



History Teaching and Learning Policy

This teaching and learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

1.1 This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of History across the school.

1.2 The school's History subject leader is Miss Bleasby.

1.3 The school's History link governor is Alison Russell.

2. Aims and objectives

2.1 Intent

At Croft, our intent is to build a History curriculum that embeds key knowledge and skills and enables children to independently enquire, research, compare and analyse in History. Through consistent review of key knowledge and skills children will know more, remember more and understand more.

History will be part of a broad and rich curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for opportunities and experiences in later life. Enabling children to be independent, empathetic and emotionally intelligent citizens.

Our core aims are to provide a History curriculum that builds on pupils' knowledge and skills and empowers our children to be:

- Resilient
- Independent
- Emotionally intelligent

We believe that these are the three gifts that we would like to give our pupils help them to succeed as life-long learners and children of God. The 'giving' of these gifts are what drive the curriculum at Croft school.

The development of pupils as learners of the future is at the heart of what we are trying to achieve at Croft School. We want our children to be happy Historians who are confident, reflective, and resilient.

2.2 Implementation

Our curriculum provides pupils with rich, deep, inter-connected curriculum contexts to develop their skills of resilience, independence and emotional intelligence. These key curriculum elements are woven into our coherently planned, sequenced, enquiry-led learning units. This is supported by an approach that highly values metacognition and self-regulated learning. Whilst developing key skills and vocabulary in history to allow pupils to develop as knowledgeable and skilful Historians, learning in History also supports pupils to debate, enquire, compare, contrast

and engage in social action projects to have a positive impact the lives of others. Teaching promotes the development of pupils' resilience to become confident and inquisitive Historians.

2.3 Impact

Our History curriculum ensures that our children develop detailed knowledge and skills across the curriculum and, as a result, achieve exceptionally well which is reflected in consistently high outcomes for our pupils.

Our pupils will:

- know more, remember more and understand more
- understand and develop their historical skills, concepts, knowledge and attitudes.
- will be confident to debate, compare, contrast and enquire about the past
- understand and use key historical language which will be built upon as they move on through the school
- be independent and motivated thinkers who are inspired to find out more about the past
- reflect upon their progress and learning and feel happiness in what they have achieved.
- learn lessons from history to influence the decisions they make in their lives in the future developing emotional intelligence and their empathy for others.

Our pupils are continually growing as resilient, independent and emotionally intelligent learners and citizens.

3. Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We consider the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 Pupils will work independently, in pairs, small groups and larger groups in structured and unstructured ways. Our History curriculum encourages children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on what helps and what makes it difficult for them. In addition to the curriculum knowledge that we deliver we also aim to develop children's learning to learn skills; life-long skills that will play a major role in their learning both at school and in later life.

These include:

- Observation and reflections skills
- Group work and team work skills
- Problem-finding and problem-solving skills
- Creative thinking skills and imagination
- Analysis, logic, reasoning and synthesis
- Lateral thinking skills
- Listening skills
- Research skills (including locating and managing)
- Resources, questioning, skimming, scanning
- Comprehension; (summarising, note-making)
- Personal organisation skills
- Presentation skills
- Peer teaching and learning skills
- Evaluation skills
- Personal and collaborative decision-making skills
- Time management skills
- Memory skills
- Leadership skills
- Social skills
- Digital literacy skills

4. Curriculum Design

4.1 Curriculum

We use the History National Curriculum and Key Stage expectations to plan our curriculum. Our curriculum aims to ensure that all pupils: receive a high-quality History education that will help pupils gain a coherent knowledge and

understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our History curriculum will help pupils 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 their time.

4.2 Content

In Early Years we use Development Matters 'People and Communities' to guide teaching and learning. However, some objectives have also been added to ensure a smooth transition from the EYFS to the NC. By the end of each key stage, pupils are expected to know, apply and understand the skills and processes associated with the following content:

Early Years Foundation Stage

Pupils explore the past through a combination of child initiated and adult directed activities. They have opportunities to:

- talk about past and present events in their own lives and in the lives of family members
- learn and know about similarities and differences between themselves and others, and among families, communities and traditions
- learn and understand how and why some people's lives were different in the past
- learn about significant individuals and events from the past, some within their own locality

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils are taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in- depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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

4.2 How does the school ensure curriculum coverage?

The History subject leader is responsible for developing the school's curriculum intent and ensuring that it is implemented consistently and effectively and is having an impact across the school.

The subject leader works with other subject leaders across the school to make relevant links between learning focuses and the co-curriculum. History and Geography drive the curriculum at Croft. The History curriculum operates on a two year rolling cycle from Early Years to Year 6 and ensures full curriculum coverage of learning focuses (see appendix 1 – History Long Term Map). Each topic the children study builds on key knowledge in a sequentially Teachers should also plan lessons which allow children to recap previous learning; allowing children to know more and remember more.

4.3 Curriculum Organisation

The History curriculum is organised so that key knowledge and key vocabulary are built upon sequentially to ensure that learning is deep and embedded. The subject leader developed a progression in Historical key vocabulary and key skills document to communicate this (see appendix 2 – Historical Key Vocabulary Progression Map and appendix 3 –Historical Knowledge milestones).

Learning overviews for each topic will layout topic specific vocabulary and knowledge of each topic.

We also have five 'golden threads' which run through our History Curriculum: **Achievements, Beliefs, Housing, Food and Life of the child.** These allow children to contrast and compare their historical knowledge and revisit previous leaning.

4.4 Planning

Using the History long-term map and progression in key vocabulary and milestones documents, learning is structured into learning units (see appendix 4 – History Learning Unit Overviews). The subject leader produces learning unit overviews for staff that summarise key aspects of learning in History.

The school uses a cross-curricular approach to planning History and uses 'WOW' experiences to engage pupils' interest, often at the outset of learning. This is intended to motivate and stimulate the children's curiosity for the topic. However, teachers should be ensure children know they are studying the discipline of history and follow the 8-step lesson structure.

5.0 Teaching

Learning Units

5.1.1 Each learning unit will usually last around 6-8 weeks. Learning unit overviews provide key medium term planning for teachers to follow. They include: key learning focus; learning theme; learning objectives; vocabulary; resources; assessment tasks; assessment criteria and suggested links to social action, cultural capital and opportunities to debate.

5.1.2 Learning Unit Structure

Each Learning Unit begins with a focus on an historical moment in time, where historical skills and vocabulary are discussed. Children explore this focus from a skilful, knowledgeable and inquisitive viewpoint. They build their knowledge and skills from their research and modelled teaching. The final, teacher-assessed piece of work, in each learning unit, demonstrates a child's knowledge and understanding of the learning focus studied.

5.2 Lessons

High quality History teaching involves drawing on a range of strategies that are closely matched to the learning objectives of the lesson. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able. Learning objectives reflect this and are used to measure the outcomes of the lesson.

Lessons are not always the same, however teachers will always ensure that:

5.2.1 All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.

5.2.2 The leaders and experts in the classroom are the adults. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.

5.2.3 Staff are always ready for pupils as soon as they enter the room with work and resources prepared.

5.2.4 Learning objectives and key vocabulary are visually shared and discussed with pupils at the outset of learning. Learning objectives are used to measure the outcomes of the lesson. Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.

5.2.5 Learning objectives and the date are written and underlined (with a ruler) at the top of the page in pupils' topic books

5.2.6 'Thinking Frames' are the only form of worksheets that are be used to ensure that pupils remain focused on key learning skills. Pupils are taught to talk about the learning skills that they are developing.

5.2.7 Learning is differentiated. The teacher will use resources such as: word mats, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs.

5.2.8 Learning is pitched to meet all children's needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.

5.2.9 Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning. Teachers provide TAs with examples of questions prior to learning.

5.2.10 Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.

5.2.11 Adults consistently and overtly praise and value 'hard work' and 'making mistakes' so that pupils feel empowered to take risks in their learning and develop resilience.

5.2.12 Adults promote a culture of independence and enable pupils to solve their own problems and not do this for them. They work hard to help pupils to 'help themselves'.

5.2.13 There is a school expectation that pupils work in silence when working independently and that pupils raise their hand if they would like to speak and not 'shout out' or get out of their seat to get an adult's attention. Staff ensure that that this always happens.

5.2.14 Staff have the same high expectations of handwriting and spelling in History. Pupils are challenged to rectify this swiftly and consistently.

5.2.15 Lessons are concluded with a reflection activity where pupils assess their own learning and each other's. Pupils are provided with an introduction to where the learning will go to next.

5.3 What resources are available?

The History subject leader is responsible for planning, ordering, managing, organising History resources. The basics include: a timeline visible in KS1 and KS2, relevant artefacts for the topics being studied, iPads and laptops and relevant topic information books and fiction books.

There is an annual resources budget available for the subject leader of £350

6. Assessment

6.1 Formative assessment and feedback

Pupils' topic books provide the main evidence for formative assessment. However, pupils are also observed when they are working and are assessed against learning outcomes using the school's one-page learning evaluation and feedback summary sheet.

6.1.1 All work in pupils' topic book is marked using the schools marking and feedback policy. Standards of work should reflect that of the standard of work in other subjects such as English.

6.1.2 Sometimes teachers will assess learning using the school's one-page learning evaluation and feedback sheet. This form of assessment reduces teacher workload and provides opportunities for teachers to assess all pupils swiftly. Outcomes of one page learning and feedback sheets are shared with pupils either at the end of the lesson or the beginning of the next lesson.

6.1.3 Mini plenaries are used during learning to assess and provide consolidation opportunities for pupils at transition points within a lesson. Pupils are also provided with 'live' individual feedback as pupils work by teachers and teaching assistants.

6.1.4 Peer to peer feedback and reflection is used regularly as an essential part of learning in History.

6.1.5 Historical knowledge and skills are assessed using pre and post learning quizzes. These can be found within children's topic books

6.1.6 The subject leader maintains a portfolio of examples of pupils' work to support assessment judgements and moderation.

6.1.7 Instant displays using a 'washing line' are used to exhibit whole class work and demonstrate that pupils' work is highly valued.

6.2 Summative assessment

Across each key stage, pupils are assessed against the following key assessment criteria:

Early Years

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1

Can recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Can recall events beyond living memory that are significant nationally or globally

Understand the lives of significant individuals in the past who have contributed to national and international achievements.

Can recall historical events, people and places in my own locality.

KS2

Can recall and understand changes in Britain from the Stone Age to the Iron Age

know about the Roman Empire and its impact on Britain

Know about and understand Britain's settlement by Anglo-Saxons and Scots

Know about and understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Have carried out and understood a local history study

Have carried out and understood a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared

Understand Ancient Greece – a study of Greek life and achievements and their influence on the western world

Know about and understand a non-European society that provides contrasts with British history

Pupils are assessed as either:

Emerging		Pupil is beginning to make simple connections within the assessment focus.
Developing		Pupil has started to develop an understanding of skills and ideas around the assessment focus.
Confident		Pupil has reached a good level of independence.
Competent		Pupil is skilled, independent and able.
Fluent		Pupil is highly able and can coach others.

At the end of the year, a judgement is made as to whether a pupil is 'on track' to complete the key stage as: working towards expectations, working at expectations or working above expectations. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

7. The role of pupils

7.1 Our pupils will:

- value themselves and each other as historians
- try hard and persevere with their learning
- take pride in the presentation of their topic book
- respect and value history resources and materials
- model positive attitudes to learning
- develop themselves as historians though developing an inquisitive mind
- listen to others well and be respectful towards adults and each other

8. The role of Staff

8.1 Teachers and teaching assistants are responsible for the delivering high quality teaching and learning. They will:

- Implement the school's History Teaching and Learning Policy rigidly to ensure consistent practice across the school
- Model an enthusiasm for History
- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition
- Ensure that pupils are taught how to organise and effectively manage their learning independently
- Plan lessons that consider prior attainment, individual learning needs, different learning styles so that all students can access the curriculum and make at least good progress
- Use questioning styles to stretch and challenge students
- Keep up to date with their History subject knowledge and pedagogical approaches to learning
- Be acutely aware of students who are not making progress in History and plan timely interventions to ensure that good progress is made

8.2 The History subject leader is responsible for the overall leadership and management of History across the school. They will:

- Maintain an effective History subject leadership file.
- Create and implement an annual History action plan and monitor and evaluate progress towards targets.
- Ensure that adequate and appropriate resources are stocked.
- Monitor the quality of teaching of History (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews)
- Maintain History teaching and learning monitoring records.
- Maintain a termly updated History One Page Leadership Summary.
- Ensure that the school's History Teaching and Learning Policy and subject information on the school website are accurate and up-to date.
- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in History
- Access and record History CPD and maintain personal subject knowledge and skills.

- Have high expectations of themselves within the role of History subject leader and of others in the implementation of the History Teaching and Learning Policy.

9. The role of the History link governor.

9.1 The History link governor will support, monitor and review the History Teaching and Learning Policy.

In particular they will:

- Monitor the effectiveness of the school's History teaching and learning policy through the school self-review processes.
- Complete two governor monitoring visits each year alongside the History subject leader.

10. The role of parents

10.1 Parents have a fundamental role to play in helping children to learn. We expect that parents will be supportive of the implementation of the school's History teaching and learning policy.

10.2 To support children with weekly homework. 'Brain teasers' will be sent home via our online learning platform seesaw. Parents should be supportive of children researching the weekly questions. Children will then be tested in school.

Information to assist parents in supporting their children will be provided.

Appendix 1:

Subject: History (Route A)

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
	<i>1st Half</i>	<i>2nd Half</i>	<i>1st Half</i>	<i>2nd Half</i>	<i>1st Half</i>	<i>2nd Half</i>
EYFS	Talk about the lives of the people around them and their roles in society All about me/people who help us	<i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i> Bonfire Night & Christmas	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society Homes of the past	Understand the past through settings, characters and events encountered in books read in class and storytelling Easter/Lent	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Croft and Lewis Carol/Africa	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Transport/ Seaside/pirates
KS1	Changes within living memory <i>Significant historical events, people and places in their own locality</i> Me, Myself and I (toys of the past)	The lives of significant individuals in the past who have contributed to national and international achievements Turrets and Tiaras (Queen Elizabeth) Richmond Castle	Events beyond living memory that are significant nationally or globally The Great Fire of London Significant People Samuel Pepys		<i>Significant historical events, people and places in their own locality</i> Journey to Carroll Place Lewis Carroll	<i>Significant historical events, people and places in their own locality</i> Does Whitby have the world's best fish? – History of Whitby fishing
Lower KS2	The achievements of the earliest civilizations Ancient Egyptians	The achievements of the earliest civilizations Ancient Egyptians (1/2 weeks on WW1/W2 also to be covered)		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 How might St Peter's Church have been different if it was not for Henry 8th?	Ancient Greece – a study of Greek life and achievements and their influence on the western world How has Ancient Greece influenced your life?	Ancient Greece – a study of Greek life and achievements and their influence on the western world How has Ancient Greece influenced your life?
Upper KS2	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The Vikings	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The Vikings			Changes in an aspect of social history Crime and Punishment	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A local history study Railway Revolution

Subject: History (Route B)

	Autumn		Spring		Summer	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
EYFS	Talk about the lives of the people around them and their roles in society All about me/people who help us	<i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i> Bonfire Night & Christmas	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society Homes of the past	Understand the past through settings, characters and events encountered in books read in class and storytelling Easter/Lent	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Croft and Lewis Carol	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Transport/ Seaside
KS1	Changes within living memory <i>Significant historical events, people and places in their own locality</i> Me, Myself and I (schools of the past – Croft – how has it changed?)	The lives of significant individuals in the past who have contributed to national and international achievements Space –Neil Armstrong	The lives of significant individuals in the past who have contributed to national and international achievements Explorers - James Cook	Significant historical events, people and places in their own locality Events beyond living memory that are significant nationally or globally Transport - trains – George Stephenson	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Nurturing Nurses – Florence Nightingale & Mary Seacole	Significant historical events, people and places in their own locality. The seaside – Saltburn
Lower KS2	Changes in Britain from the Stone Age to the Iron Age Stone age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age Stone age to the Iron Age (1/2 weeks on WW1/W2 also to be covered)			The Roman Empire and its impact on Britain Romans	The Roman Empire and its impact on Britain Romans
Upper KS2	<i>Britain's settlement by Anglo-Saxons and Scots</i> Why was Britain an easy target for the Anglo Saxons and Scots?	Britain's settlement by Anglo-Saxons and Scots A Local Study (Bede's World) Why was Britain an easy target for the Anglo	Non-European society that provides contrasts with British history (Mayan civilization) Do you pay enough for your chocolate bars?	Non-European society that provides contrasts with British history (Mayan civilization) Do you pay enough for your chocolate bars?		

		<i>Saxons and Scots? (1/2 weeks on WW1/W2 also to be covered)</i>				
--	--	--	--	--	--	--

Appendix 2:

History Key Vocabulary Progression Map

History			
Progressive Technical Vocabulary			
EYFS	Years 1/2	Years 3/4	Years 5/6
old, new, past, ago, family tree, year, long ago, before you were born, now, then, yesterday, last week, here, last year, hours, weeks, future, celebrate	present, decade, century, compare, contrast, analyse, enquire, primary source, chronological, secondary source, evidence, timeline, modern, date, order, similar, sorting, generating ideas, different, detective, opinion, artefact, when I was little, since I was born, famous, event(s), queen, king, rule, years, difference, object, picture, photograph, explain, used for, before I was born, when I was younger, sequence, chronological order, earlier later, local area, historical event, when grandparents were young, Britain parliament, older person, source, research, discovery, perspective	BC/AD, ancient, period. Brits, settlers, settlement invaders/invasion, conquer(ed), conquest, combat, archaeologists, excavate, evidence, similarities/ differences, information finding, skills, historical information, historian, recent history, time difference, religious differences, wealthy poor, accurate picture of the past, version, historical argument, point of view, agriculture, colony, emigrant, emperor, empire, migration, classify, compare/contrast, identify relationships, predicting outcomes, drawing conclusions, civilisation, dynasty, international	Comparison, role of Britain, Christian values, crime, punishment, hypothesis, societies, summarise, major influence world history, civilizations, changes/ continuity, persuade, viewpoint, propaganda, millennia, eras, aristocracy, conquest, continuity, court, crusades, dark ages, execution, oral history, slave, domino effect, archive, diplomacy, reform, treaty
Challenging			
Year 1/2 words	chronological order, recent history, historical event, past/present, succeed/succession, locality, democracy eye-witness account	distress, bloodshed, specific reason, way of life, dictated, availability, food sources, developments, inventions impact on health/education, aspect	advancements, helped/ hindered, relationships, mono-cultural/ multi-cultural society, interpretations, significant, epochs, causation, heresy, conscription

History Knowledge Milestones

Croft Church of England primary School History Vital Knowledge Milestones Golden Threads: Achievements Beliefs Housing Food Life of the child		
History Vital Knowledge Mile Stone 1 (by age 5 years)		
Subject/Topic Knowledge	Technical Knowledge	Conceptual knowledge
<p>Talk about the lives of the people around them and their roles in society:</p> <ul style="list-style-type: none"> ▪ I know who is in my family ▪ I can name 3 ways I have changed since I was a baby ▪ I can name at least 3 job roles and explain what they do ▪ I know that things happened in the past before I was born such a by parents/carers were children <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class:</p> <ul style="list-style-type: none"> ▪ I know some everyday household appliances were not invented in the past: washing machine, fridge, TV, laptop, mobile phone ▪ I know family life was different in the past and that a mother did not normally work ▪ I know methods of transport such as cars, planes and trains were not invented in the past and that people travelled by other methods such as a horse. ▪ I know people did not have luxuries such as sweets in the past and eggs and flour were considered to be 'luxuries' (Easter/lent). ▪ I know people did not travel abroad on holiday and took holidays to the seaside <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <ul style="list-style-type: none"> ▪ I know Guy Fawkes is and that he tried to blow up the houses of parliament ▪ I know about Remembrance Sunday and why we remember it ▪ I know that the first steam train was invented by George Stephenson near to Darlington ▪ I know that as an Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean ▪ I know Florence Nightingale was a special nurse from the past ▪ I know Lewis Carol was a famous Author who lived in Croft 	<ul style="list-style-type: none"> ▪ I know that History means looking things that have happened in the past (before now) ▪ I know how I can find about the past in books, the internet, visiting places or from people. 	<ul style="list-style-type: none"> ▪ I know that the time before now is called the past.
<p>now, yesterday, last week, when I was younger, when I was born, when I was a baby, old, new, invented past, transport, George Stephenson, Florence Nightingale, abroad, Amelia Earhart</p>		
History Vital Knowledge Milestone 2 (by age 7 years)		
Subject/Topic Knowledge	Technical/Discipline Knowledge	Conceptual Knowledge
<p>Changes within living memory that reflect changes in national life:</p> <ul style="list-style-type: none"> ▪ I know and can name at least 3 toys that my grandparents/parents played with. ▪ I can name 3 ways in which school life at Croft was different in the past ▪ I know and can name at least 3 ways in which Croft has changed since my parents/grandparents were children <p>Significant national events from beyond living memory:</p> <ul style="list-style-type: none"> ▪ I know the great fire of London started on 2nd September 1666, how it started, why it was a significant event, and at least 1 way it impacted on future life. ▪ I know the first steam train was built in 1825 by George Stephenson. <p>Significant local historical events, people, and places:</p> <ul style="list-style-type: none"> ▪ I know the first moon landing took place in 1969, why it was a significant event, and how it impacted on future life. ▪ I know the significance of the seaside town Saltburn and can name at least 3 ways it was different in the past ▪ I know the significance of the seaside town Whitby on the fishing industry 	<p>Chronology</p> <ul style="list-style-type: none"> ▪ I know some everyday words and phrases to describe the passing of time. ▪ I know how to sort people, events, or objects into 'now' and then categories. ▪ I know how to place people and events into a chronological framework. ▪ I know how to compare aspects of life today with the same aspects from another historical period being studied. <p>Enquiry</p> <ul style="list-style-type: none"> ▪ I know that a primary source is a work that gives original information. It is something that comes from a time being studied or from a person who was involved in the events being studied. ▪ I know that a secondary source is a document or recording that writes or speaks about information that is one step removed from the original source. ▪ I know I can use sources of information to ask questions about the past and past events. ▪ I know I can use artefacts, pictures, recounts, desktop research and databases to find out about the past and past events. <p>Communication</p>	<ul style="list-style-type: none"> ▪ I know that the time before now is called the past. ▪ I know that history is the study of the past and changes that have occurred as time has passed. ▪ I know that we know about the past from the things that have been left behind. ▪ I know the different ways in which the past is represented (pictures, paintings, books, diary entries, timelines). ▪ I know the similarities and differences in the lives of people during the same period of time (eg Rich and Poor) ▪ I know the similarities and differences between lives at different historical times. (Continuity and change) ▪ I know why people did things and why events happened. (Cause and consequence)

<p>About the life of a significant individual in the past who has contributed to national achievements:</p> <ul style="list-style-type: none"> ▪ I know who Queen Elizabeth the 1st is and how she contributed to national achievements ▪ I know that Lewis Carol lived in Croft in St. Peters Church and wrote the novel 'Alice in Wonderland' ▪ I know Lewis Carroll lived in Croft during the Victorian era ▪ I know Neil Armstrong was the first man to walk the moon in 1969 ▪ I know that James Cook was British explorer, navigator, cartographer, and captain in the British Royal Navy, famous for his three voyages between 1768 and 1779. ▪ I know that George Stephenson built the first steam train from Stockton to Darlington ▪ I know Florence Nightingale was a nurse in the Crimean War. ▪ I know Mary Seacole was British-Jamaican nurse and businesswoman who set up the "British Hotel" behind the lines during the Crimean War. 	<ul style="list-style-type: none"> ▪ I know how to copy maps and diagrams that help explain historical time periods. ▪ I know how to talk about important people, places, and events in a historical recount. ▪ I know how to describe the differences in aspects of life when comparing two different historical periods. 	
<p>A long time ago/long ago Calendar Centuries Change Civilisation Date Decades Discovery Event Evidence Explorer Fact Global Here/then/now Historian Historical Impact Invention King and Queen Last Week Last Year Locality/Local Museum Nation Nation's history Newer Observe Older/Newer Opinion Parliament Past Present Recently Question Sequence Source Timeline Workhouse Yesterday</p>		

Appendix 4:

History Learning Unit Overviews (example)

History		Rational for topic	Golden Threads
<p>Learning Focus: Significant historical events, people and places in their own locality</p> <p>Learning Theme: Journey to Carroll Place</p> <p>Group/s: Year 1/2</p> <p>Term: Summer 1</p>	<p>Social Action: Plan an event in school which involves community such as an Alice in Wonderland afternoon tea</p> <p>Cultural:</p> <p>Debate: Is Croft the best place to live?</p> <p>Trip or WOW moment: Walk around the village following clues to find 'Carroll Place'</p>	<p>This topic gives children to opportunity to find out about what life may have been like for a child in Croft and how Croft has changed. In Y4/4 children will learn about the reformation of the church. This gives children an early understanding of the importance of the church in Croft and also about Lewis Carroll the Author of Alice and Wonderland who lived there as a child. Children can also draw on their prior learning from schools/toys of the past.</p>	<p>Achievements</p> <p>Beliefs</p> <p>Housing</p> <p>Food</p> <p>Life of the child</p>
Learning Objectives (skills, knowledge, understanding)			
<ul style="list-style-type: none"> I know Lewis Carroll was a famous author who wrote Alice in Wonderland and lived in St. Peters Church in Croft I know Lewis Carroll lived in Croft during the Victorian era I know and can name at least 3 ways in which Croft has changed since Lewis Carroll lived here I know three toys children played with at the time Lewis Carroll lived in Croft I know the differences for the life of a child in 1843 (when Lewis Carroll lived here), when my parents were children and now I know how to use primary and secondary sources to find out information about the past 			
Vocabulary			
Technical		Specific	
<p>here, today, now, then, yesterday, last week, last year, x years ago, a long time ago, hours, weeks, future, past, present, year, decade, century, compare, contrast, analyse, enquire, primary source, chronological, secondary source, evidence, timeline, modern, date, order, similar, different, detective, opinion, artefact</p>		<p>Croft, Lewis Carroll, St. Peters, church, rector, Alice in Wonderland, village, Victorian</p>	
Resources			
<p>https://www.bbc.co.uk/tees/features/tees_trail/tees_croft.shtml</p> <p>St. Peters Church</p>			
Assessment Task			
<p>Pre and post learning quiz, discussion carousel</p>			
Assessment Criteria			
<p>Clear embedded knowledge from discussion carousel</p>			
Teaching sequence			
<ol style="list-style-type: none"> Pre Learning quiz & who is Lewis Carroll and why is he significant? How does this compare with the achievements of other local significant people we have studied (e.g. George Stephenson, James Cook)? Debate. What was life like in Croft when Lewis Carroll was a child? What toys did children play with? Draw on knowledge from prior topics (toys topic), how does this compare? Using primary and secondary sources. Using prior knowledge can I name differences and similarities I can identify what life was like for a child when Lewis Carroll lived in croft, when one of our parents may have lived in Croft and now? Post learning carousel and quiz. 			