

History at Claycots

Claycots Primary School



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History team

Miss Hussain is our History Subject Leader at Claycots





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 pupil; 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



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 schools– past and present. Changes within leaving 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		Local History Study: Slough (The Great Western Railway and the Trading Estate)
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

Subject 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 2)	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)	Britains settlement's by the Anglo-Saxons and the Scots		Britains settlement's by the Anglo-Saxons and the Scots (Aut 2)		
	Events beyond living memory	Schools (Sum 2)	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 2)
				A local history study			Slough, the homefront (a local history) (Sum2)	Slough, post WWII (a local history) (Spr2)
				A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			Slough (a local history) (Sum2)	London: The Great Plague (Aut 2) Maya Civilisation (Sum 2)
				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 Chinese		Ancient Egyptian (Sum 2)		
				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 2



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

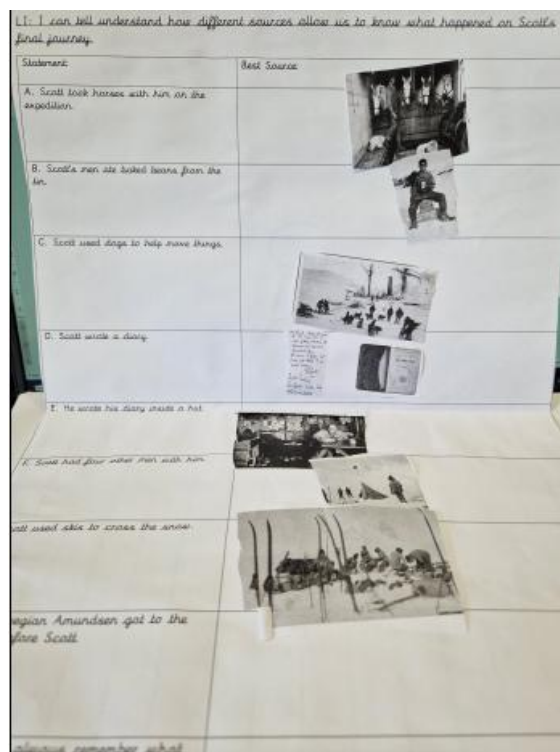


Application of learning –
Creating hieroglyphics

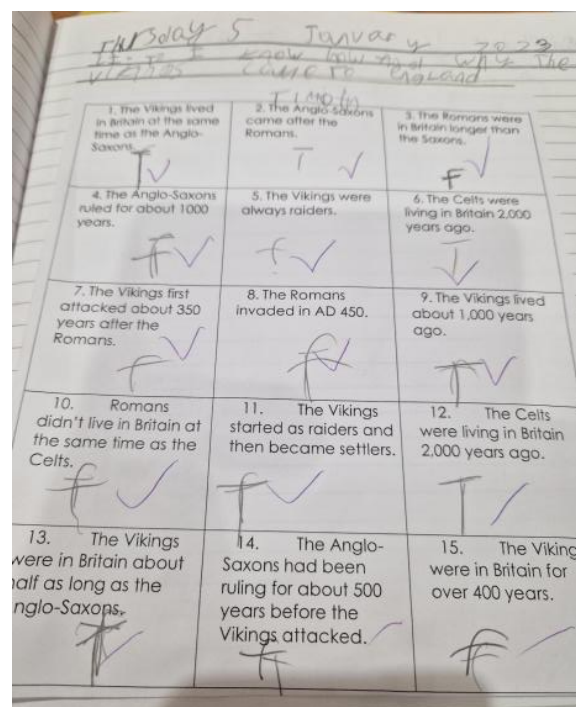


Examples of learning

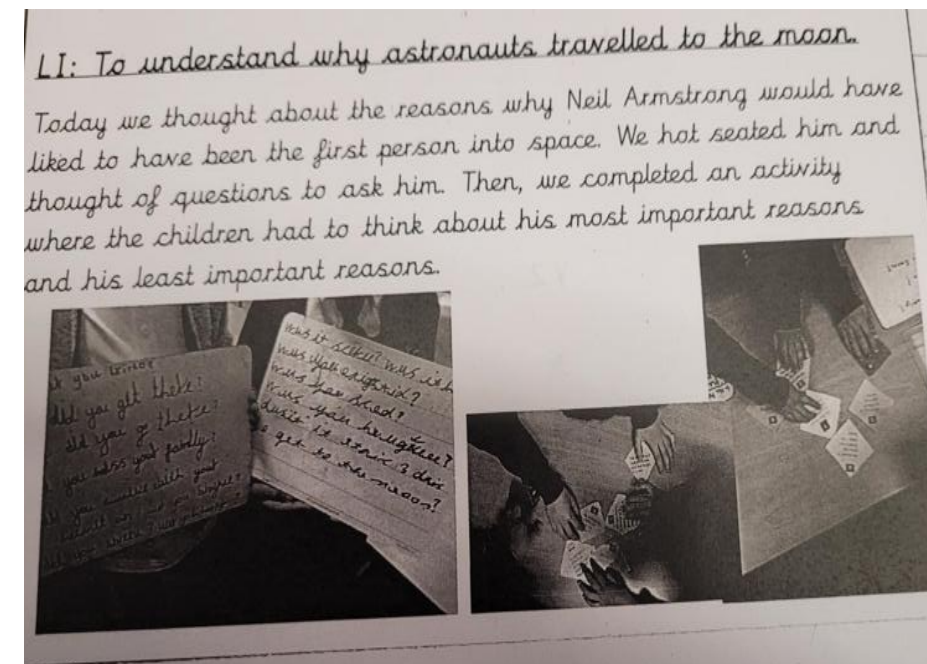
From KS1



Matching best source of information to statements



True and False Questions



Children justifying their responses linked 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 buildings on the Thames. 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, though 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.

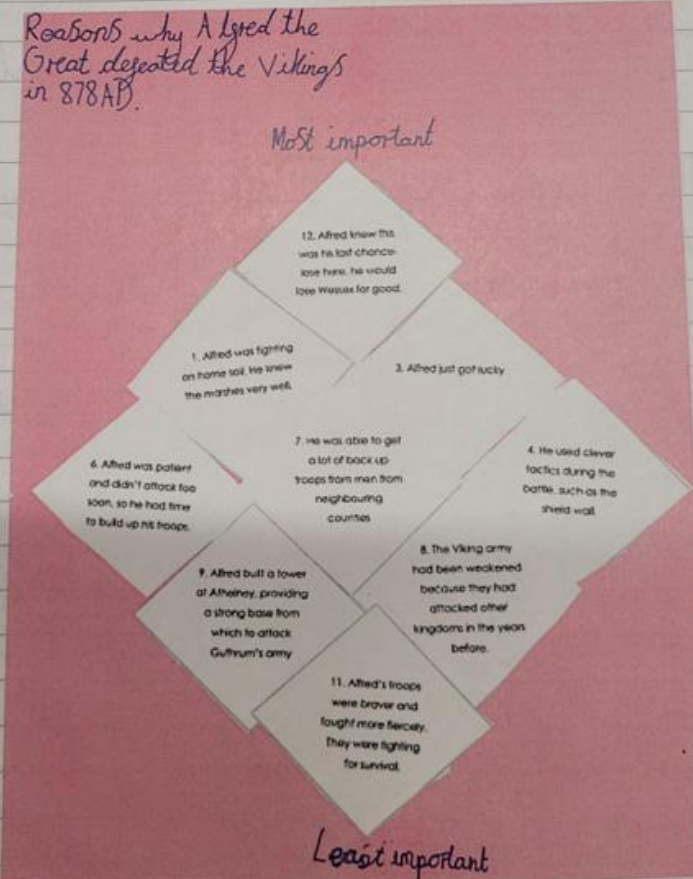
** which is only one of the famous and much-visited landmarks in London.

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 - lose here, he would lose Wessex for good. ✓

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



1. Alfred was fighting on home soil. He knew the marshes very well.
2. Alfred knew this was his last chance - 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 - lose here, he would lose Wessex for good.

Most important

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 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 and 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 attached. 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 impact by it. I was sad to hear that it was mostly the average people that were effected rather than the poor...” – Tejasvi, Year 6