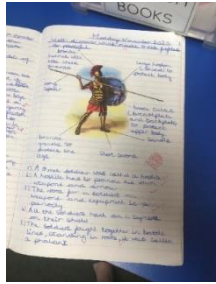




History at Ashlands



INTENT

Ashlands aims to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our Historians using a range of primary and secondary sources will be able to explain how these sources give us an insight about how people used to live and how interpretations may differ. It should inspire pupils' curiosity to know more about the past. We teach the skills needed

to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.



Our History curriculum has been designed to cover all the skills, knowledge and understanding as set out in the National Curriculum.

IMPLEMENTATION

Our History curriculum is taught through our integrated curriculum from Year 1 to Year 6. This allows opportunities for cross curricular links to be made to ensure the children have many occasions whereby they can apply their knowledge and understanding.



We encourage regular references to timelines and how topics fit together as well as a hands-on approach involving artefacts and outside visitors. Our historians are given a variety of experiences both in and outside the classroom where appropriate to create memorable learning opportunities and to further support and develop understanding.

We include whole school history focus weeks to allow children to immerse themselves in a shared topic. This includes national historical focus topics such as Black History Month and VE day.


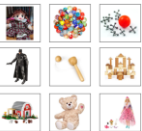

Children are taught about British history prior to 1066, as well as studies of the wider world. We have several local (including studies of Ilkley and Bradford) history topics which are covered from years 1-6 and endeavour to make history relevant to the way we live today through comparing and contrasting people and places throughout time, with ourselves.




History assessment is ongoing throughout the themes taught.






IMPACT





Pupils at Ashlands are confident and able to talk about what they have learnt in history. Pupils enjoy history and are able to recall learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group. Work is of good quality and demonstrates pupils acquiring knowledge, skills and vocabulary.

History Subject Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	My Colourful World		My World of Stories		My World of Adventures	
	<p>History in Nursery will be addressed through the 'Specific Area' of Understanding the World' and across the year opportunities for children to be taught and practise these specific skills will take place.</p> <p>I can recognise and talk about the changes I see around me. I can talk about myself and my family. I can use the things I know about different occupations in my role play. I can explore how different things work.</p>					
RECEPTION	Marvellous Me	Traditional and Well-loved stories	Our Community	Into the Wild	The Great Outdoors	Ticket Around the World
	History of me – Family trees and sequencing	Stories of the past.	Understanding places are important to the community and why.		Understand and experience a lifecycle for plants and animals	Transition to Year 1, reflecting on the past year in Reception.
	<p>Understanding the world Children need a clear understanding and respect for the place they live, the wider world and the environment. They celebrate similarities and differences between people, culture and communities and find out about lives in the past and compare these to the present. Seasonal changes will continue through the year as we look at the weather and important processes taking place and changes in natural.</p> <p>LANGUAGE: Before, after, yesterday, last week, last year.</p>					
YEAR 1	<p>How am I making History? (KAPOW)</p> <p>Look at personal chronology and find out about the past within living memory. Examine photographs and ask questions. Begin to look at a simple timeline extending back to before they were born. Study changes in the way of life since their grandparents. Compare childhood now and childhood in the past.</p>		<p>How have toys changed? (KAPOW)</p>  <p>Sequence toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. Learn how teddy bears have changed and 'interview' an old teddy bear before Consider what toys may be like in the future.</p>		<p>How have explorers changed the world? (KAPOW)</p>  <p>Find out about events and people beyond living memory. Think about explorers and what makes them significant. Create a timeline and investigate which parts of the world they explored.</p>	

			Comparing explorers and discuss ways in which these significant people could be remembered.
	Visit from Grandparents	Ilkley Toy Museum or Abbey House museum	
YEAR 2	<p><u>History detectives (Own unit) (Autumn 2)</u></p> <p>What was life like in the 1660s? Compare aspects of daily life e.g. homes, jobs, clothes and food. Learn about the reign of King Charles II Look at the cause of the Great Plague or Great Fire of London. Learn about a significant event beyond living memory</p>	<p><u>How did we learn to fly? (KAPOW) (Spring 1)</u></p> <p>Develop knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learn about the individuals who contributed to the history of flight.</p> 	<p><u>What is a monarch? (KAPOW) (Summer 1)</u></p> <p>Describe what a monarch is. Explain why coronations take place. Know who William the Conqueror is and how he became King of England. Identify how and why William the Conqueror built castles, including the key features. Investigate what monarchs were like in the past</p>
		Yorkshire Air Museum - Elvington	
YEAR 3	<p><u>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (KAPOW)</u></p> <p><i>NC: changes in Britain from the Stone Age to the Iron Age</i> Look at the chronology of mankind, in Britain's story. The role of the archaeologist and how artefacts help us to understand pre-history Use archaeological evidence to find out the difference between the stone, bronze and iron ages and where they fit in History.</p> 	<p><u>British history 2: Why did the Romans settle in Britain? (KAPOW)</u></p> <p><i>NC: the Roman Empire and its impact on Britain</i> Investigating why the Romans invaded Britain and the reaction of the Celts Understand why the Roman army was so successful. Learn how the Romans changed life in Britain.</p> 	<p><u>What did the ancient Egyptians believe? (KAPOW)</u></p> <p><i>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</i></p> <p>Find out about Egyptian belief. Make inferences about beliefs about the afterlife using primary sources. Investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p>

			
		Manor House Museum Ilkley	Leeds Museum
YEAR 4	<p><u>How have children's lives changed? (KAPOW)</u></p> <p>Investigate the changes in children's lives through time. Children learn how children's spare time, health and work have changed. 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><u>British history 3: How hard was it to invade and settle in Britain? (KAPOW)</u></p> <p><i>NC: Britain's settlement by Anglo-Saxons and Scots</i></p> <p>Develop an understanding of why people invaded and settled. Learn about Anglo-Saxon beliefs and the spread of Christianity. Assess the contribution of the Anglo-Saxons to modern Britain.</p> 	<p><u>Were the Vikings raiders, traders or settlers? (KAPOW)</u> <i>(builds on the chronology of settlements in Britain)</i></p>  <p>Investigate whether the Vikings were raiders, traders or settlers. Explore why, when and how they came to Britain. Understand the consequences of the Anglo-Saxon and Viking struggle for Britain. Investigate Viking life. Extract and interpret information from sources.</p>
			Murton Park Museum – Viking village – Jorvik – The Dig
		NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
YEAR 5	<p><u>British history 5: What was life like in Tudor England? (KAPOW)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> 	<p><u>What did the Greeks ever do for us? (KAPOW)</u></p> <p><i>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Investigate the city-states of Athens and Sparta and identify similarities and differences between them. Learning about democracy. Identify the achievements of Ancient Greek philosophers.</p>	<p><u>What does the census tell us about our local area? (KAPOW)</u></p> <p><i>NC: a local history study Victorians</i> Text – Street Child</p> <p>Investigate local history during the Victorian period Carry out an enquiry using census and factory records. Learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events.</p>

	<p>Comparing Henry VIII and Elizabeth I. Learn about the changing nature of monarchy. 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>Assess the legacy of the Ancient Greeks.</p> 	<p>Plan their own historical enquiry, they research a local family or street.</p> 
			<p>Saltaire</p>
<p>YEAR 6</p>	<p><u>How did the Maya civilisation compare to the Anglo-Saxons? (KAPOW)</u></p> <p><i>NC: a non-European society that provides contrasts with British history</i></p> <p>Compare the Mayas and the Anglo-Saxons. Learn about the Maya civilisation. Investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, examine theories into how the Maya cities declined.</p> 	<p><u>What was the impact of World War 2 on the people of Britain? (KAPOW)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Investigating the causes of WW2. Learn about the Battle of Britain. Investigating the impact of the Blitz and evacuation on people's lives. Investigate the impact of the war on women. Evaluate the effectiveness of primary sources.</p>  <p>Text - Goodnight Mister Tom Eden Camp</p>	<p><u>Crime and Punishment (Own unit)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; changes in an aspect of social history, from the Anglo-Saxons to the present.</i></p> <p>Explore how British law and punishment has changed since Anglo-Saxons. Gain a clear understanding as to why we have the laws we have today</p>
			<p>Ripon Museums</p>