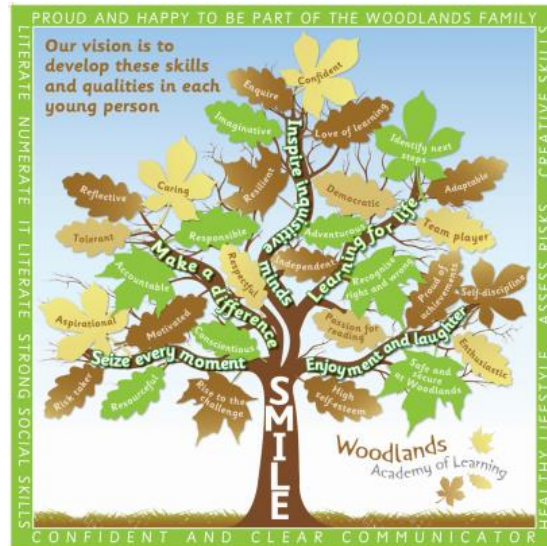




History In Action at Woodlands Academy

Created by L Martin



Intent:

It is our aim at Woodlands to inspire pupils to develop a curiosity for enquiring and investigating events that have happened in our world, British and local history. History enables children to gain an understanding of the community in which they live in, Britain and the wider world. The teaching of History throughout the academy will provide children with the ability to ask questions, develop critical thinking, weigh evidence and make judgements relating to the past. In order for children to be a historian, they need to continually develop their confidence of key strands: historical enquiry, historical interpretation and historical response. These key skills are taught alongside historical topics therefore, children are continuously improving and widening their historical skills alongside developing their knowledge of historical periods. Moreover, children foster a love of learning which links to our SMILE vision: rise to the challenge, enquire, and respectful.

Widening the children's experiences is crucial in aiding their understanding of the world. Our locality means that few of our children have had the opportunity to experience the wider world in which they live. In order to overcome this barrier, opportunities to investigate local history and educational visits are carefully planned (knowledge long term map). Through the experiences, children are able to handle artefacts, explore what it was like to live in that era and talk to experienced historians.

Knowledge and Understanding

Knowledge and understanding in Woodlands Academy of Learning's History curriculum ensures children are taught all of the key time periods outlined in the National Curriculum and proves more ambitious, including the study of World War II in Year 6. It includes the essential skills and knowledge that children from our local area need in order to think like a historian. In relation to the key periods, children should be able to compare different ways in the life with how we live today. Children can understand the importance of particular events and people. From this, children can identify the cause and effect of events that have happened

in history.

Key Themes

- **Chronological understanding**
 - Development of settlements including homes
 - Advancement of technology
- **Education**
- **Leadership**
- **Historical figure**
- **Local history**

Curriculum Content Design

- Three key themes running throughout: Chronology (including the development of homes and the advancement of technology), Education and Leadership. These themes were chosen as they are all linked to life skills for our children and the values of Woodlands. Children will return to the themes in every topic but explore them through a different period of time. This allows them to make comparisons across different time periods.
- A key historical figure in every year group. This is progressive with one key figure in EYFS and KS1 and then two figures in KS2.
- Every year group from Year 2 onwards, has one topic for World History and one for British History. In Reception and Year 1, there is one topic which explores the concept of time and history and one topic for British History.
- Local history is explored in every year group.
- The Victorians time period is repeated across three year groups (Years 1, 2 and 4). There was a requirement for an in-depth knowledge of this time period due to the strong links to the local area.
- Year 4 are introduced to the British Empire through the leadership of Queen Victoria. This understanding is then revisited in Year 6 when the children explore how the British Empire changed to become the Commonwealth. The timeline that is created in Year 4 is then extended by the timeline created in Year 6, thus demonstrating the development of the British empire across the decades.
- Two key learning outcomes are explored in each half term. The remaining objectives are the smaller steps that are required to equip the children with the knowledge and skills they need to secure the key outcomes.
- For every two key learning outcomes, one will be met through an oracy-based activity and the other through a written activity.

Curriculum Content Progression

- Exploration of British History is chronological.
- Exploration of World History is not chronological. This decision was made due to the skills and knowledge that would be required to tackle those topics. For example, Ancient Egypt is in Year 5 as their education system and Tutankhamun's leadership are complex areas of study which the children would be better prepared to tackle at appropriate depth once they have rehearsed the skills of a historian for several years.
- The journey of education is followed throughout Key Stage 2 with each topic requiring the children to compare their new learning to that of the other time periods studied.
- The development of settlements, including homes, is followed as each year group creates an annotated diagram of homes from their time period, enabling them to build a clear picture of how housing has changed over time as they move through the school.

Chronological Understanding

Chronological understanding allows children to develop their understanding of events, periods in history and significant individuals in time order. During EYFS and KS1, children will become familiar with key vocabulary that refers to the passing of time. This understanding will develop so that children in KS2 will begin to recognise that previous learning such as Ancient Egypt happened before World War Two. By the end of KS2, children should be able to piece together all of their previous historical learning in order produce a timeline of events.

Knowledge Organisers

Each topic has a knowledge organiser to support knowledge acquisition. These support teachers in the planning process, enabling them to see the most important knowledge that must be shared with and understood by learners. It gives the expectation and foundations for their year group and the topic. Most importantly, the knowledge organisers are used by the children throughout their learning and can be referred to as knowledge revision. The knowledge organisers help children to see what they are learning about next and provide vocabulary to be used throughout their topic.

Historical Skills

When mapping the skills required for our children to become a historian, we began at the Year 6 end point and worked backwards to ensure that throughout their time at Woodlands, children developed and secured the skills necessary to meet the expectation for the end of Key Stage 2. Our End of Key Stage 2 expectation is based on preparing children for GCSE Level 5 expectation (identified from the Nfer paper 'Refocusing Assessment in History' and AQA mark schemes) and the expectations of the National Curriculum.

The skills which our children will acquire have been divided into three key categories:

- **Historical enquiry**
- **Historical interpretation**
- **Historical response**

Historical Enquiry

Children to begin to develop their enquiry skills by devising questions to extend their knowledge of the past. Using a range of evidence, children start to question the way of life for those living in the past. In order to answer their enquiry questions, they use a range of sources of evidence (laptops, books, artefacts and extracts). This enables them to lead their own learning and find out information which interests them.

Historical Interpretation

This skill enables children to have the awareness that an event can be interpreted in different ways. When looking at sources of evidence, children need to check its credibility for reliability and bias. For example: War time propaganda – this was created to uplift the country it was published in and make the opposition feel weak. This piece of evidence is not a balanced view and contains bias. Throughout the academy, children will develop their skill of questioning sources and deciding whether it is a reliable piece of evidence.

Historical Response

After children have led a historical enquiry and they have interpreted the information found, they then have to note this down. Children use their reading skills to find key information which answers the question they are investigating. Children then collate the information found to construct informed responses which are appropriate to their purpose and audience.

Implementation:

Knowledge and Understanding Long Term Map



Woodlands Academy of Learning

Long Term Curriculum Map: History



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Time Travellers</u> Discuss school events that have happened in the past. Order events in time order.	<u>All about me</u> changes in our appearance using photographs Talk about my family and other children's family.			<u>Kings and Queens</u> Queen Elizabeth II King George VI • from the past.	
Reception	<u>Time Travellers</u> day, life, ordering, passing of time.	<u>Dinosaurs</u> Mary Anning Education – the use of fossils to learn about the dinosaurs				<u>Stone Age</u> Advancement of Technology: Development of tools Development of homes
Year 1	<u>Time Travellers</u> sense of time passing (day, week, month, year) family tree	<u>Victorians</u> Trip – lockkeepers house Lock making Hodson Family of Willenhall Development of homes				<u>Iron Age</u> Living in hill Forts Celtic warriors
Year 2	<u>Victorians</u> Sister Dora Small pox Medicine Education – Bernardino's Statue of Sister Dora			<u>Benin</u> (linked to Jamba, Geography topic) Exquisite – Oba of Benin Development of tools (craft workers)		<u>Romans</u> Trip – Walsall Village Queen Boudicca and the Celts fighting back Roman settlements (the development of villages, towns and roads)

Chronology

Education

Leadership

Historical Figure

Local History

Sources of Evidence

- Development of settlements, including homes
- Advancement of Technology

Year 3	<u>Ancient Greece</u> Alexander the Great and his leadership Education in Ancient Greece.				<u>Anglo • Saxons</u> The Battle of Hastings • Edward the confessor, Harold and William the Conqueror Bayeux Tapestry Advancement of technology: Development of tools (Staffordshire Hoard) Development of homes Anglo-Saxon education Origin of Walsall
Year 4	<u>Victorians</u> Trip – Black Country Museum (linked to Victorian schools) Queen Victoria as a leader, including The British Empire and the process of freeing slaves. Industrial revolution – story of Walsall Victorian schools Development of transport to strengthen trade links			<u>Vikings</u> Advancement of technology: Viking Longship Viking Leaders	
Year 5	<u>Tudors</u> Trip – Sally Manor (linked to development of homes) The Battle of Bosworth Henry VIII and the development of the Church of England. Development of homes Tudor education		<u>Ancient Egypt</u> Education (links to hieroglyphs and the Rosetta stone) Howard Carter Tutankhamun as a leader Tutankhamun's tomb		

Year 6	World War 2 Trip - Severn Valley Railway (linked to evacuation) Hitler and the beginning of WW2. Hitler leading Germany (including the Holocaust) Churchill leading England (linked to declaring war on Germany and the evacuation). Education - Evacuation of Children, including the impact on Birmingham and Walsall.		Still Reigning Queen Elizabeth II and the journey from the British Empire to the Commonwealth Education - Introduction of the National Curriculum Advancement of technology: Changes to the curriculum as a result of technological advancements (including the development of the WWW)	
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Skills Ladder

Expectations of the skills that children need to develop during their primary years have been taken from the National Curriculum alongside the requirements to achieve GCSE Level 5 in History (identified from the Nfer paper 'Reforming assessment' and AQA mark schemes). Starting at the end goal for the Primary Curriculum (Year 6), the skills have been differentiated to show progression throughout the academy. This provides an 'end goal' for each year group to achieve at the end of the academic year. It follows a cyclical model, with the early years providing the foundations and children revisiting and building on each skill every year.

The skills that will be developed have then been matched with particular lessons to demonstrate the coverage across the year and ensure that children will have the opportunity to rehearse and apply each skill on a number of occasions, in different contexts, across the academic year. The skills ladder shows the lessons in which the children will apply and practise the skills expected for their year group.

Key Stage 2

Year 3	Year 4	Year 5	Year 6
Historical Enquiry With peer or adult support, begin to name some of the methods of historical enquiry. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons	Historical Enquiry Begin to understand some of the methods of historical enquiry (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	Historical Enquiry Understand some of the methods of historical enquiry. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors	Historical Enquiry Understand the methods of historical enquiry (WWII Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16.

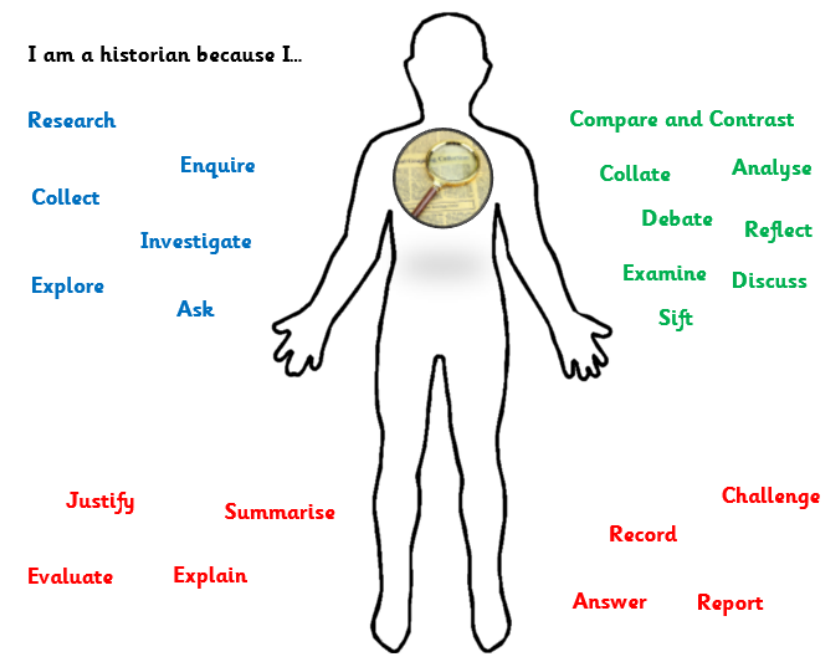
Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Continue to develop a chronologically secure knowledge and understanding of British, local and world history. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Begin to address some historically valid questions about change, cause, similarity and difference. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Begin to devise some historically valid questions about change, cause, similarity and difference. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Know that our knowledge of the past is constructed from a range of sources. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Study local history. (Saxons Lessons 1, 2, 3, 4, 15) - Use both primary and secondary sources of information.	13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Continue to develop a chronologically secure knowledge and understanding of British, local and world history. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Address some historically valid questions about change, cause, similarity and difference. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Devise some historically valid questions about change, cause, similarity and difference. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Know that our knowledge of the past is constructed from a range of sources. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Study local history. (Victorians Lessons 5, 6, 7, 8) - Use a range of primary and secondary sources of information. (Victorians	Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Continue to develop a chronologically secure knowledge and understanding of British, local and world history. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Address historically valid questions about change, cause, similarity and difference, and significance. (Ancient Egypt Lessons 1, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Devise historically valid questions about change, cause, similarity and difference, and significance. (Ancient Egypt Lessons 1, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Begin to understand how our knowledge of the past is constructed from a range of sources. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Study local history. (Tudors Lessons 9, 10, 11, 12)	Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) - Continue to develop a chronologically secure knowledge and understanding of British, local and world history. (WWII Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Regularly address historically valid questions about change, cause, similarity and difference, and significance. (WWII Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) - Devise perceptive historically valid questions about change, cause, similarity and difference, and significance. (WWII Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) - Understand how our knowledge of the past is constructed from a range of sources. (WWII Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) - Study local history. (WWII Lesson 13, 14, 15, 16)
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(Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) Historical Interpretation - Begin to establish clear narratives within and across the periods studied. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Note connections, contrasts and trends over time. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Begin to understand how one event has led to another. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Begin to consider the reliability of sources of evidence. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8, Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - With the support of an adult, begin to explain how and why contrasting arguments and interpretations of the past have been constructed (Ancient	Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) Historical Interpretation - Begin to establish clear narratives within and across the periods studied. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Note connections, contrasts and trends over time. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Understand how one event has led to another. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - Analyse the reliability of sources of evidence. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) - With the support of an adult, begin to explain how and why contrasting arguments and interpretations of the past have been constructed (Victorians	Independently, use a wide range of primary and secondary sources of information. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) Historical Interpretation - Establish clear narratives within and across the periods studied. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Note connections, contrasts and trends over time. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Explore the relationship between events – cause and consequence (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Critically analyse the reliability of sources of evidence. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8, Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) - Begin to explain how and why contrasting arguments and interpretations of the past have	Understand how history has shaped our own identity. (Still Reigning Lesson 5, 6, 7, 8) - Understand the challenges of our time. (Still Reigning Lesson 5, 6, 7, 8) - Independently and effectively, use a wide range of primary and secondary sources of information. (WWII Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) Historical Interpretation - Establish clear narratives within and across the periods studied. (WWII Lesson 1, 2, 3, 4. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) - Note connections, contrasts and trends over time. (WWII Lesson 1, 2, 3, 4. Still Reigning Lesson 1, 3, 4, 5, 6, 7, 8) - Explore the relationship or interaction between events – cause and consequence (WWII Lesson 1, 2, 3, 4. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) - Critically analyse the reliability of sources of evidence, taking note of bias. (WWII Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
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Greece Lessons 1, 4. Saxons Lessons 13, 14, 15, 16) • Begin to use evidence from some different sources to reach a conclusion. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8. Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • Begin to develop an opinion on events and leaders from across both British and World history. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8. Saxons Lessons 9, 10, 11, 12, 13, 14, 15, 16) • Begin to know how Britain has influenced and been influenced by the wider world (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8. Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) Historical Response • Begin to develop the appropriate use of historical terminology including abstract terms such as 'empire' and 'civilisation'. (Ancient Greece Lessons 1, 2, 3, 4. Saxons Lessons 1, 2, 3, 4) • With the support of discussion with a peer or adult, begin to construct informed responses that involve the selection and	Lessons 1, 3, 4, 5, 6, 7, 8. Vikings Lessons 1, 2, 3, 4) • Use evidence from some different sources to reach a conclusion. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) • Begin to develop an opinion on events and leaders from across both British and World history. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) • Begin to know how Britain has influenced and been influenced by the wider world (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) Historical Response • Develop the appropriate use of historical terminology including abstract terms such as 'empire' and 'civilisation'. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8) • Begin to construct informed responses that involve the selection and organization of relevant historical information. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	been constructed (Ancient Egypt Lessons 7, 8. Tudors Lessons 1, 2, 3, 4, 7, 8) • Begin to weigh evidence from a range of sources to reach a conclusion. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8. Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • Begin to develop perspective and judgement on events and leaders from across both British and World history. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8. Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • Begin to understand the diversity of societies and relationships between different groups (Ancient Egypt Lessons 7, 8. Tudors Lessons 1, 2, 3, 4, 5, 7, 8) • Know how Britain has influenced and been influenced by the wider world. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8. Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • Begin to sift arguments to identify what should be considered most important. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8. Tudors	11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) • Explain how and why contrasting arguments and interpretations of the past have been constructed (WWII Lesson 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • Weigh evidence from a range of sources to reach a conclusion. (WWII Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) • Develop perspective and judgement on events and leaders from across both British and World history. (WWII Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) • Understand the diversity of societies and relationships between different groups (WWII Lesson 9, 10, 11, 12, 13, 14, 15, 16) • Know how Britain has influenced and been influenced by the wider world. (WWII Lesson 3, 4. Still Reigning Lesson 1, 2, 3, 4) • Sift arguments to identify what should be considered most important. (WWII Lesson 1,
organisation of relevant historical information. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8. Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • With adult support, begin to collate information and independently record it appropriately. (Ancient Greece Lessons 1, 2, 3, 4, 5, 6, 7, 8. Saxons Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)	13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8) • Begin to collate information and independently record it appropriately. (Victorians Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Vikings Lessons 1, 2, 3, 4, 5, 6, 7, 8)	Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) Historical Response • Continue to develop the appropriate use of historical terminology including abstract terms such as 'empire' and 'civilisation'. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8) • Construct informed responses that involve the selection and organization of relevant historical information. Substantiate judgement with reasoning or factual knowledge and understanding. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8. Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16) • Collate and record information appropriately. (Ancient Egypt Lessons 1, 2, 3, 4, 5, 6, 7, 8. Tudors Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16)	2, 3, 4. Still Reigning Lesson 2, 3, 4, 5, 6, 7, 8) Historical Response • Continue to develop the appropriate use of historical terminology including abstract terms such as 'empire' and 'civilisation'. (Still Reigning Lesson 1, 2, 3, 4) • Construct informed responses that involve thoughtful selection and organization of relevant historical information. Substantiate judgement with reasoning or factual knowledge and understanding. (WWII Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8) • Confidently, collate and record information appropriately. (WWII Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. Still Reigning Lesson 1, 2, 3, 4, 5, 6, 7, 8)

Historian Image

An image has been created to represent a historian. This is used as a tool to share the historical skills from the skills ladder with all children. The character contains a magnifying glass at its heart to symbolise looking for and analysing historical evidence (enquiry and interpretation). The character is a simple outline to ensure that children are explicitly taught that a historian is not gender-specific. Surrounding the image are the range of skills required to be a historian which children will acquire and develop during their learning journey in History throughout the academy. The image is placed on the working wall in every classroom and revisited at the beginning of each lesson, with children having the opportunity to identify which skills they will focus on for that lesson. The skills have been arranged based on the three categories: Historical Enquiry (left side, blue), Historical Interpretation (right side, green) and Historical Response (bottom, red).



Learning Journeys

According to Nfer, 'An enquiry-based approach works well, enabling students to tackle a genuine investigation in a systematic way, building up the knowledge they need to tackle it and progressively refining their judgement as they learn more.'

There are two versions of our Woodlands Academy of Learning Learning Journey. The first is used by teachers and the second by children.

The learning journey contains the objectives (knowledge, understanding and skills) which will be taught during the topic. The journeys work as a ladder with a short sequence of lessons, leading to one main objective which is shown in red font. The lessons prior contribute to children achieving the main objective, allowing children to acquire and rehearse the skills and knowledge necessary to meet the requirements of the main objective.

Teacher Version

The version of the learning journey for teachers has been specifically designed to support the planning process. It includes the knowledge and the skills which children will draw on within each lesson.

For each main objective, a key question is provided which children should be able to answer by the end of the sequence of lessons. According to Nfer, 'Historical enquiries work best when the overarching question has a genuine element of uncertainty and legitimate, worthwhile debate associated with it – rather than merely asking students to reiterate well-rehearsed, settled views.' This view was used as a basis to design each key question.

Moreover, for each main objective, the type of historical response has been identified by the subject lead. This ensures that children have the opportunity to rehearse a range of different

historical responses across the academic year. For every unit there will be a combination of both oracy and written outcomes.

Pupil Version

Below is an example of a learning journey which will be glued into children's History book to signal the start of the topic.

At the beginning of each unit, children will RAG-rate themselves against each objective – colouring the objective red if they are not confident, amber if they have some understanding and green if they are confident. At the end of each lesson, the children will then reflect on their learning and complete the RAG-rate again to demonstrate the progress in their understanding and allow teachers to put into place any steps necessary to ensure children feel confident in their learning.

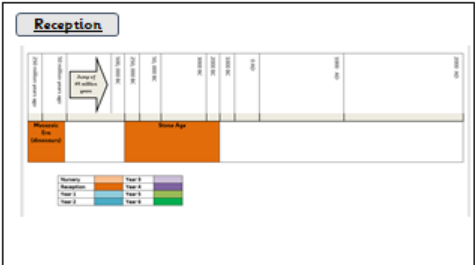
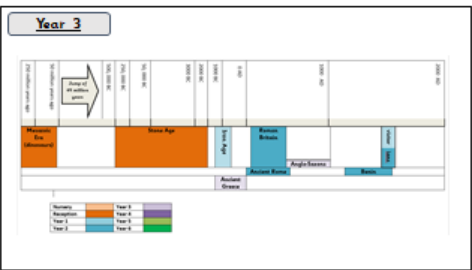
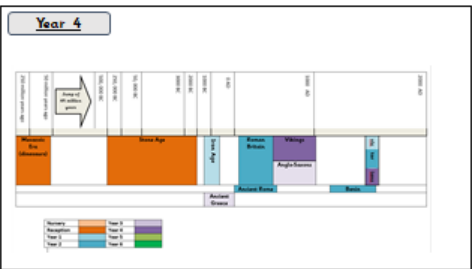
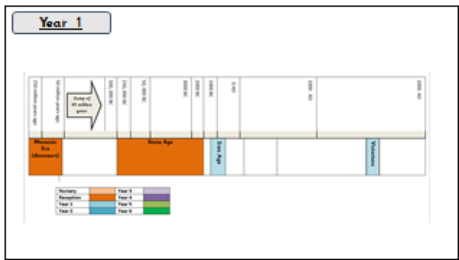
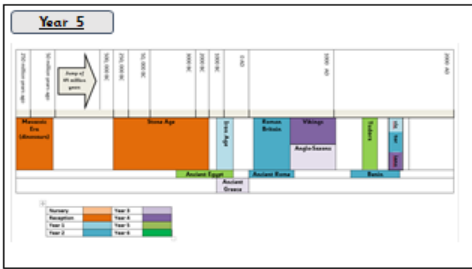
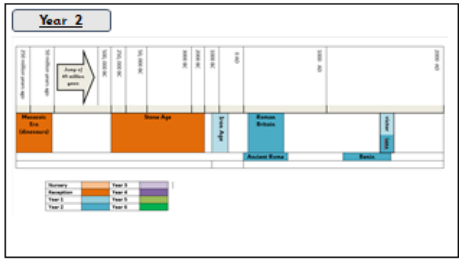
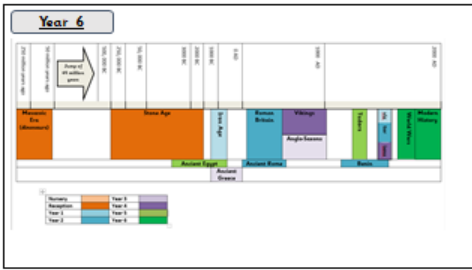


History Learning Journey

Year 5 Spring Term: Ancient Egypt			
	Knowledge	Start of Unit	End of Lesson
Lesson 1	WALT explain what the Rosetta Stone is and where it was found.		
Lesson 2	WALT explain how the hieroglyphs on the Rosetta Stone were translated.		
Lesson 3	WALT justify how the translation of the Rosetta Stone educated historians on the language of Ancient Egypt.		
Lesson 4	WALT explain the reasons why the Rosetta Stone is significant to our understanding of Ancient Egypt.		
Lesson 5	WALT explore the leadership of Howard Carter and how his perseverance led to an important discovery.		
Lesson 6	WALT identify the items that were discovered in Tutankhamun's tomb.		
Lesson 7	WALT use evidence to explore the leadership of Tutankhamun.		
Lesson 8	WALT explain how archaeologists excavated Tutankhamun's tomb and what the discovery has revealed about him.		

Progressive Historical Timeline

After the skills and topics were decided, a progressive historical timeline was created which shows the periods in history being taught throughout the academy. This supports the academy's 'slingshot' approach to revisiting prior learning. The timelines can be referred to to revisit previous periods in history studied. The periods in history are coloured coded based on the year group in which it was taught.



Planning and Delivering Lessons

Planning Template

In order to ensure our planning and lesson structure is consistent throughout the academy, a template for History lessons has been created.

- At the start of each lesson, the teacher will show the children the progressive timeline which has been designed for their year group. Children will revisit previous periods in history studied and where the current period in historical fits on the chronological timeline.
- The key theme for the lesson is introduced.
- Slingshot: Review: This gives the opportunity to revisit their previous learning and use this as a foundation to build upon for the lesson ahead.
- The knowledge organiser and vocabulary for the topic will be introduced / revisited, discussing how the information can be used and added to during the lesson.
- The learning objective (WALT) and success criteria (WILF) are shared.
- The difference between primary and secondary sources of information will be discussed in relation to historical enquiry and methods for finding out about the past.
- The image of a historian is revisited and the class discuss which skills will be required to meet the learning objective for the lesson.
- The Mild, Hot and Spicy challenges will be introduced to set a clear expectation.

Key Theme: Chronology

Slingshot: Review

Knowledge Organiser

Let's look at our knowledge organisers.

Is there any information that will be useful for today's learning objective?

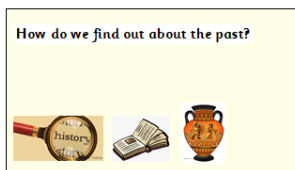
Key Vocabulary for Bombed Out	

WALT

WILF:

Starting Point

What other key information do we need to know before we carry out our own research?



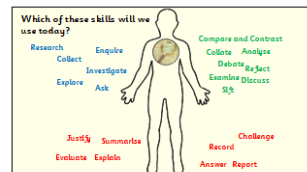
Primary Evidence

Evidence that was created at the time of the event.

For example:

- Letters
- Newspapers
- Maps
- Magazines
- Photographs
- Object from the time
- Interview with a witness

Illustration showing a newspaper clipping titled 'GREAT WAR ENDS' and a vase.



Today you are going to be carrying out research using a variety of **primary** and **secondary** sources of information.

What is the difference between a **primary** and **secondary** source?

Secondary Evidence

Evidence that was created after the event.

For example:

- Documentary
- Information text
- Webpage of information

Illustration showing a book, a laptop, and a magnifying glass.

WALT

Mild Challenge:

Hot Challenge:

Spicy Challenge:

Return to your learning journey.

How do you feel about this objective now?

Red: I am not confident.

Orange: I am quite confident but I would like more time.

Green: I am confident.

Challenges

History is planned and taught using the BAD approach to learning. Three challenges will be planned for which vary in difficulty (basic, advanced and deep). In order to correctly pitch the challenges, teachers use Bloom's Taxonomy. This ensures that basic challenges are based on remembering and understanding the concept. Advanced challenges allow the children to apply and analyse the information. Deep tasks provide higher attainers with an additional challenge – evaluating and creating.

Questioning

In addition to using Blooms Taxonomy for pitching challenges, the theory is also used as a basis for developing the questions asked throughout the lesson. This ensures that teachers are asking a range of questions which require children to draw on different levels of thinking.

History teaching should cause pupils to ask “How do we know?” and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos and secondary interpretations. Children should be using a wide range of sources, which will provide evidence for historical understanding.

Use of ICT

Although history is strongly rooted in written and spoken language, information technology is a useful tool to aid children in becoming a historian. All year groups have sets of laptops and can use the school iPads to gather and present information. Children can use the internet to conduct research relating to their own enquiry questions.

Teaching Approach

History lends itself to and benefits from a wide range of teaching and learning styles: whole class teaching (when new or complex ideas are introduced), paired work, group work and working independently.

Each unit, children should be given the opportunity to offer hypothetical explanations of past events supported by carefully selected evidence and to test them by comparing sources, discussion and argument.

Talk in Every Lesson

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children’s understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children’s understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally (“5, 4, 3, 2, 1, boards up.” Teacher scans the responses provided. “Can someone tell me...?”)
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate (“I noticed a few people saying... Can anyone explain why this cannot be true?”).
- Teachers will plan for some ‘open’ questions in every lesson.

- Teachers will plan for some ‘why’ questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
 - Student provides idea.
 - Teacher repeats their idea to them (“So you are saying/you think...”) and then praises them for contributing and asks if any other students have an idea.
- Knowledge organisers will be provided to support vocabulary acquisition.

Educational Visits

History learning is complemented by annual educational visits. These educational visits allow children to experience what it would be like to live in the time studied, look at artefacts and receive detailed information from experts. The visits are vital in allowing children to receive hands-on experience and allowing them to relate the knowledge gained in school to a period in history.

Provision for SEND

We teach history to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

SEND children may possibly not need the same level of support with history as with their academic work. Children with SEND, may not be considered SEND in history. All pupils should be able to feel able to participate, contribute and achieve.

Subject: History			
Universal strategies and approaches (Band 0)			
<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
- Visuals to support vocabulary - Videos of time period. - Human time line - Writing frames - Songs to learn related to the time period - Teacher modelling - Revisiting previous learning - Historical vocabulary. - Use of images and photos - Note taking (KS2) - Posters - Evidence-led learning (using sources of evidence to reach conclusions). - Subject specific vocabulary shared every lesson, in books and on working wall. - BAD approach - Questioning - Knowledge organisers - Reading throughout the curriculum (non-fiction) - Revision of previous learning daily – sling-shot approach. - Quality first teaching - Working wall	- Partner work/discussion (including TTYP) - Group work/discussion - Presenting information to the class. - Drama (hot seating, role play). - Debates - Working wall - Subject specific vocabulary shared every lesson, in books and on working wall.	- Partner work - Group work - Group leader (leadership skills) - Pupil voice (RAG rating) - Rehearse new skill using a whiteboard. - Our Learning Journey page - show children the full learning journey/the bigger picture – know what is coming - All challenges shared with children before they complete them – expectations clear – children know what is coming. - Celebrate achievements. - Star of the week certificate can be given for a history-based task/achievement.	- Wobble cushion - Writing slant - Educational visits (hands-on approach) - Looking at artefacts - Environmental lighting - Visitors coming into school. Visual timeline of historical periods. - Re-enacting events in the time period.
Reasonable Adjustments (LA and Environmental SEND) (Band 1)			
<i>Please also see the actions listed in the sections above.</i>			
<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
- Word mats to help children to structure their answers.	- Provide discussion and conversation starters.	- Support from TA/LSA - Small group targeted support	- Visual cues

- Different ways to represent their work. - Writing frames. - Use of paragraph headers. - Visual cues - Task lists - Overlearning - Pre-teaching key vocabulary - Task slicing	- Sentence stems for writing - Pre-teaching key vocabulary - Word mats to help children to structure their answers.	- Peer support - Task lists - Task slicing	
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SEND School Based Support (Band 2-3)

Please also see the actions listed in the sections above.

<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
- Allow time for discussion with scribing as appropriate. - Pre-and post teaching to support access to lessons - Targeted support for subject specific vocabulary - Individual timeline/task lists - Scribe - Individual approaches and strategies recommended by external support services - Peer mentoring/buddy - Now and next boards - Opportunities for 1:1 and small group work	- Targeted support for subject specific vocabulary	- Choice boards	- Scribing - Different colour paper. - Colour overlays. - Large font. - Colour of the text used on teaching slides - Background colour for teaching slides - Squared paper for children struggling with spacing and letter sizing - Fidget toys. - Wobbly cushion - Fine and gross motor skills exercises daily. - Talking tin/recordable postcard - Makaton - Pencil puppets for children with poor pencil control/grip in Reception. - Timetabled sensory provision in sensory room for children. - Multi-sensory approaches - Distraction reduced work area

			- Multi-sensory dyslexia friendly strategies - Makaton
SEND EHCP (Band 4)			
<i>Please also see the actions listed in the sections above.</i>			
<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
- Scribing - Task slicing - One-to-one support - Now and next boards - Objects of Reference - Choice boards	- Verbal reminders - Timers - Makaton language symbols in Reception	- Identified key adult for one-to-one support.	- Scribing - iPad provision - Voice typing on laptop - IDL programme - Environment lighting - Writing slopes - Pen/pencil grips - Wobble cushion - Daily sensory provision - Makaton

Provision for Higher Attainers

Higher attainers are challenged and stretched using the BAD approach to learning. Deep challenges are planned for using Blooms Taxonomy, that enable teachers to pitch the learning at the appropriate level. Based on the Bloom's Taxonomy model, deep learning challenges require children to evaluate and create. If they regularly complete these challenges with careful consideration and it demonstrates their deep understanding, they are classed as a higher attainer or greater depth.

Medium Term Plan: Core Learning in Skills and Knowledge and Understanding

Aspect:	Knowledge and Understanding
Nursery	WALT discuss school events that have happened in the past. WALT order events in time order. WALT compare the changes in our appearance using photographs from the past. WALT talk about my family and other children's family. WALT talk about our monarch Queen Elizabeth II. WALT Identify and discuss key facts about a monarch (King George VI) from the past.
Reception	WALT use the correct terminology to describe the passing of one day to the next. WALT explain the difference between the past, present and future. WALT explain who Mary Anning was and what she was famous for. WALT use fossils to learn about dinosaurs. WALT explore how homes changed in the Stone Age. WALT explain how tools were used in the Stone Age.
Y1	WALT place a day, a week, a month and a year in order of time and explain the difference.

	WALT present our family tree. WALT explain what lock-making is and its journey of development in our local area. WALT compare and contrast Victorian housing with other time periods studied and 21st Century housing. WALT explain the purpose and structure of an Iron Age hill fort WALT explain how Britain was led during the Iron Age.
Y2	WALT explain who Sister Dora was and her impact on Walsall during the Victorian period. WALT explain the impact of Barnardo's on education in the Victorian period and how the charity is still used today. WALT understand and explain the role of an Oba. WALT investigate the development of tools during the Kingdom of Benin. WALT explain the structure, features and impact of Roman settlements. WALT explain the intent, implementation and impact of Queen Boudica and the Celts' revolution.
Y3	WALT evaluate Alexander the Great's success as a leader of Ancient Greece. WALT compare and contrast Ancient Greek education with 21st Century education. WALT explain the origin of Walsall. WALT compare and contrast Anglo-Saxon housing with the other time periods studied and 21st Century housing. WALT compare and contrast Anglo-Saxon education with Ancient Greek and 21st Century education. WALT use primary sources of information to explain what took place in the lead up to and during 'the Battle of Hastings'.
Y4	WALT explain the changes made to the British empire under the rule of Queen Victoria. WALT explain the cause and effect of the industrial revolution during the reign of Queen Victoria. WALT compare and contrast Victorian education with other periods studied and the 21st Century education. WALT explain how developments in transport strengthened trade in the Victorian period. WALT explain how the Viking's leadership strategies enabled them to successfully settle in England. WALT evaluate the effectiveness and success of the Viking longship.
Y5	WALT explain how 'The Battle of Bosworth' marked the end of 'The War of the Roses' and the start of the Tudor period. WALT explain how Henry VIII's leadership helped to establish the Church of England. WALT compare and contrast Tudor housing with the other time periods studied and 21st Century housing. WALT compare and contrast Tudor education with other periods studied and the 21st Century education. WALT explain the reasons why the Rosetta Stone is significant to our understanding of Ancient Egypt. WALT explain how archaeologists excavated Tutankhamun's tomb and what the discovery has revealed about him.

Y6	WALT explain the events which led to the start of WWII. WALT explain how bias influenced the presentation of information in WWII. WALT explain the intent, implementation and impact of the Holocaust. WALT explain the cause and impact of the evacuation of British cities in WWII. WALT explain the purpose, impact and origin if the Commonwealth and explain the power that Queen Elizabeth II has within it. WALT explain how the journey of education has been influenced by technological developments and has impacted on British society during the reign of Queen Elizabeth II.
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Aspect:	<u>Historical Enquiry</u>
Nursery	With support from adults and their peers, begin to understand the concept of time and the passing of time.
Reception	With adult support, begin to ask questions about the past and understand some of the ways in which we find out about the past in order to answer questions.
Y1	Begin to ask and answer historical questions and understand some of the ways in which we find out about the past
Y2	Ask and answer historical questions and understand some of the ways in which we find out about the past.
Y3	With peer or adult support, begin to name some of the methods of historical enquiry.
Y4	Begin to understand some of the methods of historical enquiry
Y5	Understand some of the methods of historical enquiry.
Y6	Understand the methods of historical enquiry

Aspect:	<u>Historical Interpretation</u>
Nursery	With support from adults and their peers, identify ways of life in different periods.
Reception	Identify ways of life in different periods.
Y1	With adult support, begin to identify similarities and differences between ways of life in different periods.
Y2	Identify similarities and differences between ways of life in different periods
Y3	Begin to consider the reliability of sources of evidence.
Y4	With the support of an adult, begin to explain how and why contrasting arguments and interpretations of the past have been constructed
Y5	Begin to explain how and why contrasting arguments and interpretations of the past have been constructed
Y6	Explain how and why contrasting arguments and interpretations of the past have been constructed

Aspect:	<u>Historical Response</u>
Nursery	With support from adults and their peers, begin to use some common words and phrases relating to the passing of time.
Reception	With the support of an adult, begin to explain the concept of time and the passing of time
Y1	Use common words and phrases relating to the passing of time.
Y2	Explain the concept of time and the passing of time.
Y3	With the support of discussion with a peer or adult, begin to construct informed responses that involve the selection and organisation of relevant historical information
Y4	Begin to construct informed responses that involve the selection and organisation of relevant historical information.
Y5	Construct informed responses that involve the selection and organisation of relevant historical information.
Y6	Confidently, collate and record information appropriately.

Topic Specific Vocabulary		Key Subject Specific Vocabulary
monarch, king, queen, reign	Nursery	yesterday, tomorrow, before, after, now
Mary Anning, fossils, dinosaurs, shelter, tools	Reception	yesterday, tomorrow, before, past, after, now, past, old, new, before, after, now, time order, history
Victorian, timeline, lock-making, locks, housing, materials, technology, fashion, hill forts, iron, warfare, weapons, tribes, clans, warriors	Y1	past, old, new, before, after, now, time order, chronological order, artefacts, history, stories, significance, significant, chronology, differences
Victorian, small pox, Sister Dora, medicine, Barnardo, charity, Oba, craft workers, tools, civitas, settlement, invention, Queen Boudica, Celts, revolution	Y2	past, old, new, before, after, now, then, future, present, time order, chronological order, artefacts, history, sources, stories, significance, significant, evidence Primary source of information, Secondary source of information
Alexander the Great, conquer, empire, leaders, conquering, society, values, technology, education, Mercia, colonisation, materials, construction of housing, developments in technology, Bayeux Tapestry, Battle of Hastings, Staffordshire Hoard, weapons	Y3	BCE (Before the Common Era), AD (Anno Domini), periods, century, modern, ancient, decade, connections, contrasts, primary source, secondary source, reliable, valid, inference, evidence, ancient civilisations, archaeology, artefacts
empire, Slavery Abolition Act, reign, Empress of India, expansion, British Empire, industrial revolution, 21 st Century, invention, the British railway system, boneshaker bicycle, Monarch, Victorian Era, Viking, sovereign, treaty, Viking longship.	Y4	BCE (Before the Common Era), AD (Anno Domini), periods, century, modern, ancient, decade, connections, contrasts, primary source, secondary source, reliable, valid, inference, evidence, ancient civilisations, archaeology, enquire, enquiry, bias, opinion, interpret, artefacts
Afterlife, archaeologist, deciphered Excavating, hierarchy, hieroglyphics Pharaoh, pyramids, Rosetta Stone Sarcophagus, tomb, annul, Catholic, Church of England, dynasty, dissolution, executed heir, monarchy, Protestant reign, reformation, successor	Y5	BCE (Before the Common Era), AD (Anno Domini), periods, century, modern, ancient, decade, connections, contrasts, primary source, secondary source, reliable, valid, inference, evidence, ancient civilisations, archaeology, enquire, enquiry, bias, opinion, change, continuity, cause, consequence, purpose, artefacts
Commonwealth, government, heir, Monarch, National Curriculum, Realms, reign, ally, Allies, Axis, discrimination, evacuee, evacuated, German-occupied Invasion, liberate, military, Nazi	Y6	BCE (Before the Common Era), AD (Anno Domini), periods, century, modern, ancient, decade, connections, contrasts, primary source, secondary source, reliable, valid, propaganda, inference, evidence, ancient civilisations, archaeology, enquire, enquiry, bias, opinion, change, continuity, cause, consequence, purpose, provenance

Impact:

By the time, children leave our school they will have a wealth of knowledge relating to local, national and world history. Their knowledge is contextualised so that they have an understanding of where periods fit within a historical timeline. In addition to this, they will have also developed the skills needed to be a historian: asking enquiry questions, gathering information from primary and secondary sources and evaluating sources for reliability.

Assessment

Formative Assessment

Start and end of unit quiz

Before children begin learning about their new history topic, they will complete the history quiz. They will record their answers in the 'start' section based on what they about the period so far. After the children have gained knowledge and skills on their history topic, they will complete the quiz again by recording their answers in the 'end' section. This quiz will monitor and assess the children's progress in their knowledge and skills throughout the topic of work.

Year 5 : The Tudors				
1. During the 'War of the Roses', who were the two competing sides?	Start	End	6. How can we find out about how the War of the Roses began?	
Tudor and Windsor			Start	
York and Tudor			End	
Lancaster and Tudor				
Lancaster and York				
2. Identify the key events in the Battle of Bosworth.	Start	End	7. Which source of evidence is the least reliable?	Start
King Richard III's army met Henry Tudor's army at the Bosworth field in Leicestershire.			A photograph taken from an excavated Tudor site.	
King Edward III's army met Arthur Tudor's army at the Bosworth field in Leicestershire.			A diary entry written by an archaeologist about the War of the Roses.	
King Richard III had a larger army.			A diary entry written by Henry Tudor about the War of the Roses.	
King Edward III had a larger army.				
King Richard III died in battle.			8. Explain your answer for Q7.	Start
Arthur Tudor died in battle.				
Henry Tudor was crowned King of England.			End	
3. How did the Tudor period begin?	Start	End		
King Richard III was defeated in a battle				

King Richard III was defeated in a battle resulting in Henry Tudor becoming the King of England.			9. Put these events in chronological order	Start	End
The new heir to the throne's last name is Tudor.			Henry VIII became king.		
A female heir to the throne married Henry Tudor resulting in the change of last name.			The War of the Roses ended at the Bosworth field.		
			Church of England assembled.		
			Edward III is king of England.		
4. Why was it important for monarchs to have a male heir to the throne?	Start	End	10. Identify the primary sources of evidence.	Start	End
A male heir was important to continuing the royal line and securing the kingdom.			Diary entry written by Henry VIII about his marriage.		
Males are stronger in battle.			An information page from the Internet on the Battle of Bosworth.		
Kings are powerful leaders			Tudor tableware (knives, forks and spoons)		
5. What impact did Henry VIII's divorce have on society?	Start	End	11. Identify the secondary sources of evidence.	Start	End
			An interview from a member of Henry Tudor's army.		
			An information page from the Internet on the Battle of Bosworth.		
			Tudor non-fiction historical books.		

Teachers will record pupil progress using a table similar to the one shown below. Children's names are listed along the top of the table and each learning objective for the year group is listed along the left side of the table. After each lesson, the teacher can determine whether children have achieved or not yet achieved the objective required. This document allows the teachers to monitor attainment throughout the academic year as the children make progress and identify areas for development.

History AFL Year 5		Class:																										
Historical skills which are taught and developed throughout all topics.		Insert names																										
Historical enquiry																												
Understand some of the methods of historical enquiry.																												
Continue to develop a chronologically secure knowledge and understanding of British, local and world history.																												
Address historically valid questions about change, cause, similarity and difference, and significance																												
Devise historically valid questions about change, cause, similarity and difference, and significance.																												
Begin to understand how our knowledge of the past is constructed from a range of sources.																												
Study local history.																												
Independently, use a wide range of primary and secondary sources of information.																												
Historical response																												
Continue to develop the appropriate use of historical terminology including abstract terms such as 'empire' and 'civilisation'																												
Construct informed responses that involve the selection and organisation of relevant historical information.																												
Collate and record information appropriately.																												

[illegible]

Summative Assessment

Summative assessment judgements are made at three different points throughout a unit of work: at the end of a teaching unit, a mid-point assessment and a final year judgement. The assessment is based on the four key aspects mentioned above. Class teachers will identify the children who are working towards, age related and greater depth for each aspect. From this assessment, percentages are created for the children working at each level across the academy. Subject leaders can then use this to identify any areas of the history curriculum that need more development in addition to areas of strength. Teachers should use a wide range of evidence to reach their conclusion regarding a child's ability in history: verbal and written responses.

Learning Focus	End of Teaching Unit		Mid-Point Assessment		End of Year Assessment	
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Knowledge and understanding						

Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Historical enquiry						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Historical interpretation.						
Aspect:	Working Towards	Working at GD	Working Towards	Working at GD	Working Towards	Working at GD
Historical response						

Reporting to Parents

At the end of the academic year, the children's progress and attainment is communicated with parents in their end of year report. The report contains key statements which the children should achieve by the end of the academic year for History (the key learning). The class teacher will use their formative and summative assessment records to decide if the children have met the end of year expectations for History. In addition to this, the report statements allow parents to understand the expectations for the subject.

References:

- AQA 'GCSE History Assessment Resources', Accessed: 6th December 2021, <https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources>
- Department for Education (2014) 'History Programmes of Study: Key Stages 1 and 2 National Curriculum England', Accessed: 6th December 2021, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf
- Nfer, 'Refocusing Assessment History', Accessed: 6th December 2021, <https://www.nfer.ac.uk/publications/GTGA01/history.pdf>.