

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

History

Intent:

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

Our young historians will gain a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical aspects. Our children will leave us feeling inspired and curious to find out even more.

We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry.

We will deliver an ambitious, motivating and knowledge-rich curriculum that:

- Gives children a deep chronological understanding of the UK and the local area, including its interactions with the wider world.**
- Systematically develops a wide and deep understanding of historical substantive concepts, such as invasion, peasant and democracy.**
- Exposes children to significant ancient civilisations, empires and non-European societies.**
- Draws connections between different aspects of local, regional, national and international history.**
- Uses timelines to support organisation of substantive knowledge of key events and time periods.**
- Develops the disciplinary knowledge essential to developing historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence.**

History

This process of knowledge acquisition begins in Reception with a focus on local history and familiar aspects of the past. Learning about the immediate world around them is the ideal foundation for later composite learning in Key Stage 1 and 2.

Children, in KS1, also study the example of Florence Nightingale as being a significant individual from the past who has contributed to national achievements by being the founder of modern nursing, and compare the historical sources about Florence Nightingale and Mary Seacole. . This component learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways.

In Key Stage 2, children' chronological frameworks are further developed, at a local, national and international level. This includes a focus, for example, on the Romans, Anglo-Saxons and Scots, Ancient Greece, Mayans and World War 2. Whilst developing this wider chronological understanding of history, our children build and add to timelines through the year groups to ensure they can reference and refer to events from prior learning. Disciplinary knowledge also continues to be systematically developed accordingly, in tandem with this substantive knowledge.

We use our local area as much as possible, exploring the history of our schools, of Pateley Bridge and Glasshouses and of the Nidderdale area in general.

History

Implementation:

Teachers are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of 9 lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Pupils are taught about abstract such as continuity, significance, chronology, cause and effect. These concepts are taught explicitly and previous knowledge is recalled when new knowledge is introduced.
- Visual timelines are used in each class and built up over the year. Pupil keep a timeline in the front of their history books and add to this over time.
- Our golden thread in history are chronology, change and cause and effect. These have been chosen to encourage the children to think, speak and write like historians.
- Opportunities are provided for pupils to read and hear appropriately challenging texts and encounter rich stories.
- Learning logs are used throughout the unit to allow teachers to address misconceptions and historical inaccuracies.
- History prepares pupils for life in Modern in Britain by encouraging them to question and challenge, as well as learning about diverse characters and situations, such as Germany before WW2.

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History

Implementation:

Prior to Session 1	Children complete a Essential Knowledge Check 1 (prior knowledge that needs to be in place in order to built on new learning as per the sequential knowledge grids) so that the teacher can plan how to close any knowledge gaps or address any misconceptions.
Session 1	<p>Teaching gaps in knowledge and misconception (these will need to be revisited) Share the learning journey for new knowledge - the connections between prior knowledge an the new knowledge need to be made explicit(i.e. what links to what) to the children as you are building on prior knowledge - explain that they needed to know, in order to built into their schema. Share the big question and explain what they will be learning to enable us to answer this. (Metacognition)</p> <p>Share Knowledge Organiser with vocab and sticky knowledge.</p>
Session 2	<p>Recapping new vocabulary/connecting previous vocabulary.</p> <p>Verbal recalling of previous learning. Carefully plan the introduction to the new unit of learning - engaging and inspiring, awe and wonder (not just PowerPoints) Share the learning journey again - what are we learning today and why.</p> <p>Using CPD on Being a Great teacher - explicit modelling, questioning etc. Teacher modelling and work for children to show how far they have met the intended outcome.</p>

History

Implementation:

Session 3	<p>Teaching session 3 - Verbal retrieval - lesson matched to learning journey. Using day to day assessment to identify any gaps and misconceptions - adapt lesson for these.</p> <p>Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context.</p> <p>Mini Knowledge Check 1 - True or False (4 questions)</p> <p>Lesson objectives taught - explicit modelling and discussion.</p>
Session 4	<p>Teaching session 4 - Retrieval - Read and Retrieve (10 mins)</p> <p>Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p>

History

Implementation:

<p>Session 5</p>	<p>Teaching session 5 - Verbal retrieval - lesson matched to learning journey.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge - Teach session using explicit modelling, carefully planned question (vary using Blooms) Continue to develop vocabulary in context.</p>
<p>Session 6</p>	<p>Teaching session 6 - Verbal retrieval - lesson matched to learning journey.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge -</p> <p>Mini Knowledge Check 2 - Multiple Choice - adapting and personalising teaching to address misconceptions and gaps in learning.</p>

History

Implementation:

<p>Session 7</p>	<p>Teaching session 7 - Retrieval - Read and Retrieve (10 mins)</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge</p>
<p>Session 8</p>	<p>Teaching session 8 - Verbal retrieval - lesson matched to learning journey.</p> <p>Lesson objectives taught - explicit modelling and discussion.</p> <p>Building on substantive knowledge - disciplinary knowledge</p> <p>Essential Knowledge Check 2 - Prior and New Knowledge Check - Teacher can act as scribe for a pupil.</p>

History

Implementation:

Session
9

Teaching session 9 - Vocabulary Retrieval

Using information from the Essential Knowledge 2 - address gaps in knowledge and any misconceptions. Check Lesson objectives taught - explicit modelling and discussion.

Building on substantive knowledge - disciplinary knowledge - working scientifically.

Learning Log - Composite assessment tasks. These require pupils to draw on a range of subject knowledge (including different types of knowledge) to construct a more complex output.

Essential Knowledge 1

Prior Knowledge – History Year 5

- 1) What are primary sources of information? Give an example
- 2) What was the legacy of Ancient Egyptian Civilization?
- 3) What does the word empire mean?

Example of an Essential Knowledge Check 1

Mini Knowledge Check 1

True or False

- 1) The Mayans were located in South America _____
- 2) Mayan society was formed of a number of city states each with their own ruler.

- 3) The Mayan were expert mathematicians and made the first calendars

Example of a Mini Knowledge Check 1 - True or False

Mini Knowledge Check 2

Multiple Choice

- 1) The most famous Mayan pyramid is _____
A) Giza B) Chichen Itza C) Machu Pichu

- 2) The seeds that the Mayans used to make chocolate were _____
A) coco B) cacao C) grain

- 3) An Uinal is _____ days long
A) 31 B) 7 C) 20

**Example of a Mini
Knowledge Check 2
- Multiple Choice**

Essential Knowledge 2

**Prior Knowledge and New Knowledge –
History Year 5 and 6**

- 1) What did the Mayans use to make chocolate?

- 2) Who was Kukulcan?

- 3) Name one thing we have in modern day as a result of the Mayan civilization.

**Example of an Essential
Knowledge Check 2**

Impact

Impact:

Our History Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Learning Logs, quizzes and recalls judged against end points.
- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;

Rich Encounters with the Past - Ofsted History Review July 2023

The report stated that pupils get better at history as they develop their substantive and disciplinary knowledge. Curriculum design in history is not straightforward. The range, depth and security of pupils' existing knowledge help them to learn new material. It is not possible to plot a simple, linear path through the curriculum. Instead, leaders and teachers must make careful decisions about what content to emphasise in topics and lessons (sometimes referred to as 'core knowledge'). With this recommendation in mind, we have developed golden thread of essential knowledge and ensured that this sequenced over time.

History Substantive Knowledge

Understanding Different Types of Knowledge in History

Substantive Knowledge

This is factual knowledge of the past - key events, place, people etc - and includes two types - 'generative knowledge' and 'fingertip knowledge':

Generative knowledge is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts' (abstract concepts such as invasion, tax, trade, monarch or empire), chronological knowledge (knowledge relating to broader developments and the features of historical periods) and 'topic knowledge' (a rich knowledge of the period/place/society they are studying).

Substantive Concepts are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion.

Chronological knowledge is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.

Understanding Different Types of Knowledge in History

Substantive Knowledge

Fingertip knowledge is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

History Disciplinary Knowledge

Understanding Different Types of Knowledge in History

Disciplinary Knowledge

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry.

Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as *Ancient Greece*) - through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.


Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

Understanding Different Types of Knowledge in History

Disciplinary Knowledge

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

1. **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas .
2. **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
3. **Consequence** - understanding the relationship between an event and other future events.
4. **Change and continuity** - analysing the pace, nature and extent of change.
5. **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
6. **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
7. **Historical interpretations** - understanding how and why different accounts of the past are constructed

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> • Substantive Concepts embedded within units and revisited many times - e.g. invasion, empire, society • Chronological knowledge - understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt) • Topic Knowledge - a rich knowledge of the period/place/society they are studying 	<p><i>The approach to Historical Enquiry</i></p> <p>Asking historical questions, using sources and communicating ideas'</p>
Fingertip Knowledge	 <p>Disciplinary Concepts</p>
<p>Knowledge of minor facts and dates from units (e.g. Romans, Ancient Egypt) that do not necessarily generate a wider historical understanding.</p>	<p>Historical Interpretations 'Change and Continuity', 'Similarities and Differences', 'Cause and Consequence', 'Understand Significance of Events and People'</p>

SEND adaptations in History

SEND Adaptions for History

Cognition and Learning

Communication and Interaction

Subject Challenges for SEND

SEND Provision

Subject Challenges for SEND

SEND Provision

The ability to explain a historical concept/provide reasoning to explain a thought or opinion.

The ability to recall basic historical information e.g. the start and end date of WWII.

Reading/studying of case studies/historical artefacts.

Understanding of subject specific vocabulary.

Difficulty in producing accurate pieces of writing e.g. a diary entry of a war evacuee.

Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.

Pre-teach can be used to revisit key geographical information as well as planned retrieval questions. The use of ‘hooks’ at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.

Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a BBC Bitesize video rather than a written text. Allow children to explore physical artefacts (loan boxes are available from the Library Service).

Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. ‘political party.’ Create word banks accompanied by visuals to demonstrate the meaning of a word in a historical context.

Use writing frames, ‘fill in the blank’ sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to ‘hold their sentences’ whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).

Draw children’s attention to the place value of numbers in order to aid understanding of the chronology of a year e.g. ‘1764 has less hundreds than 1906 therefore this event must have happened earlier.’ Create whole class, large historical timelines which recap prior year group’s learning in order to aid understanding of the chronology of key historical events.

Expressing themselves and sharing their thoughts and opinions orally.

EAL pupils may find it difficult to access resources/learning.

Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.

Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.

Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.

Use a reduced number of simple instructions which are supported by visuals.

Appropriate modelling to aid understanding.

Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.

SEND Adaptions for History

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Physical difficulties accessing specific environments during history trips.</p> <p>Children with a visual impairment may find it difficult to view text/images/historical artefacts.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe historical artefacts.</p>	<p>Low self-esteem in historical ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> <p>Distress caused by difficult historical events e.g. WWII which children may find triggering.</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific historical skill. E.g. accurately sequencing historical events on a timeline rather than producing an aesthetic timeline.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> <p>Discuss contents of lessons with parents/children to ensure suitability and adapt lessons accordingly. Offer regular sensory breaks to allow children to regulate/co-regulate their emotions. Ensure de-brief occurs after any difficult lessons.</p>

Fundamental British Values and SMSC in History

History → Fundamental British Values

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.

Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as *Ancient Greece*. This enables the students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

History → SMSC Links

Spiritual

- Look at the history of the local area.
- Consider the impact that significant (or overlooked) historical figures.
- Consider how we mark important events from history and the people who shaped them.
- Speculate about how we mark important events in history.
- Develop a sense of curiosity and mystery about how and why events in the past happened.
- Reflect on different interpretations of the past and consider how

Moral

- Explore the results of controversial choices made in the past such as The Gunpowder Plot, the tomb of Tutankhamen. Engage in debates exploring different perspectives.
- Consider different perspectives and showing empathy.
- Consider how historical events show us how we ought to treat one another.
- Consider and comment on moral questions and dilemmas.

Social

- Consider questions about social structure in the past, for example discussing the rights of children in the past.
- Encourage pupils to talk to parents and grandparents about the past.
- Consider social issues throughout history and discuss i.e. children working in the local mill.

Cultural

- Explore local history, exploring our cultural heritage.
- Investigate how culture is shaped by history, especially changes in the local area during the Victorian era.
- Explore the 'cultural heritage' of our school and local area - May Day celebrations.
- Investigate historical figures who have shaped Britain.
- Develop an understanding of the key events shaping British history.
- Examine links between local, British, European and world history.
- Develop a better understanding of our multicultural society.

Vocabulary Progression in History

History Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Ago Family New Old Past</p>	<p>After A Long Ago Artefact Before Celebrate Chronological Order Eye-witness Famous Historical Event King Locality Now Object Parliament Past Photograph Present Queen Research Rule Sequence Source Then</p>	<p>AD Accurate Ancient Archaeology Artefact BC Century Change Combat Conquer Dictated Decade Evidence Excavate Historian Historian Evidence Impact Invaders Invasion Period Point of View Prehistoric Settlement Settlers Similarities Source Timeline Version</p>	<p>Ancestors Causes Consequences Comparison Crime Civilization Culture Continuity Descendants Dynasty Effect Enquirer Era Hypothesis Interpretations Influences International Multi-cultural Mono-cultural Mythology National Persuade Primary Evidence Propaganda Punishment Research Secondary Evidence Significant Societies Time period Transport Viewpoint</p>

Golden Threads in History

Golden Threads in History

- To know the **chronology** of the unit being studied - where does this fit on a timeline of previously studied units?
- To understand the characteristics (substantive knowledge) of the unit being studied.
- To know the reasons for events, situations and changes in the unit being studied. (**cause, effect, continuity, change**)
- To know what sources of evidence are relevant to make historical claims about this unit of knowledge.
- To analyse connections and contrasts.

Chronology

Comparisons
&
Significance

Exploration
& Conflict

Settlement

Power & Rule

Culture &
Religion

Local Area

**History Golden
Threads
Connected
Knowledge**

**Connected
Historical Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Comparisons & Significance	<ul style="list-style-type: none"> • How have I changed over time? • How has my local area changed over time? • How has transport changed over time? • Are my toys different to my grandparents? • How have the lives of people around us changed? 	<ul style="list-style-type: none"> • How have toys changed? • How was school different in the past? 	<ul style="list-style-type: none"> • Would you prefer to live in the Stone Age, Bronze Age or Iron age? • How have children's lives changed? • Were the Vikings raiders, traders or settlers? 	<ul style="list-style-type: none"> • How did the Mayan civilisation compare to the Anglo Saxons? • Unheard histories: Who should feature on a £10 note?

**Connected
Historical Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Exploration & Conflict		<ul style="list-style-type: none">• How have explorers changed the world?	<ul style="list-style-type: none">• How hard was it to invade and settle in Britain?• Why did the Romans settle in Britain?• Were the Vikings raider, traders or settlers?	<ul style="list-style-type: none">• What does the ,local census tell us about the local area?• How was the local area affected by World War 2?

**Connected
Historical Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Power & Rule	<ul style="list-style-type: none">• Why were castles important?	<ul style="list-style-type: none">• What is a monarch?		<ul style="list-style-type: none">• What was life like in Tudor England?

**Connected
Historical Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Culture & Religion	<ul style="list-style-type: none">• Are my toys different to my grandparents?• How has transport changed over time?	<ul style="list-style-type: none">• How have toys changed?• How did we learn to fly?	<ul style="list-style-type: none">• What did the Ancient Egyptians believe in?	<ul style="list-style-type: none">• What did the Greeks ever do for us?

**Connected
Historical Knowledge**

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Local Area	<ul style="list-style-type: none"> • How have the lives of people around us changed? • How has my local area changed? • How has transport around me changed? 	<ul style="list-style-type: none"> • How am I making history? • How was school different in the past? 	<ul style="list-style-type: none"> • How have children's lives changed? 	<ul style="list-style-type: none"> • What does the ,local census tell us about the local area? • How was the local area affected by World War 2?

History and Our Local Area

History Opportunities in Our Local Area

EYFS	<ol style="list-style-type: none"> 1. How has my local area changed? 2. How has local transport changed over time? 	<ol style="list-style-type: none"> 1. Nidderdale Museum 2. Th site of the old railway in Pateley Bridge
KS 1	<ol style="list-style-type: none"> 1. How is school different? 2. What is a monarch? 	<ol style="list-style-type: none"> 1. Nidderdale Museum – Old school room 2. Skipton Castle
LKS 2	<ol style="list-style-type: none"> 1. Would you prefer to live in the Stone Age, Bronze Age or Iron age? 2. How have children's lives changed? 3. Were the Vikings raiders, traders or settlers? 	<ol style="list-style-type: none"> 1. Rygill 2. Nidderdale Museum - Pateley Bridge 3. Jorvik Viking Visitor's Centre - York
U KS2	<ol style="list-style-type: none"> 1. What was the impact of World War 2 on the people of Britain? 2. What does the census tell us about the local area? 	<ol style="list-style-type: none"> 1. Eden Camp - Pickering 2. Nidderdale Museum – Pateley Bridge

History Long Term Planning Overview

EYFS History - Long Term Overview

	AUTUMN	SPRING	SUMMER
2024 - 2025	<p>How have I changed over time?</p> <p>Children will recall and describe key events/memories in their history- using photos as an aid, ordering when they happened from past to present, explaining why they are significant in their history. They will compare their experiences to children's experiences from the past, including stories.</p>	<p>Are my toys different to my grandparents?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future</p>	<p>How have the lives of people around us changed over time?</p> <p>Children will explore the changes in roles of significant people in society including but not limited to teachers/nurses/fire fighters/police.</p>
2025- 2026	<p>How has my local area changed over time?</p> <p>Children will use old photographs to compare local areas. They will ask their families about changes in their lifetime. They will visit the local museum to learn about local lives in the past.</p>	<p>How has transport changed over time?</p> <p>Children will use old photographs to compare transport now and in the past. They will learn about the railway that used to travel between Harrogate and Pateley Bridge.</p>	<p>Why were castles important?</p> <p>Children will learn about famous castles and who used to live in castles?</p>

KS 1 History - Long Term Overview

	AUTUMN	SPRING	SUMMER
2024 - 2025	<p>How was school different in the past?</p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present</p> <p>*Previous Knowledge – EYFS looking at how our local area has changed.</p>	<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight</p> <p>*Previous knowledge – EYFS work on how transport has changed over time.</p>	<p>What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> <p>*Previous knowledge – EYFS looking at why castles were important and who lived in castles.</p>
2025 - 2026	<p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born</p> <p>*Previous knowledge – EYFS How have I changed over time.</p>	<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future</p> <p>*Previous knowledge – EYFS comparing my toys with my grandparents' toys.</p>	<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p> <p>*Previous Knowledge – EYFS how my local area has changed.</p>

LKS 2 History – Long Term Overview

	AUTUMN	SPRING	SUMMER
2024 - 2025	<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p> <p>*Previous knowledge – KS1 How have schools changed</p>	<p>Why did the Romans settle in Britain?</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain</p> <p>*Previous knowledge for Y4 – Recall knowledge about why Britian has been invaded and why people settled in Britian.</p>	<p>Were the Vikings raiders, traders or settlers?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p> <p>*Previous knowledge for Y3 on Roman settlers. Y4 – Recall knowledge about why Britian has been invaded and why people settled in Britian.</p>
2025- 2026	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</p>	<p>How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<p>What did the Ancient Egyptians believe in?</p> <p>Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings</p>

UKS 2 History – Long Term Overview

	AUTUMN	SPRING	SUMMER
2024 - 2025	<p>What was the impact of World War 2 on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>	<p>How did the Mayan civilisation compare to the Anglo Saxons?</p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined</p> <p>Previous knowledge – LKS2 work on ancient civilisations – Egyptians.</p>	<p>Unheard histories: Who should feature on a £10 note?</p> <p>Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00</p>
2025 - 2026	<p>What was life like in Tudor England ?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p> <p>*Previous knowledge – KS1 What is a monarch?</p>	<p>What did the Greeks ever do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p> <p>*Previous knowledge – LKS2 work on ancient civilisations – Egyptians.</p>	<p>What does the census tell us about the local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street</p>

History
Agreed
End Points

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge – links can be made across different areas of study.

These end points must be used to inform planning to ensure children are being appropriately challenged.

End Points for History - Substantive Knowledge

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Chronological Knowledge	<p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Begin to use some words and phrases about the passing of time</p>	<p>Understand the difference between the past and present and describe simple features of themes, events and people from the past and present.</p> <p>Sequence people, events, objects and photos and fit them onto a pre-prepared timeline with a scale.</p> <p>Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life</p>	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</p> <p>Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>

End Points for History - Disciplinary Knowledge

knowledge of second order concepts and the approach of historical enquiry. Children should know how to....

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Historical Enquiry - Using Sources & Communicating Ideas	<p>Talk about the lives of people around them and their roles in society.</p>	<p>Ask questions and produce answers to a few historical enquiries.</p> <p>Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p>	<p>Devise a range of valid questions for different enquiries, & construct substantiated, informed responses.</p> <p>Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</p> <p>Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT</p>

End Points for History - Disciplinary Knowledge

knowledge of second order concepts and the approach of historical enquiry. Children should know how to....

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Cause & Consequence		Recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects.	Identify and comment on the importance of causes and consequences of historical events and changes.	Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.
Change & Continuity	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Identify similarities and differences between ways of life at different times.	Make valid statements about the main changes occurring within and across periods.	Make valid statements about the changes occurring within & across periods, and compare the importance and nature of these changes

End Points for History - Disciplinary Knowledge

knowledge of second order concepts and the approach of historical enquiry. Children should know how to....

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Similarities & Differences		<p>Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities/ differences</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>
Historical Significance		<p>Identify and talk about important aspects of a theme, period, society or person.</p>	<p>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</p>

End Points for History - Disciplinary Knowledge

knowledge of second order concepts and the approach of historical enquiry. Children should know how to....

	Rec	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Historical Interpretations	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.	Understand that different versions of the past exist, and explore possible reasons for this.	Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation