

Curriculum Intent History

At Bledlow Ridge Primary, we aim to deliver a History curriculum which inspires our children and develops their curiosity about the world that they live in. Our teaching should equip pupils to understand the process of change, ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We aim to bring history to life through topics which are driven by children's interests and enable a secure, coherent, chronological knowledge of the history of Britain to be learnt and built upon. Children will be encouraged to develop an increasing understanding of how current daily life has been influenced by people and events from the past. Additionally, the children will study significant aspects of history from the wider world and will be able to understand their importance and impact on society. Children will develop an increasing understanding of what historical evidence is and how it can be used to draw conclusions about the past. Children will be able to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them within their own work. When creating their own accounts of the past, children will be able to use key historical terminology and vocabulary accurately.

Teaching of history, using knowledge organisers and retrieval strategies, will support children understanding and remembering more of what they have been taught.

Overview of EYFS Provision

In the EYFS, the focus is on talking about past and present events in the children's own lives and in the lives of their family members. This includes knowing about the similarities and differences between themselves and others, among families, communities and traditions. This is done through planned adult led activities that take place across the academic year and focus on aspects such as physical changes since birth and comparing how times and events are celebrated by different people. Engaging provision containing objects of intrigue and high-quality interactions by skilled staff during 'exploring time' also support children to develop their knowledge and understanding about change and the world around them. Children are introduced to terms such as 'change', 'time', 'same', 'similar', 'different' and begin to build schemas to support their understanding of that vocabulary. The topics and themes studied in Early Years are experience rich and developed based on the interests that the children have. Children are encouraged to help in the planning by discussing what they already know and thinking about what they want to find out. This enables them to begin to be curious and to pose questions about their world. Children are provided with a variety of opportunities to problem solve throughout the day to encourage the development of thinking and reasoning skills; such opportunities might include thinking about which of their friends are absent or looking at an object and trying to work out what it could be or what it might be used for. The children in Early Years also develop a basic understanding of cause and consequence in relation to behaviour and friendships. The restorative approach that we have towards behaviour management encourages the children to think about the impact that behaviour has on themselves and others around them.

Mary Anning
Significant individual
(Local History - sold a fossil to the Duke of Buckinghamshire)

Toys through time
Changes within living memory
(Local History Link - Chiltern Toy Works)

Sinking of the Titanic
Events beyond living memory
(Local history Newspaper article 26th April 1912 Charles Edward Judd survivor lived in High Wycombe)

Significant individuals– Florence Nightingale and Mary Seacole - comparisons
Local History - Trip to Claydon House (Florence’s sisters), re-enactments, factual information, see artefacts and discuss their uses

Significant historical events, people and places in their own locality as part of ‘Near’ topic’. How has our local area changed?
Using photographs, maps and testimonials to find out about Bledlow Ridge School and the surrounding area. Local walk. Beech forest used to make chairs - High Wycombe famous for ‘windsor chair’ 1800’s. (link to geog topic/ skills)

Year One

Year Two

Moon Landing - **Event within living memory.**

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study
Ancient Egypt
Class project
Day at Ashmolean with Half a day taught session by museum expert
Outcome - exhibition

Year Three

changes in Britain from the Stone Age to the Iron Age
Day at COAM spending half a day as Stone Age and later in Iron Age settlement (Local History Links - HS2 finds: Bronze age site, Iron Age murder victim and stone henge style formations Wellwick Farm)

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Ancient Greece - a study of Greek life and achievements and their influence on the western world

The Roman Empire and its impact on Britain
(New Local History links - HS2 finds in Fleet Marston , Aylesbury Roman town decapitated skeleton, spoons, coins Roman wooden figure found Tyford Evidence)

Year Four

A non-European society that provides contrasts with British history -
Ancient Islamic Civilisation - a non-European society that provides contrasts with British society: a study of Baghdad c. AD 900

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Everything Changes: Why was the Battle of Britain a key turning point in WW2? (Local History Links - BBC Archive of first hand accounts from Bucks)

Year Six

Local History Study- contrast the Chilterns with north Norfolk coast. Link to residential trip.

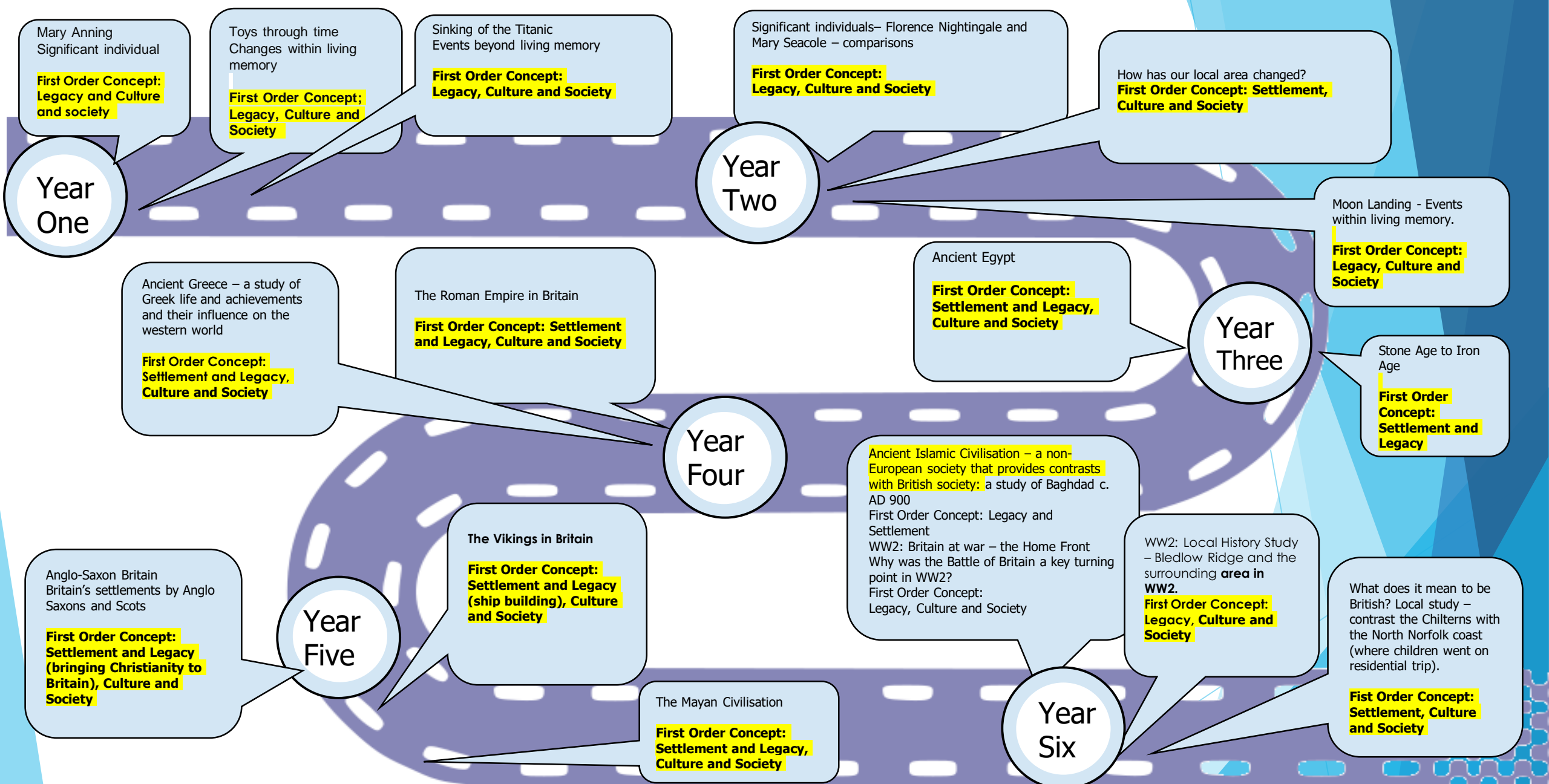
Local history study
WW2 Local History Study Bledlow Ridge and the surrounding area in WW2

Year Five

Britain’s settlement by Anglo-Saxons and Scots
Anglo-Saxon Britain
Britain’s settlements by Anglo Saxons and Scots
(Local History Link - HS2 finds Anglo Saxon Church in Stoke Mandeville)

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
The Vikings in Britain
Local History link: spearheads at the **Stone Bridge on Bicester Road** outside Aylesbury, and **near the burh at Buckingham**, possibly suggesting loss in battle or Viking burials in these areas

a non-European society that provides contrasts with British history –The Mayan Civilisation



Mary Anning
Significant individual
First Order Concept: Legacy and Culture and society

Toys through time
Changes within living memory
First Order Concept: Legacy, Culture and Society

Sinking of the Titanic
Events beyond living memory
First Order Concept: Legacy, Culture and Society

Significant individuals– Florence Nightingale and Mary Seacole – comparisons
First Order Concept: Legacy, Culture and Society

How has our local area changed?
First Order Concept: Settlement, Culture and Society

Year One

Year Two

Moon Landing - Events within living memory.
First Order Concept: Legacy, Culture and Society

Ancient Greece – a study of Greek life and achievements and their influence on the western world
First Order Concept: Settlement and Legacy, Culture and Society

The Roman Empire in Britain
First Order Concept: Settlement and Legacy, Culture and Society

Ancient Egypt
First Order Concept: Settlement and Legacy, Culture and Society

Year Three

Stone Age to Iron Age
First Order Concept: Settlement and Legacy

Year Four

Ancient Islamic Civilisation – a non-European society that provides contrasts with British society: a study of Baghdad c. AD 900
First Order Concept: Legacy and Settlement
WW2: Britain at war – the Home Front
Why was the Battle of Britain a key turning point in WW2?
First Order Concept: Legacy, Culture and Society

WW2: Local History Study – Bledlow Ridge and the surrounding area in WW2.
First Order Concept: Legacy, Culture and Society

What does it mean to be British? Local study – contrast the Chilterns with the North Norfolk coast (where children went on residential trip).
Fist Order Concept: Settlement, Culture and Society

Anglo-Saxon Britain
Britain's settlements by Anglo Saxons and Scots
First Order Concept: Settlement and Legacy (bringing Christianity to Britain), Culture and Society

Year Five

The Vikings in Britain
First Order Concept: Settlement and Legacy (ship building), Culture and Society

The Mayan Civilisation
First Order Concept: Settlement and Legacy, Culture and Society

Year Six

Topic Specific KNowledge:

Topic Specific Knowledge
Understand why Florence Nightingale is remembered today.
Describe the reasons Florence Nightingale travelled to Crimea.
Understand what Nightingale did to help the soldiers and improve conditions.
Identify Nightingale's key achievements and understand how we know about them.
Understand and compare the achievements of Nightingale and Seacole.
Understand why people remember Amy Johnson.
Understand how Amy Johnson became a pilot.
Understand why flying to Australia was such a difficult task.
Understand how people reacted to Amy Johnson
Understand how life changed for Amy Johnson after her flight.
Begin to give reasons about what happened to Amy in her final flight.
Use a range of sources (photographs, maps, testimonials) to investigate how Bledlow Ridge School and local road has changed over the last 100 years.
Place the First Moon Landing approximately on a timeline of the last 100 years.
Find evidence from images & text to prove statements historians make are correct
Extract key information that tells them what took place on the moon's surface.

Historical Skills covered:

Historical Knowledge
I can find out about people and events in other times.
I can describe similarities and differences of artefacts
I can begin to develop empathy and understanding for people from the past.
Chronology
I can sequence events/artefacts in chronological order.
I can sequence photos from different periods
I can describe memories of key events in my life
Interpretation of History
I can compare pictures of photographs of people or events in the past.
I can identify different ways to represent the past.
Historical Enquiry
I can use a source to ask who, what, where, why and how questions and begin to find the answers to these questions.
I can use timelines
I can discuss the effectiveness of a source
Organising, Evaluating and Communicating Information
I can communicate my understanding through using class displays, annotated pictures, writing or ICT.

Year 3 - 1 Stone Age to Iron Age

National Curriculum: Changes in Britain from the Stone Age to the Iron Age

Skills:

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.

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 by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist,

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age - local link: Local history link: Local Iron age Hill forts and settlements including West Wycombe and Bledlow:

<https://ubp.buckscc.gov.uk/SingleResult.aspx?UID=TBC11> Buckinghamshire County Council research packs: <https://ubp.buckscc.gov.uk/ThemeSearch.aspx?themegroup=education>

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable

- Children are introduced to the term 'prehistoric' and have an understanding that it describes a time when no written records available.

They learn about life in the the Stone Age (3 phases) , the Bronze Age and Iron Age (focusing on food, shelter, the development of tools and equipment, the change for nomadic to settled life style and the development of belief systems).

The children learn that archaeologists have a key role in explaining events and life in the past using artefacts and that this is ongoing, as new finds and scientific advances are made.

- Highlight: Days visit to Chiltern Open Air Museum to experience life 'hands on' in the Stone Age and Iron Age.

Local History Link HS2 finds: Bronze age site, Iron Age murder victim and stone henge style formations Wellwick Farm

National Curriculum: **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**

•**Skills:**

Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems

Children locate Egypt on a map and learn about the significance of the River Nile.

They find out about life and beliefs in ancient Egypt by handling artefacts and asking questions.

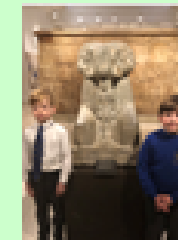
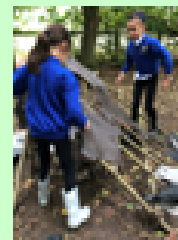
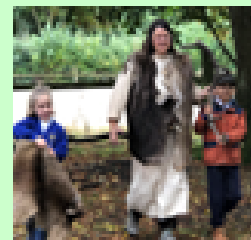
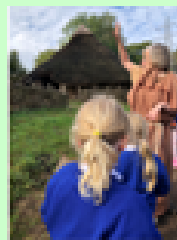
They learn about religious beliefs specifically the nature of Egyptian gods and the after life and understand the use of hieroglyphs as a form of communication and recording.

The children complete a piece of research into an aspect of everyday life that they are interested in.

•**Highlight:** Trip to Ashmolean Museum and putting on an Egyptian display for parents.

Year 3 - Stone Age to Iron Age

- Children are introduced to the term 'prehistoric' and have an understanding that it describes a time when no written records available. They learn about life in the the Stone Age (3 phases) , the Bronze Age and Iron Age (focusing on food, shelter, the development of tools and equipment, the change for nomadic to settled life style and the development of belief systems). The children learn that archaeologists have a key role in explaining events and life in the past using artefacts and that this is ongoing, as new finds and scientific advances are made.
- Highlight: Days visit to Chiltern Open Air Museum to experience life 'hands on' in the Stone Age and Iron Age.



Year 3 - Ancient Egypt

- Children locate Egypt on a map and learn about the significance of the River Nile. They find out about life and beliefs in ancient Egypt by handling artefacts and asking questions. They learn about religious beliefs specifically the nature of Egyptian gods and the after life and understand the use of hieroglyphs as a form of communication and recording. The children complete a piece of research into an aspect of every day life that they are interested in.
- Highlight: Trip to Ashmolean Museum and putting on an Egyptian display for parents.

Topic Specific Knowledge

Topic specific knowledge

Understand that Stone Age man was a hunter and a gatherer.

Understand the differences in Stone Age when farming was introduced.

Understand what Skara Brae tells us about life in the Stone Age

Understand why it is difficult to know why Stonehenge was built.

Understand how much life changed in the Iron Age and how we know.

Understand life in an Iron Age hill fort.

Understand why we study Ancient Egypt.

Understand the importance of the Nile.

Understand why and how the pyramids were built.

Understand what life was like for men, women and children in Ancient Egypt.

Understand the beliefs of Ancient Egyptians

Historical Knowledge

I can find out about the life of people in the past and compare it to our own lives.

I can identify reasons for and the results of people's actions.

I can show an understanding of what may have led someone to do something.

Chronology

I can place the time period studied onto a timeline

I can sequence events or artefacts

I can use dates related to the passing of time.

Interpretation of History

I can identify and gives reasons for the way the past is represented.

I can distinguish between sources and evaluate their usefulness.

Historical Enquiry

I can use a range of sources to find out about a time period.

I can observe small details in pictures and artefacts.

I can select and record the relevant information from sources.

I can ask and answer questions related to the time period studied.

Organising, Evaluating and Communicating Information

I can communicate my understanding in a variety of ways – discussions, pictures, writing, annotations, drama.

Historical Skills:



Year 4

National Curriculum Links:

The Roman Empire and its impact on Britain

Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army

British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Local History link: HS2 finds in Fleet Marston , Aylesbury Roman town decapitated skeleton, spoons, coins

Roman wooden figure found Tyford Evidence of Roman settlement

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

Topic Specific Knowledge

Topic Specific Knowledge

Understand why the Romans invaded Britain.

Understand why Boudicca stood up to the Romans.

Understand how the Romans kept control of their empire.

Understand how the Roman and Celtic lifestyles were different.

Understand how the Roman Empire ended.

Understand how the Roman Empire still influences our lives today.

Understand the Ancient Greeks on a timeline and that Greece was made of city states.

Understand about everyday life in Ancient Greece e.g. warfare, mythology, slavery.

Understand why Athens was such a strong city and compare it another city such as Sparta.

Understand the role Ancient Greece played in democracy.

Understand Greek culture, such as the Olympics and other festivals.

Understand how the Ancient Greeks have influenced our lives today.

Historical Knowledge

I can use evidence to reconstruct life in the time studied.

I can identify key features and events and offer some explanations for these.

I can look for links within the time period studied.

Chronology

I can place the events from the time period studied onto a timeline

I can understand more complex terms such as BCE/AD

I can use terms related to the time period and begin to date events.

Interpretation of History

I can look at the evidence available and begin to evaluate the usefulness of different sources.

I can use a range of sources of historical information and my own historical knowledge.

Historical Enquiry

I can use evidence to build a picture of the past

I can choose relevant material to present about an aspect of a time in the past.

I can ask a variety of questions about a time period.

Organising, Evaluating and Communicating Information

I can select and organise data to answer historical questions.

I can display my findings in a variety of ways.

Year 5 - Topic 1 - **Britain's settlements by Anglo Saxons and Scots**

National Curriculum:

- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Anglo-Saxon laws and justice
- Christian conversion – Canterbury, Iona and Lindisfarne

Skills:

- Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal.
- Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the Anglo-Saxons settled and what they named the places they settled in
- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon settlements and village life.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture
- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.

Local History Link - HS2 finds Anglo Saxon Church in Stoke Mandeville

Year 5 - Topic 2 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

National Curriculum:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England

Skills:

- Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain.
- Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings
- Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld
- Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life
- Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to the modern legal system in Britain.
- Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign

Local History link: Spearheads at the [Stone Bridge on Bicester Road](https://heritageportal.buckinghamshire.gov.uk/Monument/MBC834) outside Aylesbury, and [near the burh at Buckingham](https://heritageportal.buckinghamshire.gov.uk/Monument/MBC834), possibly suggesting loss in battle or Viking burials in these areas <https://heritageportal.buckinghamshire.gov.uk/Monument/MBC834>

Year 5 - The Mayan Civilisation

National Curriculum links:

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.

Historical Knowledge

TOPIC SPECIFIC KNOWLEDGE

I can study different aspects of the life of difference people e.g. differences between men and women.

I can compare life at the beginning and end of a time period studied and examine the cause and effect of events.

I compare life in one time period with that of life in another.

Chronology

I can place current studies on a timeline in relation to other time periods.

I know and can sequence key events of the time studied using the relevant terms.

I can late current studies to previous time periods studied and make comparisons between them.

Interpretation of History

I can compare accounts of events from different sources.

I can offer reasons for different versions of events.

Historical Enquiry

I can begin to identify primary and secondary sources.

I can use evidence to build a picture of life in the time studied, selecting relevant information.

I can use books, the internet and other resources for research.

Organising, Evaluating and Communicating Information

I can use appropriate terms and dates.

I can record and communicate my knowledge in different forms, alone or in a group.

Topic Specific Knowledge

Historical Skills:

Understand why the Anglo Saxon's invaded and where they settled.

Understand about different aspects of life in Anglo Saxon Britain.

Understand how Christianity changed people's lives.

Understand how the Saxons defeated the threat of the Vikings.

Understand and question the achievements of Alfred the Great

Understand how Anglo Saxons kept law and order.

Understand who the Vikings were and why they attacked.

Understand why the Vikings have a bad reputation.

Understand how the Vikings attempted to conquer Britain

Understand how our view on the Vikings has changed over time.

Understand and question whether the Vikings were raiders or settlers.

Understand, describe and appreciate the significant Mayan achievements

Understand how the Mayans managed to become a strong civilisation.

Understand what life was like in the Mayan civilisation.

Understand how we know what life was like in the Mayan civilisation.

Understand why the Matan's believed in human sacrifice.

Understand why the Mayan empire ended so quickly.

Year 6 Topic 1: Ancient Islamic Civilisation

National Curriculum Links

1. Ancient Islamic Civilisation – a non-European society that provides contrasts with British society:
2. A study of Baghdad c. AD 900

Skills

1. Describe the social, ethnic, cultural or religious diversity of past society.
2. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline

Year 6 Topic 2: Everything Changes

National Curriculum Links

1. A significant turning point in British history, e.g. the Battle of Britain

Skills

1. Use evidence to ask questions and find answers to questions about the past.
2. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
3. Suggest causes and consequences of some of the main events and changes in history.
4. Place events, artefacts and historical figures on a timeline using dates.
5. Use dates and terms to describe events

Year 6 - Local History Project - new for Spring 2022

New for Easter 2022 - Linked to 'Changes' topic -

Possible ideas:

introduction of the vote for women.

Changes to government locally and nationally

Slavery - locally and globally and nationally

TBC

National Curriculum Links:

a local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Historical Knowledge

Topic specific knowledge

I can find out about the beliefs, behaviour and characteristics of people and compare this with another period.

I can write an explanation of a past event giving evidence, dates and key characters to help support my explanation.

I can compare and contrast ancient civilisations.

Chronology

I can place current studies on a timeline in relation to other time periods.

I know and can sequence key events of the time studied using the relevant terms.

I can relate current studies to previous time periods studied and make comparisons between them.

Interpretation of History

I can link sources and work out how people arrived at certain conclusions.

I can consider ways of checking the accuracy of people's interpretations – fact or opinion?

Historical Enquiry

I can recognise primary and secondary sources.

I can use a range of sources to find out about the past and ways of finding out more.

I can bring information from a range of different sources together.

Organising, Evaluating and Communicating Information

I can select relevant information to display.

I can record and communicate my knowledge in different forms, alone or in a group.

Topic Specific Knowledge

Historical Skills:

Understand the importance of the Islamic period c900.

Understand how the Arabs were able to spread their civilisation so quickly.

Understand how they managed to set up Baghdad so quickly.

Understand what was special about living in Baghdad and what life was like living there.

Understand what life was like for wealthy people in Islamic cities.

Understand how the early Islamic achievements have impacted our lives today.

Understand why Britain went to war in 1939.

Understand what evacuation was like and why it was necessary.

Understand how Britain was able to withstand the Blitz.

Understand how life carried on as normal during the war.

Understand how propaganda and censorship affected people's understanding of the war.

Understand how and why the war ended, included VE day.