

# History at Claycots

Claycots Primary School



# History team

Mrs Sidhu is our History Leader at Claycots



Other members of the History Team are:

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# The vision for History

Our vision for History is that all pupils develop knowledge and skills through and enquiry approach about the key changes, events and individuals from the past, and how they have influenced modern society. Through the exploration of different viewpoints and the validity of sources, we aim to equip pupils with the ability to develop analytical and debating skills, which will enable them to reach their own conclusions based on the evidence they have been are presented. We want pupils to leave school as independent learners and thinkers who can present their opinions and arguments well, based on evidence; these are essential skills that are prized in an adult life.



# Subject Intent

At Claycots, we aim to deliver a History curriculum which inspires our pupils and develops their curiosity about the world that they live in and to gain good knowledge and understanding of Britain's past and the wider world. Our teaching should equip pupils to understand change, ask perceptive questions, think critically like historians, weigh evidence, analyse arguments and develop perspective and judgement. History will be brought to life through topics which will interest, intrigue and inspire our pupils; it will enable a secure, coherent and chronological knowledge of the history of Britain to be learnt and built upon. Pupils will be encouraged to develop an increasing understanding of how the current world has been influenced by people and events from the past. Additionally, the pupils will study significant aspects of history from the wider world and will be able to understand their importance and impact on society. Pupils will be encouraged to think like historians by teaching them to develop and increase their understanding of what historical evidence is and how it can be used to draw conclusions about the past. Pupils will be able to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them within their own work. When creating their own accounts of the past, children will be able to use key historical terminology and vocabulary accurately.



# Subject Implementation

## How we teach History:

Our curriculum is shaped by the National Curriculum, our progression mapping tool and our core values. It also ensures that skills and knowledge are built upon each year and sequenced appropriately to maximise learning for all children. History is taught as a discrete subject across the academic year, within our half termly topics. Cross curricular links are made, particularly with English, Geography, Art and Design and Technology. This enables pupils to be fully immersed in historical periods being studied and make connections and build on their knowledge and understanding of that time and those previously studied. All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into the key concepts they already know.



# Subject Implementation

How we teach History continued:

At Claycots, the history curriculum will be enriched through trips, workshops and through links with the wider community. Pupils will have opportunities to experience history in a variety of ways through visiting museums, historical buildings and by using role play.

Each Year Group has access to a wide range of non-fiction books in the school library/Research Hub to enhance their research and understanding of their historical period, as well as laptops for internet based research and learning. Educational visits and hands on learning opportunities are provided as often as possible to enthuse the children and bring history to life.

Teaching and learning is regularly monitored by the Humanities lead who will provide a range of CPD as required to staff and ensure good teaching of Humanities across all key stages. Planning will be in place with regards to skills and knowledge. Medium- and short-term plans will be monitored. Lessons will be inspiring and well delivered to ensure all pupils learn the skills and knowledge required.

# Subject overview

## History Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	Understanding the world					
Year One	Black History Month: Rosa Parks & the Bristol Bus Boycotts	Toys Past and present. Technological changes Changes within living memory		Famous explorers – Captain Scott Lives of significant individuals in living memory – national & international history	History of farms – past and present. Where food comes from. Changes within living memory	
Year Two	Great Fire of London – events before living memory.  Fire at Windsor Castle – within living memory and locality.  Black History Month: Frank Bowling		Space History – Neil Armstrong/ Herschel (local)/ Famous Space Voyages. Compare to Captain Scott from Year 1.			Victorian Seaside - Grace Darling comparison study - changes over time
Year Three	Black History Month: Mary Seacole	Early Britons and settlers: Stone age, Bronze age & Iron Age	The Roman Empire and its impact on Britain		World War II How it began	
Year Four	Black History Month: Walter Tull	Britain's settlements by the Anglo-Saxons and the Scots	Vikings and the Anglo-Saxons and the struggle for the Kingdom of England to the time of Edward the Confessor		Achievements of the earliest civilizations. Depth Study of Ancient Egypt.	
Year Five	Black History Month: Martin Luther King	Ancient Greece Study of life, achievements and their influence on the Western world			Local History Study: Life on the Homefront (including in Slough)	Early Islamic Civilisation Bagdad What does the West have in common and the impact of the civilisation
Year Six	Black History Month: Malorie Blackman	Extended chronological study beyond 1066: The Plague – what was life like in London during the plague?		World War II – a post war study Contribution of commonwealth nations	Non-European society to contrasts with British History Maya Civilisation AD 900	



# How we measure progress

At Claycots, we have carefully considered the building blocks of our history curriculum and have identified the key knowledge that is essential for pupils' understanding. Pupils build their knowledge through our substantive concepts (civilisation, trade, war and beliefs), where their understanding becomes more in-depth each time they revisit them. Each unit and lesson begins with revisiting prior knowledge (what we have learnt already) and then progresses on to the new knowledge (what they are learning) in each carefully sequenced lesson. The revisiting of prior knowledge within chronology often can take the form of timelines and building on prior knowledge, can be rapid recall tests for key knowledge at the start of a unit, lesson or at the end of each. This is clearly identified in the book. The assessing of children's understanding of the interpretation of sources and their understanding of change can take place in verbal discussions and debates with a key question. In addition to this, pupils' knowledge of identified concepts is assessed through regular mini tests during lessons to ensure that children understand and know the meaning of appropriately challenging vocabulary that is planned and taught in lessons. This can be in books or be assessed verbally during lessons.



# Visits and experiences



Natural History Museum



Windsor Castle



Globe theatre



Romans Workshop



Viking workshop



Captain Scott Explorers Workshop



British History Museum



# Examples of learning

Some examples of practical lessons



A focus on chronology – creating timelines based on what children know and have learnt in the lesson.

Role playing



Application of learning –  
Mummification



Debates and conscience alley

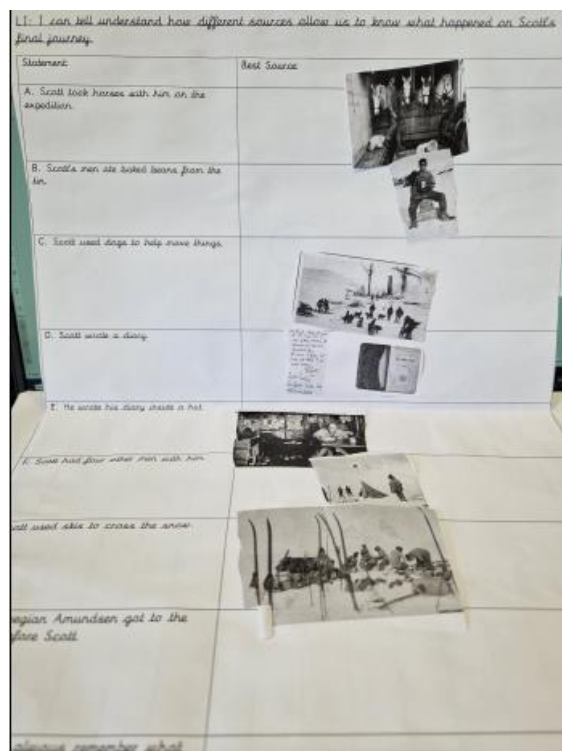


Application of learning –  
Creating hieroglyphics

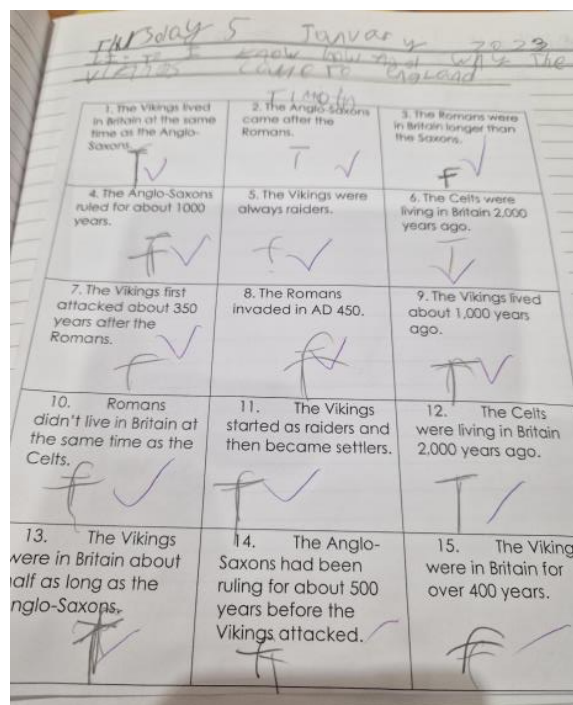


# Examples of learning

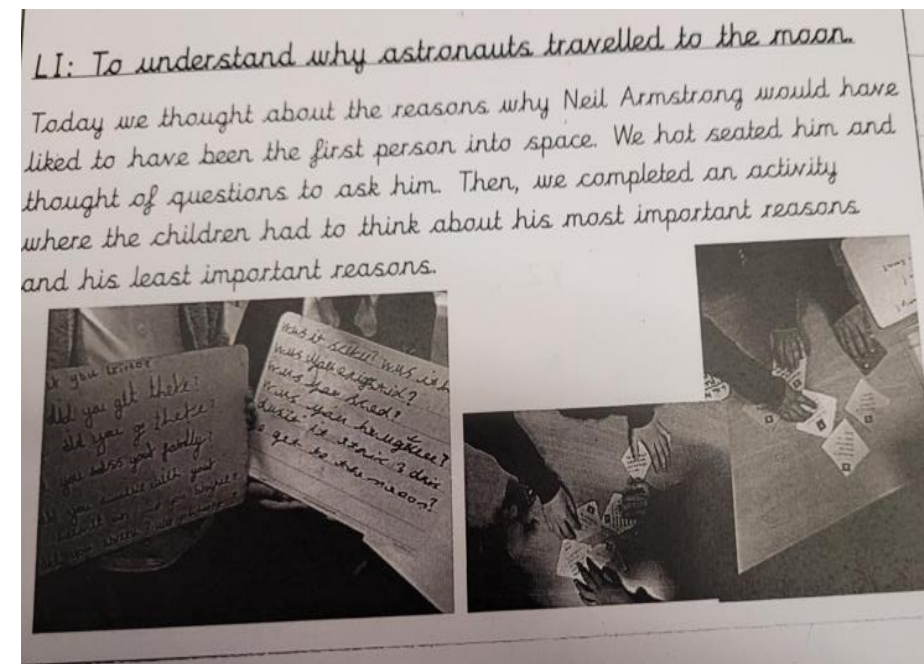
## From KS1



Matching best source of information to statements



True and False Questions




Children justifying their responses linked to what they have learnt



# Examples of learning

From KS2

11. To understand what life was like for Londoners in 1615.



Vischer's painting

Robin Reynolds' painting

One of the differences that I noticed first was how Vischer's image was covered with church spires and many old-fashioned buildings. Clearly Robin's image is more modern. As well as this, there are many high-rise buildings and flats. Unlike Robin's art, Vischer's painting shows many old-fashioned buildings and flats. Another major difference is the bridge, in the older image the bridge is made of stone and brick and has buildings on top of it. Whereas in the newer image it's made of metal and has no structures on it. Many people believe that a lot of the churches burned down or were destroyed in the Great Fire of London, however there are still churches in modern-day London, they're behind the taller buildings and landmarks. It has been proven that during the wars a large quantity of London was lost. It is clear to see, none of the many famous landmarks were not built in 1616, for example the Shard.

\* that we have today.

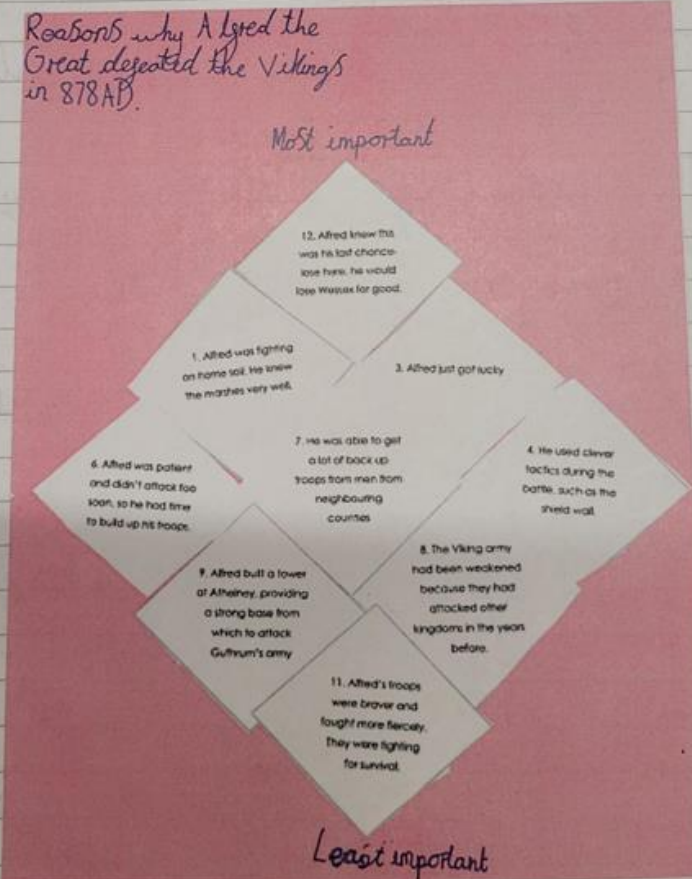
\*\* which is only one of the famous and much-visited landmarks in London.

Similarities and differences

LI: I can evaluate how significant 878 was in the battle for England.

The main reason why Alfred the Great defeated the Vikings in 878 AD was, Alfred knew this was his last chance - to lose here, he would lose Wessex for good. ✓

Reasons why Alfred the Great defeated the Vikings in 878 AD.



Most important

1. Alfred was fighting on home soil. He knew the marshes very well.
2. Alfred knew this was his last chance - to lose here, he would lose Wessex for good.
3. Alfred just got lucky.
4. He used clever tactics during the battle, such as the shield wall.
5. The Viking army had been weakened because they had attacked other kingdoms in the year before.
6. Alfred was patient and didn't attack too soon, so he had time to build up his troops.
7. He was able to get a lot of back-up troops from men from neighbouring counties.
8. The Viking army had been weakened because they had attacked other kingdoms in the year before.
9. Alfred built a tower at Athelney, providing a strong base from which to attack Guthrum's army.
10. Alfred's troops were braver and fought more fiercely. They were fighting for survival.
11. Alfred's troops were braver and fought more fiercely. They were fighting for survival.
12. Alfred knew this was his last chance - to lose here, he would lose Wessex for good.

Least important

Diamond activity



# Pupil voice

What our children say about history

*"I like learning about the moon landings. The first man on the moon was Neil Armstrong and we thought of questions we could ask him. I wish I could have met him..."* – Mohamed, Year 2

*"I loved Roman Day because I dressed up as Boudica and wore a black and gold tunic. The best part of working in groups is being able to act out and perform with my friends. I liked using the chrome books to research Romans"* – Adam, Year 3

*"When we were studying the Vikings, I especially liked learning about the things they created, like an ironing board and using hot stones and a piece of cloth to wash clothes...the AngloSaxons were peaceful settlers but I was sad because they kept getting attacked. I especially enjoyed challenging myself when we did a research quiz..."* Hareem, Year 4



# Pupil voice

What our children say about history

“I enjoyed learning about the architectural designs of the Ancient Greeks. I made a vase out of clay, which was fun as I enjoy practical lessons. I like sharing my ideas” – Monel, Year 5

“I enjoyed all the gory details of the Great Plague and liked analysing how the population in London was impacted by it. I was sad to hear that it was mostly the average people that were affected rather than the poor...” – Tejasvi, Year 6

**Claycots School History Progression Map**

	National Curriculum Key Stage 1 Attainment Targets	Year 1	Year 2	National Curriculum Key Stage 2	Year 3	Year 4	Year 5	Year 6
Attainment Targets	Changes in living memory	Toys (Aut 2)		Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age			
	Significant historical events in locality		The Great Fire of London and the Fire at Windsor Castle (Aut 1)	The Roman Empire and the impact on Britain	The Roman Empire and the impact on Britain			
	Significant individuals	Famous explorers (Spr 2)	Space Race (Spr 1)	Britain's settlements by the Anglo-Saxons and the Scots		Britain's settlements by the Anglo-Saxons and the Scots (Aut 2)		
	Events beyond living memory	Schools (Sum 1)	Victorian Seaside - Grace Darling comparison study - changes over time (Sum 2)	The Vikings and Anglo-Saxon and the struggle for the Kingdom of England to the time of Edward the Confessor		The Vikings and Anglo-Saxon and the struggle for the Kingdom of England to the time of Edward the Confessor (Spr 1)	Ancient Greeks (Aut 2)	London: The Great Plague (Aut 2) Maya Civilisation (Sum 1)
				A local history study			Slough, the homefront (a local history) (Sum1)	Slough, post WWII (a local history) (Spr1)
				A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			Slough (a local history) (Sum1)	London: The Great Plague (Aut 2) Maya Civilisation (Sum 1)
				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 Egyptian (Sum 1)		
				Ancient Greece – a study of Greek life and achievements and their influence on the western world			Ancient Greeks Aut 2	

				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.			Early Islamic Civilisation Sum 2	Mayan Civilisation Sum 1
Substantive Concepts	Civilisation	Toys, Explorers, Schools	Space Race		Early Britons & Settlers: Stone age, Bronze age & Iron age; the Romans	Anglo-Saxons, Vikings and Ancient Egyptians	Ancient Greeks, Early Islamic Civilisation	Mayan Civilisation
	Power	Explorers	The Great Fire, Space Race		The Romans, The Slough Railway.	Vikings and Ancient Egyptians	Ancient Greeks, Slough (a local history), Early Islamic Civilisation	The Great Plague, Mayan Civilisation, Slough
	Trade	Toys, Explorers, Schools	Victorian seaside		Early Britons & Settlers: Stone age, Bronze age & Iron age; the Romans, The Slough Railway	Anglo-Saxons, Vikings and Ancient Egyptians	Slough (a local history), Early Islamic Civilisation	The Great Plague, Slough
	Belief	Toys, Explorers, Schools	The Great Fire, Space Trade, Victorian seaside		Early Britons & Settlers: Stone age, Bronze age & Iron age; the Romans	Anglo-Saxons, Vikings and Ancient Egyptians	Ancient Greeks, Slough (a local history), Early Islamic Civilisation	Mayan Civilisation, Slough
	National Curriculum Key Stage 1 Attainment Targets	Year 1	Year 2	National Curriculum Key Stage 2	Year 3	Year 4	Year 5	Year 6
Chronology	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time	Understands and uses common words related to the passing of time; Realises that images from nursery rhymes are not from nowadays by reference to some period detail; Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme; Uses simple timelines to sequence processes, events and objects within their own experience	Understands and uses common words related to the passing of time: Realises that images from nursery rhymes are not from nowadays by reference to some period detail; Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme. Uses simple timelines to sequence processes, events and objects within their own experience.	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	Can confidently spot major anachronisms from most periods studied when compared with today; Can sequence events in simple narrative; Can use words which mark the passing of time; Can talk about the past in terms of periods; Realises that Ancient means thousands of years ago; Can accurately differentiate within a longer period; Can use some key dates as important markers of events.	Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while; Can talk about three periods of time; Can talk about the past in terms of periods; Realises that Ancient means thousands of years ago; Can accurately differentiate within a longer period; Can successfully match simple iconic images to each of the periods studied.	Uses more sophisticated time markers within, as well as between periods; Can appreciate ideas of duration and interval; Can use dates and specific terms confidently to establish period detail; Can successfully match simple iconic images to each of the periods studied.	Can confidently spot major anachronisms from most periods studied when compared with today; Uses more sophisticated time markers within, as well as between periods; Can appreciate ideas of duration and interval; Can use dates and specific terms confidently to establish period detail; Can successfully match simple iconic images to each of the periods studied; Can make links between three periods in history, comparing, spotting similarities differences.



	They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Can sequence within clock and to some extent in calendar time; Can describe change over time using appropriate words and phrases to suggest the more distant past.	Can sequence parts of more complex story where action takes place over a long period of time; Realises that we use dates to describe events in time; Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time); Can describe change over time using appropriate words and phrases; The more able can describe relative lengths of time					
Cause & consequence, change & continuity		Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'; Can explain why they took the action they did when discussing 'myself'; Can give a simple reason why a real person acted as they did in a historical situation.	Can give clear explanation of an important event, offering two or three reasons why an event took place, the more-able pupils will look at more indirect reasons; The number of reasons given is less important than pupils explaining rather than simply listing; Children may know more reasons than they give in their explanations, preferring to 2 concentrate on what they believe to be important; Can give a few reasons for more complex human actions; Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects; More-able pupils certainly should be able to give a few consequences of events/people's actions.	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Sees simple changes between beginning and end of a very long period; Recognise changes over shorter period; Identifies changes based on similarity and difference; Sees that changes don't always last. Grasps that change can happen quite quickly and can be reversed;	Grasps that change can happen quite quickly and can be reversed; Some changes are relative slow others happen very rapidly.	Some changes are much more significant than others; Some changes are called a revolution because of the scale and widespread nature; Some changes are relative slow others happen very rapidly; Not all change is welcomed by everyone Sees that some changes lead to others transport factories etc.	Some changes are much more significant than others; Some changes are called a revolution because of the scale and widespread nature; Some changes are relative slow others happen very rapidly.
				They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Children start to ask historically questions based on what they know.	Children ask historical questions based on what they know.	Children start to ask questions based on the significance of what they have learnt.	Children ask questions based on the significance of what they have learnt.

Interpretations & Enquiry	They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	<p>Can find an answer to a question by looking at a simple picture;</p> <p>Can say whether a picture is of a baby or a toddler and explain why;</p> <p>Can point to familiar images in pictures of themselves and their own family;</p> <p>Can describe the main features of an artefact;</p> <p>Can explain how we know what we were like when we were younger;</p> <p>Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic items connected with washday would have been used, possibly through simple role play;</p> <p>Can consult and use information from two simple sources to find information;</p> <p>Can find answers to questions about objects by looking in books.</p>	<p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p> <p>Can ask simple, but relevant, questions of the teacher in the role of;</p> <p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence;</p> <p>Children are able to gather ideas from a few simple sources when building up their understanding;</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view;</p> <p>Able pupils make deductions from photographs, going beyond the literal and what can be seen;</p> <p>Able pupils will realise that there are potential weaknesses in eyewitness accounts.</p>	They should understand how our knowledge of the past is constructed from a range of sources.	Children can identify differences between versions of the same event; Children give a simple reason why we might have more than one version; Children see that there are often different interpretations because the gaps in the evidence are so large, they have to be filled by imaginative reconstruction.	Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge	Children realise that history is continuously being rewritten; if we find more we have to rewrite the past; Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis; Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.	Interpretations might differ depending on the aspect that people are looking at
	They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<p>Know that a familiar event, like a birthday, can be represented in different ways;</p> <p>Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown;</p> <p>Begin to understand that we have different views of familiar events;</p> <p>Can see that there are several versions of a nursery rhyme by comparing pictures and spotting the differences between them;</p> <p>Can see that there are different versions of real historical situations spoken and pictorial versions.</p>	<p>Can spot differences between versions;</p> <p>Realises that there may be more than one way of looking at a significant historical person;</p> <p>Realises that not all sources of information answer the same 2 questions</p> <p>Understands that grandparents' recollections of their childhood seaside holidays might vary</p> <p>Can see that not all written accounts in the library books give exactly the same reasons for something</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong</p> <p>Understands that it is not always possible to know for sure what happened.</p>					

Organisation & Communication	They should use a wide vocabulary of everyday historical terms.	<p>Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ... '.</p> <p>Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy.</p> <p>Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key.</p> <p>Can write four or five captions, possibly using connectives, to show the sequence of washday activities.</p> <p>Can write simple sentences describing an event</p>	<p>Can orally retell the main episodes of famous past events in the correct sequence and write captions to accompany sequenced pictures;</p> <p>Can write simple sentences containing period-specific detail;</p> <p>Label and annotate a picture, showing awareness of significant features not seen today;</p> <p>Make increasing use of period specific vocabulary;</p> <p>Retell a complicated story in a simple, structured way, using temporal markers;</p> <p>Can explain using phrases such as 'another reason was' and 'also' which connect the various ideas;</p> <p>More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666';</p> <p>Make increasing use of subject-specific precise vocabulary.</p>	construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<p>Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</p> <p>Answers contain some simple period-specific references;</p> <p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past;</p>	<p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</p> <p>Begins to sustain an answer, providing some supporting evidence;</p> <p>Ideas are beginning to have some shape, though not yet structured in paragraphs.</p>	<p>Can use appropriate ways of communicating their understanding;</p> <p>Answers are structured and provide supporting evidence for statements made;</p> <p>Able to see two sides of a question and can offer arguments on both sides;</p> <p>Answers are relevant to the question set</p> <p>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>	<p>Widespread use of period specific detail to make the work more convincing and authentic;</p> <p>When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes;</p> <p>Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;</p> <p>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. some things are not certain and some things cannot be verified.</p>
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