



History at Campsbourne

We teach history through the Scholastic Scheme of work - this allows us to teach a high-quality history education that will help our pupils gain a coherent knowledge and understanding of Britain's past and the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Studying history help students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of changes in their lifetime.

	Autumn	Spring	Summer
Year 1	<p>The Gunpowder Plot: events beyond living memory. Children focus on what they know and can relate to - celebrations of Bonfire Night. Explore the reason why we celebrate Bonfire Night, on the 5th November and look at who Guy Fawkes was. This topic develops investigative skills so the children can find out about the reasons behind the plot, those involve and their fate. Look for clues in pictures and documents, reports and other sources.</p>	<p>See Geography Plan</p>	<p>Victorian children at play: changes within living memory and the lives of significant people in the past who have contributed to national and international achievements. Focus on rich and poor children at play. It covers three areas: toys and games; music; and parks and pleasure gardens. Compare rich and poor children and their own experiences. Through artefacts, role play and looking at visual sources, children build up a picture of how children played in the past and what has changed or stayed the same.</p>
Year 2	<p>Women who made a difference (Mary Seacole and Florence Nightingale): the lives of significant individuals in the past. Allow children to find out about international events and changes that happened within recent memory. The life and actions of Mary Seacole and Florence Nightingale. Towards the end of the topic, they look at the two women together to compare their many similarities and their differences. Throughout the topic, a main focus is learning and using a range of historical vocabulary in the appropriate way.</p>	<p>See Geography Plan</p>	<p>What was it like to be a child during World War 2? Allows children to learn about the past by exploring similarities and differences between the ways of life in different periods. They will learn about rationing and the 'Dig for Victory' and 'Make Do and Mend' campaigns. They will learn about Anderson shelters and the evacuation of children from major cities. Throughout the topic children will learn about the different ways we can find out about the past.</p>

<p>Year 3</p>	<p>Stone Age: chronological narrative of Britain's history from the Stone Age to the Iron Age.</p> <p>Children are introduced to the core of history skills of using evidence to answer questions about the past, understanding that evidence can be interpreted in different ways, and using timelines. Discover when the three periods of the Stone Age took place and consider what it was like to be a hunter-gatherer. Investigate tools and cave art and explore the archaeological site of Skara Brae. Finally, investigate the impact of farming.</p> <p>Find out about the immigration of Britain of the beaker people and the impact of the metalworking technology that they brought with them. Learn about Bronze Age structures, begin to show comparisons between the Stone Age and the Bronze Age - considering difference in tools and burial traditions. Explore the monument of Stonehenge.</p> <p>Develop further their understanding of the use of evidence to build a picture of the past, considering artefacts, archaeological sites and Roman written accounts of the Celts. Children will learn about the different tribes and where they settled. Study Celtic warriors and their weapons and also look at some of the advances in technology which led to increased productivity.</p>	<p style="text-align: center;"><i>See Geography Plan</i></p>	<p>Ancient Egypt: achievements of the earliest civilisations.</p> <p>Begin to study the life and achievements of the early Egyptians. Explore the mysteries of the Great Pyramid, Egyptian gods and goddesses, as well as myths surrounding them. Learn about the mummification process, study papyrus art and consider how the River Nile helped Egypt to become a wealthy and powerful civilisation. Study the famous pharaoh, Tutankhamun.</p>
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<p>Year 4</p>	<p>Ancient Greece: understanding of the history of the wider world. Focuses on ancient Greek life, including clothing, homes, warfare, architecture, the Acropolis, Sparta and the achievements of the famous Greeks in such fields as literature and science. Explore the interesting debate regarding the Elgin Marbles. Children will study ancient Greek culture: beliefs, mythology, art and theatre. This will be done through a series of creative activities such as dance and drama. Examine the ancient Greek pottery art, using this to create their own designs.</p>	<p>See Geography Plan</p>	<p>Roman Britain: chronological narrative of Britain's history. Learn about the main events of the three invasions of Britain. Compare Celtic and Roman life and consider the impact that the invading Romans had on the British population. Focus on the resistance from Caratacus and Boudica. Explore what life was like in Roman Britain, for both Romans and Celts. Consider the impact of Roman technology, culture and beliefs and form their own opinions regarding whether this impact was positive or negative. Trip: Museum of London</p>
<p>Year 5</p>	<p>The Anglo Saxons: chronological narrative of Britain's history. Children will learn why the Romans left Britain, who the Anglo-Saxons were and why they came. Discover what the Anglo-Saxons looked like and how they fought, where they settled in Britain and work out the meanings of Anglo-Saxons place names. Investigate social order and the system of justice in Anglo-Saxon Britain. Learn about their homes and settlements and use artefacts from the Sutton Hoo ship to draw their own conclusions on the past.</p>	<p>See Geography Plan</p>	<p>The Maya: a non-European society that contrasts with British history. Locate the Maya civilisation on a map and a timeline. Examine various sources left behind by the Maya, including buildings and monuments. Investigate social order and the system of justice and learn about Maya homes and cities. Explore Maya culture including food, art, writing, trade and religious rituals. Study the mystery behind the collapse of the ancient Maya civilisation, evaluating the evidence in support of theories that attempt to explain it.</p>

Year 6	<p>The Vikings: chronological narrative of the history of Britain.</p> <p>Children begin by explaining what they already know, constructing a timeline of Viking Britain and evaluating the reliability of their sources of knowledge. Discover who the Vikings were, where they came from, and why they came to Britain. Investigate Viking raids and warfare, as well as home life. They study an historical figure who played an important part in the Viking and Anglo-Saxon struggle for the control over Britain.</p>	<p>The Battle of Britain: a significant turning point in British history.</p> <p>Begin the topic by gaining an overview of the battle, finding out where it fits on a timeline, and exploring the main events leading up to the battle and the battle itself. Investigate people and things that played a part in it. Evaluate its significance.</p>	<p>See Geography Plan</p>
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Scholastic's Summary of progression

Chronological Understanding

Year 1

- Know where people and events they study fit within a chronological framework
- Use common words and phrases relating to the passing of time

Year 2

- Know where people and events they study fit within a chronological framework
- Develop an awareness of the past, using common words and phrases relating to the passing of time

Year 3

- Develop a chronologically secure knowledge and understanding of British, local and world history
- Show awareness that the past can be divided into different historical periods

Year 4

- Develop a chronologically secure knowledge and understanding of British, local and world history
- Increasingly recognise that the past can be divided into different periods of time

Year 5

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history
- Make appropriate use of dates and terms

Year 6

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history
- Understand chronology, and sequence British, local and world history using appropriate terms and related to the passing of time

Historical Enquiry

Year 1

- Ask and answer questions about the past by making simple observations from stories and other sources
- Begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented

Year 2

- Ask and answer questions about the past by making simple observations from stories and other sources to show that they know and understand features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

Year 3

- Begin to understand how our knowledge of the past is constructed from a range of sources
- Suggest methods of finding answers by using historical sources

Year 4

- Understand how our knowledge of the past is constructed from a range of sources
- Find answers to questions about the past by using sources of information

Year 5

- Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Begin to select and combine information about the past in order to find answers to historical questions and test hypotheses

Year 6

- Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Select and combine information about the past in order to find answers to historical questions and test hypotheses and evaluate success

Knowledge and understanding

Year 1

- Develop an awareness of the past
- Taught about changes within living memory
- Taught about the lives of significant individuals in the past
- Taught about significant historical events, people and places in own locality

Year 2

- Develop an awareness of the past
- Taught about events beyond living memory that are significant nationally or globally
- Taught about the lives of significant individuals in the past
- Taught about significant historical events, people and places in own locality

Year 3

- Begin to develop knowledge and understanding of British, local and world history
- Begin to give a few reasons for, and results of, the main events and changes

Year 4

- Develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study
- Give reasons for and/or the main events and changes

Year 5

- Develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms

Year 6

- Develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Use their knowledge and understanding to describe the characteristics features of past societies and periods