

# Our Curriculum for History

## Aims

At Totley All Saints, we aim to ensure that all pupils:

- know and understand the history of these islands as a **coherent, chronological narrative**, from the **earliest times to the present day**: **how people's lives have shaped this nation** and **how Britain has influenced and been influenced by the wider world**
- know and understand significant aspects of the **history of the wider world**: the nature of **ancient civilisations; the expansion and dissolution of empires**; characteristic **features of past non-European societies; achievements and follies** of mankind
- gain and deploy a historically grounded understanding of abstract terms such as **'empire', 'civilisation', 'parliament' and 'peasantry'**
- understand historical concepts such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to **make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts**, including written narratives and analyses
- understand the methods **of historical enquiry**, including **how evidence is used** rigorously to make historical claims, and discern how and why **contrasting arguments and interpretations of the past** have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the **connections between local, regional, national and international history**; between **cultural, economic, military, political, religious and social history**; and between **short- and long-term** timescales.

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## History: Key stage 1

### Knowledge & Skills

**Early learning goal – people and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

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.

NC Programme of study	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Identify similarities, differences and changes in <b>education and schooling</b> for our parents and grandparents.</li> <li>Identify similarities, differences and changes in <b>toys and entertainment.</b> (comparing now to the Victorian times)</li> <li>Identify similarities, differences and changes in <b>houses and hygiene.</b> (comparing now to the Victorian times)</li> </ul>	<ul style="list-style-type: none"> <li>Know about the significance of Remembrance Day, and why we commemorate it.</li> <li>Learn about the <b>Education Act of 1870</b> and how this established a framework for national change.</li> <li>Know about the festival of the Chinese New Year; when celebrations began, and how and why it is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>Examine why Queen Victoria was a significant monarch and know about her life.</li> <li>Know about aspects of national life within Queen Victoria's reign and compare these with modern times.</li> <li>Know about Neil Armstrong's achievements and how these were significant nationally and internationally.</li> </ul>	<ul style="list-style-type: none"> <li>Know when TASS was built.</li> <li>Know who the first Head teacher at TASS is.</li> <li>Know about some of the first families who came to TASS.</li> <li>Use different sources of information to learn about the past.</li> </ul>

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<b>Year 2</b>	<ul style="list-style-type: none"> <li>Know how people fight fires today and how this compares with equipment and strategies used to tackle the Great Fire in 1666.</li> <li>Know how seaside holidays were different for our parents and grandparents and compare these with holidays today.</li> </ul>	<ul style="list-style-type: none"> <li>Know what London was like before The Great Fire.</li> <li>Know how the Great Fire of London started and what happened to the people and buildings.</li> <li>Know who Samuel Pepys was and how he has contributed towards historical records.</li> <li>Know about Christopher Wren's influence over rebuilding the city.</li> <li>Know what the seaside was like in the Victorian era.</li> <li>Know how and when people travelled to the seaside in Victorian times.</li> <li>Know what people wore and how they entertained themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Know who Florence Nightingale was, about her achievements in the Crimea and how her ideas have influenced modern nursing today.</li> <li>Learn about Edith Cavell and compare aspects of her life and achievements with those of Florence Nightingale's.</li> <li>Compare and contrast nursing at the time of the Crimea and WW1 with nursing today.</li> <li>Know who LS Lowry was and why he is famous.</li> </ul>	<ul style="list-style-type: none"> <li>Know that confectionary firms like Simpkin &amp; Co. have been producing sweets for generations from their base in Sheffield.</li> <li>Investigate how sweet factories and appetites have changed over time.</li> </ul>
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## History: Lower Key stage 2

### Knowledge & Skills

<b>NC Programme of study</b> <small>Pupils should be taught</small>	<p>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.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>				
	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know about periods of the Stone Age and how life changed within these, and has influenced life today.</li> <li>Know how Britain changed from the Stone Age to the Iron Age.</li> <li>Know how Britain changed from the end of the Iron Age to the end of the Roman occupation.</li> <li>Know how far the Roman Empire spread and understand the role the Roman army played in this.</li> <li>Know how the Roman occupation of Britain helped to advance British society.</li> <li>Know how there was resistance to the Roman occupation and know about Boudica.</li> <li>Know about at least one famous Roman emperor.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a chronological understanding of how the city of Sheffield has changed &amp; developed over time.</li> <li>Ask &amp; answer questions about change, cause, similarity, difference &amp; significance.</li> <li>Understand how our understanding of the past comes from a range of sources.</li> <li></li> </ul>			

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Know who the Anglo-Saxons and Scots were and when and why they invaded Britain.</li> <li>• Know about key features of life in Anglo-Saxon Britain.</li> <li>• Describe some artefacts that have been discovered.</li> <li>• Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the achievements of the Ancient Egyptian civilization (agriculture, construction, mathematics, writing system, medicine).</li> <li>• Understand what was important to people during ancient Egyptian times describe what life was like.</li> <li>• Compare the powers of Egyptian gods.</li> <li>• Raise questions when confronted with an artefact in order to understand more about this ancient civilisation.</li> <li>• Understand the use of hieroglyphs as a form of communication and recording.</li> <li>• Understand and explain the rituals of mummification.</li> </ul>		
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## History: Upper Key stage 2 Knowledge & Skills

<b>NC Programme of study</b> <small>Pupils should be taught</small>	<p>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.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>				
	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Know where the Vikings came from.</li> <li>• Know how and why the Vikings invaded Britain.</li> <li>• Know how some kings in Britain dealt with the Viking invaders.</li> <li>• Understand how Vikings lived and worked.</li> <li>• Understand what happened during the Viking invasions and know what Viking warriors were like.</li> </ul>	<ul style="list-style-type: none"> <li>• Know when TASS was first opened.</li> <li>• Identify key historical points within the school's history.</li> <li>• Compare similarities and differences between the school in the past and now.</li> <li>• Know how the Totley tunnel was built.</li> <li>• Understand how the building of the tunnel links with wider issues of the time.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand where the Ancient Greek civilization comes in the context of major historical events on a timeline.</li> <li>• Understand why the Greek Empire spread so widely.</li> <li>• Know how the political system of Ancient Greece worked and compare with modern political systems.</li> <li>• Know what daily life was like for people in different areas of Ancient Greece and how that compares to life today.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Identify and describe Viking artefacts.</li> <li>Know some Viking gods and what they represent.</li> </ul>	<ul style="list-style-type: none"> <li>Identify other key buildings within the local area.</li> </ul>		<ul style="list-style-type: none"> <li>Use examples of Ancient Greek art to understand what the Ancient Greek Olympics were like.</li> <li>Know about the various myths and legends surrounding Greek Gods and Goddesses.</li> <li>Understand the Trojan War from a variety of viewpoints.</li> <li>Understand the causes of the Battle of Marathon.</li> <li>Know what the diet of Ancient Greeks was like.</li> </ul>	
<p><b>Year 6</b></p>		<p><b>Knowledge</b> To understand how national history affected our local area - Bombing of Sheffield and Derby, WW2 Aircraft wrecks in the Peak District - evacuation, rationing, blackout propaganda etc To understand significant turning points in British history</p> <ul style="list-style-type: none"> <li>Britain declaring war on Germany</li> <li>Dunkirk evacuation</li> <li>D-day landings</li> </ul> <p>To know about the changes in an aspect of social history - Roles of Women (working outside the home)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>Select sources independently and give reasons for choices</li> <li>Analyse a range of source material to promote evidence about the past</li> <li>Construct and organise response by selecting and organising relevant historical data</li> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> <li>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> <li>Give reasons why some events, people or developments are seen as more significant than others</li> </ul>			<p><b>Knowledge</b> Who was making history in faraway places?</p> <ul style="list-style-type: none"> <li>Know that the Mayan Civilisation existed c. AD 900.</li> <li>Know about the ways in which the Mayan civilisation was considered to be sophisticated (from architecture, to cuisine, sport, astronomy, language, the numerical system and art).</li> <li>Explore contrasts between Mayan society and British history.</li> <li>Know about the ways in which Mayans worshipped and appeased their gods.</li> <li>Understand that historical questions still remain, such as where the Mayans came from, how they built and sustained their civilisation and how their empire collapsed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>Select sources independently and give reasons for choices</li> <li>Analyse a range of source material to promote evidence about the past</li> <li>Construct and organise response by selecting and organising relevant historical data</li> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>

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