Cycle A** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | All About me |  | Castles |  |  | At the Seaside |
| **Y1/2** |  | *Unit 1*  *What can Belton House teach us about homes from the past? (6 lessons)* |  | *Unit 2*  *How did significant individuals strive and shine to change the world we know?*  *(6 lessons)* |  | Unit 3  How do we know about the events of 1666?  (Great Fire of London / Samuel Pepys)  ( 6 lessons) |
| **Y3/4** | Unit 1  *Stone Age to Iron Age*  *How did Britain change?*  *(12 lessons)* | |  |  |  | Unit 2  What were the earliest civilisations and who were the Ancient Egyptians?  ( 6 lessons) |
| **Y5/6** |  |  | *Unit 1: Anglo Saxons vs Vikings: Who were the Vikings and how were they stopped?*  (12 lessons) |  |  | *Unit 2: Ancient Greece*  Who were the Ancient Greeks and how have they influenced our lives today?  *(6 lessons)* |

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| **Ropsley’s School Curriculum Overview – History– Cycle B** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | All About me |  | Castles |  |  | At the Seaside |
| **Y1/2** |  | *Unit 1*  *Ropsley and me: What is my local and family history and how is life different now?*  (6 lessons) |  | *Unit 2*  What was life like in a medieval castle?  *(6 lessons)* |  | *Unit 3*  How was life different for children in Victorian times?  (6 lessons) |
| **Y3/4** | *Unit 1: Romans in Britain*  *How did the Roman’s change Britain?*  *(7 lessons)* | *Unit 2: British settlements:*  *Who were the Anglo Saxons and the Scots?*  *(6 lessons)* |  |  | Unit 3: Who has helped to build Belvoir castle?  OR  How did local, significant individuals leave their mark in History?  (5 lessons) |  |
| **Y5/6** | Unit 1: What was the Early Islamic civilisation like and how was it different to Britain?  (6 lessons) |  |  |  | *Unit 2: Post 1066*  Why was the Battle of Britain a significant turning point in history and how did war have an impact locally?  *(12 lessons)* | |

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| **Ropsley’s School Curriculum Overview – History Cycle A** | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** |
| **EYFS** | **Topic: All about me**  Children can talk about the people in their family and people who help them. | **Topic: Castles**  **Bonfire night?**  Children can talk about similarities and differences between the past and present.  Children look at story books and nonfiction books about the past and comment on them, with adult support. | Topic: At the Seaside  Children compare people’s lives from past to their own experiences.  Children comment on what life is like now and what life was like in the past.  Children say what they have learned about the past from reading story books and nonfiction. |
|  | **Future learning:** *Ropsley and me: What is my local and family history and how is life different now?* | **Future learning:** *What can Belton House teach us about homes from the past?* | Future learning: How was life different for children in Victorian times? |
| **Year 1/2**  **Cycle A** | **Enquiry Question:** *What can Belton House teach us about homes from the past?*  *Children will use a timeline to locate a time beyond their living memory and will continue to develop making comparisons into how life has changed before looking even further back to BC times in LKS1.* | **Enquiry Question:** How have significant individuals changed the world we know?  Children will develop their understanding of causes and consequences and how local, national and global individuals changed the course of history. | **Enquiry Question:** How do we know about the events of 1666 in London?  Children explore different ways that we find out about the past AD, before moving onto looking at BC in Y3/4 and how artefacts still remain. |
| **Builds on:**  Y1/ 2 What was life like in a medieval castle? | **Builds on**:  Work on significant individuals for the naming of classes during transition weeks. | **Builds on:**  *Y1/2 What can Belton House teach us about homes from the past?* |
| **Future Learning:**  *Y3/ 4 British settlements*  *Who were the Anglo Saxons and the Scots?*  *Stone Age to Iron Age*  *How did Britain change?* | **Future Learning:**  Y3/4 How did local, significant individuals leave their mark in History? | **Future Learning:**  *Y3 / 4 Stone Age to Iron Age*  *How did Britain change?* |
| **Year 1/2**  **Cycle B** | **Enquiry Question:** *Ropsley and me: What is my local and family history and how is life different now?*  Year 2’s will build on their understanding that life was different in the past and not everyone has had the same experience by comparing their lives to others in the last century. Before exploring further back in time to BC periods in LKS2. | **Enquiry Question:** What was life like in a medieval castle?  Children will make comparisons using their knowledge of change whilst being aware of ways we can find out about the past when it is centuries ago. They will also recognise how change is brought on as a consequence to events, before learning about how change can be caused by invasion in LKS2. | **Enquiry Question:**  How was life different for children in Victorian times?  Children can further develop what they know about differences in ways of life (school) and objects (toys) used from their own personal experiences, preparing them to go further back in time. Ready to explore the lives of people in settlements BC and early AD. |
| **Builds on: EYFS learning about self.**  *Y1 / 2 What can Belton House teach us about homes from the past?* | **Builds on**:  Y1/2 - How do we know about the events of 1666 in London? | **Builds on:** EYFS – using photos to find out about the past (seaside)  *Y1/2 Ropsley and me: What is my local and family history and how is life different now?* |
| **Future Learning:**  Y1/2 How was life different for children in Victorian times?  Year 3/4 *Romans in Britain*  *Stone Age to Iron Age*  *How did Britain change?* | **Future Learning:**  **Y3/4** *Romans in Britain*  *How did the Roman’s change Britain?* | **Future Learning:**  *Y3/ 4 Stone Age to Iron Age*  *How did Britain change?*  *British settlements*  *Who were the Anglo Saxons and the Scots?* |
| **Year 3/4**  **CYCLE A** | **Enquiry Question: Stone age to Iron age – how did Britain change?**  Children will have an understanding from KS1 that experiences of life are different depending on the period you lived in and so are ready to learn of the earliest civilisations in Britain. Children will go onto learn about ancient civilisations (BC) around the world which ran parallel to the pre-historic era in Britain to build their understanding of the world around them, not just Britain. |  | **Enquiry Question: What were the earliest civilisations and what did the Ancient Egyptians achieve?**  Children know what ancient civilisations are and can make comparisons between Britain and what was happening in other parts of Europe / the world moving forward into AD. |
| **Builds on:**  Learning in KS1 that acknowledges how life has changed through time |  | **Builds on:**  Y3 / 4  Stone age to Iron age – how did Britain change? |
| **Future Learning:**  Y3 / 4 What were the earliest civilisations and what did the Ancient Egyptians achieve? |  | **Future Learning:**  *Y5/6*  *Early Islamic civilisation*  What was the Early Islamic civilisation like and how was it different to Britain? |
| **Year 3/4**  **CYCLE B** | **Enquiry Question:** Romans in Britain  How did the Roman’s change Britain?  Children will explore further back in time and understand how change was brought about through invasion and this impacted on life as we know it now and on previous periods learned about. | **Enquiry Question:** *British settlements: who were the Anglo Saxons and the Scots?*  Children learn about the period after BC era, starting with the Romans and how that leads on to Anglo Saxon times. Future learning will then reveal what happened to the Anglo Saxon’s when the Vikings invaded. Children will focus on the strands of change and invasion here and how the two interlink. | **Enquiry Question:** How did local, significant individuals leave their mark in History?  Children know what a significant individual is after looking at significant individuals who strove against racial and gender inequalities and in LKS2 the focus is on local significant individuals, still addressing gender and colonisation issues and exploring that not everyone has the same viewpoint. Before looking at significant people outside of Europe who made advances in areas of knowledge. |
| **Builds on:** KS1 learning about medieval times and 17th century. | **Builds on:**  **Y3 / 4** Romans in Britain  How did the Roman’s change Britain? | **Builds on:**  **Y1 / 2** How have significant individuals changed the world we know? |
| **Future Learning:**  *Y3/ 4 Who were the Anglo Saxons and the Scots?*  *Y5 /6 Anglo Saxons vs Vikings*  *Who were the Vikings and how were they stopped?* | **Future Learning:**  *Y5 /6 Anglo Saxons vs Vikings*  *Who were the Vikings and how were they stopped?* | **Future Learning:**  *Y5 / 6 Early Islamic civilisation*  What was the Early Islamic civilisation like and how was it different to Britain? |
| **Year 5/6**  **CYCLE A** |  | **Enquiry Question:** Who were the Vikings and how were they defeated?  Children continue to build on their knowledge of chronology and what they know about the Romans and the Anglo Saxons by finding out about what happened to the Anglo Saxons. They also build on their understanding of invasion and conflict and the changes that resulted – as well as looking at local connections. | **Enquiry Question:** Who were the Ancient Greeks and how have they influenced our lives today?  Children have learned about Ancient Egyptians previously |
|  | **Builds on:**  **Y3/ 4** Romans in Britain  How did the Roman’s change Britain?  *Y3/ 4 Who were the Anglo Saxons and the Scots?* | **Builds on:**  Y3 / 4 What were the earliest civilisations and what did the Ancient Egyptians achieve? |
|  | **Future Learning:**  Norman conquest – secondary curriculum | **Future Learning:**  **Secondary curriculum** |
| **Year 5/6**  **CYCLE B** | **Enquiry Question:**  *Y5 / 6 Early Islamic civilisation*  What was the Early Islamic civilisation like and how was it different to Britain?  Children have looked at how early civilisations such as Greek, Egypt, Pre-historic age formed in BC, and have explored the Anglo Saxons in AD which runs parallel to the Golden Age of Islamic Civilisation. They can compare similarities and differences with a civilisation outside of Europe. |  | **Enquiry Question:**  Y5 / 6 Why was the Battle of Britain a significant turning point in history and how did war have an impact locally?  Children are aware of how invasion and conflict has resulted in change further back in history, and now they understand the changes caused as a result of war in the 20th century, being introduced to themes of propaganda which will be developed further in secondary school. |
| **Builds on:**  Y3 / 4 What were the earliest civilisations and what did the Ancient Egyptians achieve?  Y5/6 How did Ancient Greece influence Europe? |  | **Builds on:**  **Y3/ 4** Romans in Britain  How did the Roman’s change Britain?  **Y5 / 6** Who were the Vikings and how were they defeated? |
| **Future Learning:**  Secondary curriculum |  | **Future Learning:**  **Secondary curriculum** |

**Non-negotiables**

* Children need to be aware that they are in a history class, with a focus on ‘as a historian I can / am’ .
* Most children should be able to recall the key learning from their knowledge organiser by the end of the unit, with an opportunity to recap being built into the start of each lesson before new learning begins.
* Each topic needs to allow time for children to conduct research once the main learning has been delivered (lesson 6 + additional lessons).

This should become less guided as the years progress, with Year 5/6 forming their own enquiry questions.

* Chronology is to be the focus of the first lesson in every unit and then recapped at the start of each lesson.

At the start of a topic and throughout where appropriate, use the timeline in the corridor to build on previous knowledge of when periods occur at in relation to each other. In class, have a timeline of specific period on display as well as, if possible, a working timeline that is up all year, which can be added to and referred to so children can recognise where periods come in relation to each other.

* A range of sources need to be used across the year to help children become informed researchers and understand the different ways we find out about the past.

To include using non-fiction texts (information booklets, diaries, recounts) fictional stories, photographs, artwork, videos, ICT and artefacts to gather information and answer enquiry questions. KS1 to focus on primary sources, KS2 are to explore some secondary sources to help with interpretation. Try to use a real-life source at least once a year for children to practice asking questions.

**The 3 Pillars of History:** these pillars underpin our teaching of History in every topic and progression is evident in these areas throughout the year groups. They provide a structure to shape our practice.

**HISTORY**

Diagram

Description automatically generated

Communicating understanding

**Historical concepts**

* Similarities and differences
* Continuity and change
* Causes and consequences
* Significance

Interpretation and Enquiry

How we research and write about History

Lesson Outline

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| Lesson Start:  (10 mins) | Recall prior learning, using knowledge organisers, to check what children know so far. |
| Timeline work (5 mins) | Chronology focus: recap where what we are learning about fits onto the timeline.  Make links to what was happening in the world during the Era you are looking at. e.g during the Anglo Saxon era there was the golden age of Early Islamic Civilisation. (See printed timeline) |
| Lesson outline (3 mins) | Let children know what they will know, as historians, by the end of the lesson and why we are learning about it now. (What came before). Introduce an enquiry question for the lesson. |
| Main learning:  (30 mins) | To include a small input but there should be an increasing expectation through the year groups for children to find answers to questions themselves by gathering information from a range of carefully selected sources. Historical processes should be evident in each lesson ( such as enquiry, historical concepts: similarities and differences, significance, cause and consequence etc). Writing tasks need to focus on historical aspects. Add new dates to timeline when appropriate. |
| Review (5 mins) | Plenary ending, where children verbally summarise to their partner what they have learned about ( Can they answer the enquiry question for that lesson?) |
| Link to the next lesson: (2 mins) | Explain to the children what they will learn about next lesson. |