



Believe. Achieve. Succeed Together.

Iver Village Junior School
Implementing the History Curriculum

Article 28, 29

Education must develop every child's personality, talents and abilities to the full

Intent Statement

Our history curriculum aims to help children to become explorers; understanding the world, its environments and places near and far, and the processes that create and affect them. We encourage a holistic appreciation of how the world works and the links between community, cultural diversity and sustainability. Children get the chance to explore different countries and investigate human and physical features whilst comparing it to their own local environment. We aim to develop our children's natural fascinations for the world around them.

Implementation

History at IVJS is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic. Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with the school's commitment to inclusion. At the end of each topic, teachers assess the learning for the term in an online document that the subject leader will review.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In history, an example of this level of questioning might ask children to find a historical period on a class timeline, study an artefact from the time and infer what it is made from and what its use was and draw a conclusion about the people who made it.

Within the academic year, children study history in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their historical knowledge and develop their historical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a topic.

Throughout the academic year, children will alternate between blocks of history and geography to enable them to be a forgetting gap so that many assessments produced will be more accurate to the information that they have actually retained.

Curriculum Design

National Curriculum:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils 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, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims 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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The history curriculum and Iver Village Junior School

Cyclical curriculum and repetition:

How does the curriculum build in small steps?

The history curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; cause and consequence, civilisation, similarities and consequence, legacy. Progression maps have been created for history and shared to an online folder for ease of access. This ensures that teachers can adapt the learning statements for the lesson or topic based upon the children's current understanding of the curriculum. This also gives the teachers a guide for any support that is required in the lesson in terms of the steps in learning.

History has a spiral curriculum to ensure that not only is the progression attainable but that it is recapped before new learning is introduced. Due to the spiral nature of our curriculum, this also means that topics are revisited year on year. For example, power, civilisation, invasion, inventions, leadership and childhood are all across year groups.

As children progress throughout the school, they should develop their skills, knowledge, concepts and vocabulary. Additionally, within the history lessons, IVJS school will develop an appreciation for the past and the people that have formed their lives.

Key concepts:

Key concepts have been identified through the national curriculum. A progression map of the key geographical concepts has been created and shared in the subject folder on the OneDrive. Teachers use the concepts progression map to tailor their knowledge organisers specifically to benefit the children in their class. The concepts are shared with the pupils through their knowledge organiser. A concept is added into the success criteria on the learning slide and colour co-ordinated with the knowledge organiser.

	EYFS	KS1	LKS2	UKS2	KS3
Concepts	Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6	Year 7
Continuity and Change	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	Describe / make links between main events, situations and changes within and across different periods/societies and begin to explain why the changes may have occurred.	Identify and explain change and continuity within and across period
Cause and Consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Identify and give reasons for, results of, historical events, situations, changes Explain how some people may have felt about the changes that occurred	Analyse / explain reasons for, and results of, historical events, situations, changes
Similarity and difference	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world Start to explain the differences and similarities between different times and locations at the same time.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world Start to explain the differences and similarities between different times and locations at the same time and give reasons for these changes.	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
Significance	Recognise and describe special times or events for family or friends	Talk about who was important e.g. in a simple historical account	Talk about who was important e.g. in a simple historical account	Talk about who was important e.g. in a simple historical account	Consider/explain the significance of events, people and developments in their context and in the present.

Key Knowledge:

Key knowledge has been identified through the national curriculum as well as an examination into the topics chosen at IVJS. A progression map of the key geographical knowledge has been created and shared in the subject folder on the OneDrive. Teachers use the knowledge progression map to tailor their knowledge organisers specifically to benefit the children in their class. The knowledge is shared with the pupils through their knowledge organiser. A knowledge-based target is added into the success criteria on the learning slide and colour co-ordinated with the knowledge organiser.

	Year 3		Year 4		Year 5		Year 6		
Knowledge	Prehistoric (12 weeks)	Egyptians (6 weeks)	Greeks (6 weeks)	Romans (12 weeks)	Anglo-Saxons (6 weeks)	Mayans (12 weeks)	Tudors (6 weeks)	Victorians (6 weeks)	Crime and Punishment (6 weeks)
	<p>Prehistory means before written history (history wasn't written down in Britain until the Romans invaded)</p> <p>Prehistory is split into 3 ages (Stone, Bronze and Iron)</p> <p>Stone Age is split into 3 periods (Neolithic, Mesolithic and Palaeolithic)</p> <p>The Bronze Age and Iron age is when people started to make static settlements.</p>	<p>To understand where Egypt is in the world.</p> <p>Ancient Egypt began in 3100BCE (same time as Stonehenge)</p> <p>A pharaoh was their leader.</p> <p>The uses of the River Nile and its importance in Ancient Egyptian culture.</p> <p>The mummification process and the beliefs behind it.</p> <p>The Egyptian Gods and the afterlife</p> <p>The invention of Hieroglyphics and their importance.</p> <p>When the period came to an end</p>	<p>Greece is in the world</p> <p>Ancient Greeks invaded Egypt</p> <p>Major regions (Sparta/ Athens)</p> <p>Birthplace of democracy</p> <p>Greek Gods</p>	<p>To understand where Rome is in the world</p> <p>To understand where the Roman Empire fits within the timeline (compare to the previous topics and present day)</p> <p>To know the names and powers of the Roman gods and compare them to the Greek Gods</p> <p>To understand the landscape of ancient Rome (volcanoes, Pompeii)</p> <p>The leader was an emperor</p> <p>There was some democracy (the senate)</p> <p>The Roman army was considered the best in the world at the time</p> <p>The spread of the Roman Empire</p> <p>The dates of the invasion of Britain</p> <p>Who Boudicca was and the threat she posed.</p>	<p>Anglo-Saxon time period</p> <p>The difference between Vikings and Danes.</p> <p>The dates of King Alfred's reign</p> <p>The major kingdoms in the period (Wessex, Mercia)</p> <p>When did England become England?</p> <p>When did the Anglo-Saxon period end? What followed?</p>	<p>Mayans (2600 BCE- 900 CE)</p> <p>Was occurring at the same time as all the other periods they have covered.</p> <p>Current Day Mexico</p> <p>Gods and Goddesses</p> <p>King Pakal and his tomb</p> <p>Mayans built temples still around today</p>	<p>The Tudor dynasty (Henry VII to Elizabeth 1)</p> <p>Christian sects (Protestant/ Catholic)</p> <p>Prince Philip</p> <p>The wives of Henry VIII</p> <p>Henry VIII (reign 1509-1547)</p> <p>Elizabeth 1 (reign 1558-1603)</p> <p>Who was Shakespeare</p> <p>What is the Globe theatre?</p>	<p>Victorian Period</p> <p>Dates of Queen's reign.</p> <p>The life of Victorian children</p> <p>Rural vs Urban</p> <p>The role of Factories in the industrial revolution</p> <p>What the workhouse is</p> <p>What the industrial revolution is and the dates it first occurred.</p>	<p>To understand the dates of the periods studied.</p> <p>To understand what justice is</p> <p>To understand the processes of prosecution across the different ages</p> <p>To understand the different methods of punishment</p> <p>To understand how leaders, affect the type and level of punishments.</p>

Key skills:

Key skills have been identified through the national curriculum. A progression map of the key geographical skills has been created and shared in the subject folder on the OneDrive. Teachers use the skills progression map to tailor their knowledge organisers specifically to benefit the children in their class. The skills are shared with the pupils through their knowledge organiser. A skills-based target is added into the success criteria on the learning slide and colour co-ordinated with the knowledge organiser.

	EYFS	KS1		KS2		UKS2		KS3
Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Chronology	Past and Present Focus: child's family and beyond. Change over time: seasons, growth, life cycles, memories, birthdays.	Use Timelines Concept of using timeline to represent a series of events: personal context of self and family.	Interpret and Use Timelines Create timelines which show historical events and people.	Compare lengths of time. Place time period studied in lesson on a timeline. Introduced to the idea of how timelines are sectioned. (BCE/CE)	Compare lengths of time. Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence. Place events studied in lesson on a timeline. Develop understanding of how a timeline is sectioned (BCE/CE) Continue develop a secure understanding of the sequence of periods of history	Compare lengths of time. Recognise periods of continuity as well as change. Analyse timelines to identify periods of stasis as well as rapid change. Continue to develop a secure understanding of the sequence of periods of history. Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Recognise periods of continuity as well as change. Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line	To know about an extensive range of events, people and places from the Stone Age to the present To know how to use this knowledge of the past to help me understand wider issues and subjects To know about an increasingly extensive, deep and secure chronology of local, British and world history To know how to describe a range of local, British and international history, using dates
Historical Enquiry	Sourcing led by adults. explore historically placed texts e.g. looking at different authors, and asking questions e.g. photos: WHO? WHEN? WHY?	Concept that history is based on evidence. Examine a range of sources. Ask the questions: WHO? WHEN? WHERE? to analyse evidence. Find answers to simple questions from the past	Analyse evidence to identify similarities or differences e.g. comparing photographs of similar subjects from different eras. Use a source to answer simple questions about the past on the basis of simple observations	Devise relevant historical questions using artefacts. Begin to distinguish between primary and secondary sources Beginning to understand how the past is constructed from a range of sources	Regularly devise relevant historical questions using context and the timeline to frame the questions. Developing understanding of how the past is constructed from a range of sources	Introduce the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence. Start to look at multiple sources about a single event and to corroborate these sources. Secure understanding of how knowledge of the past is constructed from a range of sources Ask a variety of questions.	Develop the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence. Independently search multiple sources about a single event and to corroborate these sources. Understand the difference between primary and secondary sources and be able to use both to interpret an event in the topic studied.	To assess how much an event or person has changed or stayed the same across different periods using questions that span between time periods. To begin to recognise patterns over time and use that to frame questions To be able to develop their understanding of bias and determine and prioritise accounts of historical events.

Historical Interpretation	Describe events, situations and changes. Within experience of child and family. Compare with peer group.	Describe historical events, situations and changes. Describe experiences of people in the recent past. Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Identify and describe historical events, situations and changes. Identify similarities and differences between situations now and in the past beyond their lifetime. Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Describe causes and consequences. Appreciate that events in history can be causally linked Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Describe and identify causes and consequences. Identify causes and effects. Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Analyse and explain causes and consequences. Identify factors that precipitate change; explain how change happens e.g. impact of Henry VIII's wives on England's relationship with the church Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research	Begin to explain how and why different interpretations of the past have arisen choose several sources which support an argument suggest some reasons for different interpretations of the past choose examples from sources which relate to a question
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Key vocabulary:

Key vocabulary has been identified through the national curriculum. A progression map of the key geographical vocabulary has been created and shared in the subject folder on the OneDrive. Teachers use the vocabulary progression map to tailor their knowledge organisers specifically to benefit the children in their class. The vocabulary is added to the learning objective slide in the lesson and the teachers use it to aid the children's understanding of the lesson. The vocabulary is also used in pre-teaching interventions where appropriate.

	Vocabulary Progression of History at IVJS
Year 1	Change, calendar, event, affected, long ago, yesterday, the past, present, today, tomorrow, months, days of the week, seasons.
Year 2	Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, chronological.
Year 3	Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, BC, BCE, CE archaeology, artefact, source, leader, pharaoh, legacy, century, civilisation, slavery. Oral/ Written history.
Year 4	change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, archaeology, artefact, invasion, conquest, senate, emperor, leader, source, settler, democracy, slavery, century, paganism, slavery, rebellion, empire, migration, oral/written history, primary/secondary, settler, millennia, conquest, invasion, legacy.
Year 5	Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE, global, paganism, slavery, rebellion, interpretation, invasion, trade, co-operation, migration, oral/written history, democracy, primary/secondary, period, millennia, peasantry, court, denominations/sects, treason, traitor, values, monarchy, global. Leader, legacy.
Year 6	Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE global, paganism, slavery, <u>medieval dark</u> ages, empire, interpretation, migration, oral/written history, primary/secondary, period, millennia, epoch, peasantry, court, democracy, tyrant, heresy, punishment, judge, trail, justice, prejudice, trends, analysis, basis

Medium term planning:

Medium term plans are accessed through the shared one drive. It contains the historical skills, concepts, vocabulary as well as the lesson objectives for each lesson. These can be adapted in real-time through a conversation with a teacher and the subject lead to ensure that lessons are providing the best possible opportunities for progression and understanding.

Y3	Topic	Historical Skills	Concepts	Skills Used	Vocab
	Spring 2: Prehistoric – Stone/Bronze/Iron Ages	1. Investigate and interpret the past 2. Build an overview of history 3. Understand chronology 4. Communicate historically 5. Use evidence 6. Cause and consequence 7. Similarity, difference and significance 8. Compare and contrast 9. Frame questions	<ul style="list-style-type: none"> • Empire • Civilisations • Beliefs • Inventions • Childhood • Invasion • Power & Leadership 		Prehistoric Palaeolithic Archaeologists Stone Age B.C (before Christ) Settlements Neolithic Bronze Age Periods Archaeology Millennium A.D. (Anno Domino) Mesolithic Civilisation Agriculture Hill forts Stonehenge Skara Brae Iron Age Copper
	Lesson 1	How can I create a timeline of prehistoric Britain?	Civilisations	2	
	Lesson 2	How can I start to think about historical questions and how to find the answers?	Inventions	9	
	Lesson 3	How do I find out about early humans and the Palaeolithic period?	Civilisations Inventions	1, 3	
	Lesson 4	What was Stone Age cave art?	Civilisations Inventions	1, 5	
	Lesson 5	How can I find out how people lived in the Neolithic period? (Early Farmers, Skara Brae)	Civilisations Inventions	1, 3, 7, 8	
	Lesson 6	How can I find out about how people lived in the Bronze Age?	Childhood Beliefs	1, 3, 7, 8	

Lesson Design

All history lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to

Aspect of lesson	Details
Review of previous learning and retrieval practice	A daily, monthly and termly question is given at the start of the lesson to ensure a secure prior learning before introducing any new learning.
Introduction of learning question	Learning question introduced on the board clearly for the children to read.
Concepts, knowledge, skills, vocabulary	Concepts, knowledge, skills and vocabulary are all on the learning objective slide and colour co-ordinated to the concepts, knowledge, skills and vocabulary in the organisers.
Modelling	Modelling is used to be used to demonstrate the focus skill for the lesson. For example, modelling how to use a map.
Guided practice	Guided practice using I do, we do, you do.
Independent practice (learning tasks)	Learning tasks have a knowledge, skills or concepts-based element. They are related to the learning in the input and are achievable for all. Everyone has the same task- but scaffolding will be

	provided to ensure that the learning is accessible for all.
Plans for scaffolding	<ul style="list-style-type: none"> - Starter worksheets to encourage engagement from the start of the lesson. Visual prompts <ul style="list-style-type: none"> - Task organisers - Knowledge organisers - Adaptations to meet the overall task

Classroom Practice

<i>Retrieval practice</i>	Retrieval practice is used at the start of the lesson through the daily, weekly and termly questions that are based upon prior learning to ensure a secure understanding before the introduction of new learning.
<i>Modelling:</i>	How are key skills modelled? The modelling of key skills is used throughout the lesson, especially when new learning is introduced. For example, modelling how to analyse an artefact.
<i>Questioning</i>	What does questioning look like in your subject? What type of questions are used and for what impact? Questions are a vital key to assessing understanding and to challenge children in their understanding. Questions should vary depending on the children answering and hinge questions and multiple-choice questions should be offered if the children are unsure in their answer in order to make sure that their confidence isn't affected.
<i>Scaffolding:</i>	Children are given word mats, visual and physical resources where applicable. They are also engaged to use pair work as well as group work to both challenge and support learning.
<i>Practise</i>	Modelled, guided, group, pair and independent practise are all utilised to ensure a secure understanding of the learning question in the lesson. This will allow the children to see what the skills looks like and then in small steps gradually do it more and more independently. The act of repetition as well as having to explain what they are doing and the reasons behind it should lead to the knowledge and skills working their way into the long-term memory.
<i>Oracy</i>	Children are given opportunities for discussion which are planned and placed within the lessons. Children are encouraged to example the reasoning behind their answers. Oracy will also link into the group/pair work that accompanies some of the tasks. Children are encouraged to use subject-specific language

	in the lessons through the vocabulary discussions at the start, the modelled practice of the teacher and the opportunity to talk through their understanding at the end of the lesson in plenary tasks.
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Adaptive teaching:

The main aim for adaptive teaching within history is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during maths lessons.

Knowledge organisers and worked examples	Knowledge organisers are stuck in books at the start of each topic and can be used to assess learning at the end of the topic. Children can use the skills, knowledge, concepts and vocabulary sections of the organiser at any point in the lesson.
Task organisers	Task organisers to be used where appropriate.
Physical Resources	Physical resources to be used where appropriate (globes, maps, google map etc.)
Visual supports	Physical resources to be used where appropriate (Photos, diagrams, models, large printed maps, etc.)
Adult support	Teacher to go around and check learning during the lesson and offer support where needed. During foundation lessons, TA use this time to complete interventions.

Example of a knowledge organiser:

A year 3 autumn 2 history knowledge organiser.

Year 3 – Prehistoric Britain			
3500 BCE			
Ancient Egypt			
1 CE			
CE 1500			
	Historical skills – Chronology		What have I learnt this term?
	15000 BCE	Animal hide is used to make tents.	I know that the Stone age began around 2.6 million years ago.
	8200 BCE	Great ice sheets are melting from the ice age separating Britain from Europe.	I know that the Stone age people used stone in their tools.
	4500 BCE	People begin to make simple pottery and farming starts to spread.	I know that the Stone age people were nomads (they didn't have permanent homes).
	3750 BCE	Woolly mammoth become extinct due to people hunting them for their fur and meat.	I can start to ask my own questions about the stone age. I know that stone age art can be found in caves.
	3000 BCE	Construction begins on Stonehenge	I know that people began to settle in groups (Skara Brae). I know that people found out how to use bronze in their tools.
	2500 BCE	Stone age comes to an end as people prefer to use metal. The Bronze Age begins.	I know that people in the Bronze age preferred to live in roundhouses.
	1,200 BCE	Celtic tribes start to emerge, and people begin to live more in roundhouses.	I can discuss the similarities between the stone age and the Bronze age.
800 BCE	Bronze age ends and the Iron age begins.	I can discuss the differences between the stone age and the bronze age.	
Key Knowledge		Concepts	
Prehistory	Before things were written down.		Difference from then and now
Stone Age	In the stone age people used tools made from stone. Lithic means stone. Because the stone age was so large, it was split into three parts.		
	Palaeolithic	Mesolithic	Significance
	Old Stone Age	Middle Stone Age	
	Neolithic		Cause and Consequence
	New stone age		
Bronze Age	Some Stone Age people lived in caves – this means that sometime people refer to them as 'cavemen'. People in the Bronze Age began to settle down. They started to think about other ways to survive. Instead of the hunter-gatherer lifestyle, they started to create farms. They started to use Bronze to make weapons, pots, jewellery and other items.		The stone age marked the beginning of civilisation. It marked the beginning of art, people, invention and much more. People started to settle to make life easier. The consequence of that leads to villages to towns to cities.
Key Places	Skara Brae	A neolithic settlement on Orkney Islands in Scotland.	
	Stone Age	An historical site where burials began in the Bronze Age and massive stones were erected in circles all the way through to the Iron Age.	

A year 6 autumn 2 history knowledge organiser.

Year 6 – Tudors									
1154 - 1485 Middle Ages		1485 - 1603 Tudors		1603 - 1714 Stuarts		1714 - 1837 Georgian		1837 - 1901 Victorian	
	Historical skills – Chronology				What have I learnt this term?				
	1485	Battle of Bosworth. Henry Tudor is crowned King Henry VII. He marries Elizabeth of York.			I can know that the Tudors were in charge from 1485 to 1603				
	1509	Henry VII dies. His son, Henry VIII becomes King.			I can discuss what makes a good king.				
	1510	Henry has a daughter – Mary Tudor			I can ask questions about Henry VIII.				
	1533	Henry divorces Catherine of Aragon and marries Anne Boleyn.			I can think about why Henry VIII broke from Rome.				
	1533	Henry has a daughter – Elizabeth Tudor			I know that Henry VIII had a lot of wives.				
	1534	Henry VIII becomes head of the Church of England.			I know why Edward VI was next in line.				
	1547	Henry VIII dies and his son, Edward VI becomes King aged 9.			I know there are at least 2 different sects of Christianity.				
	1553	Edward dies and his sister Mary becomes Mary I.			I know that the Spanish attack Britain in 1588.				
	1558	Mary I dies and Elizabeth I becomes Queen.			I know that the Globe held lots of plays.				
1587	Elizabeth executes her cousin. Mary Queen of Scots.			I know that Shakespeare lived in Elizabethan times					
1588	The Spanish Armada is defeated by the English.			Concepts					
1603	Elizabeth I died, ending the Tudor dynasty. James Stuart is crowned James I of England and James VI of Scotland.			Similarities between then and now:	People liked to go to the theatre. Shakespeare was writing plays in the late 1500s that we still watch today. They liked to dance and play music. Henry VIII actually wrote his own songs!				
Key Knowledge				Differences between then and now:					
Monarch				Due to Henry VIII wanting to divorce Catherine of Aragon, he created the Church of England. Leading to the execution of many. Church of England is still the national religion to this day.					
Henry VII	Henry VIII	Edward VI	Lady Jane Grey	Mary I	Elizabeth I				
First Tudor king. Defeated Richard III.	Changed religion to Protestantism. Went to war against France.	Young King. King for 6 years. Protestant.	Only queen for 9 days. Protestant. Executed by a catholic, Mary I.	Executed many people for being protestant.	Reigned for 45 years. Her reign was called the Golden Age. Age of Shakespeare and the Spanish Armada.				
Henry's Wives				Cause and consequence					
Catherine of Aragon	Anne Boleyn	Jane Seymour	Anne of Cleves	Catherine Howard	Catherine Parr				
Divorced	Beheaded	Died	Divorced	Beheaded	Survived				
The Reformation									
Henry VIII was Catholic but decided that he didn't like having to ask permission from the Pope to do things. So, he decided the Church of England. This was a massive change for England. People were burnt at the stake for being a different religion so the monarch changing their religion was a big deal.									

Additional intervention

For some pupils, additional support is required to support the development of pupils' geographical understanding. The below table identifies the types of additional intervention that may be provided. This provision is planned with support from the SENCo.

Pre-teaching of vocabulary	Pre-teaching vocabulary is a useful tool in ensuring all pupils have to access the history curriculum at a level appropriate to their needs. Vocabulary is chosen through the use of the vocabulary progression maps and conversations with the class teacher to identify the next lessons vocabulary focuses as well as key children that would benefit from any pre-teaching.
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Support for teachers:

Subject knowledge	KS2 History - BBC Teach Historical Association – the UK national charity for history KS2 History - BBC Bitesize
Pedagogy	How to Teach for Mastery of History (Primary) (nationalcollege.com) Primary History: Lesson-to-Lesson Sequencing (nationalcollege.com) Primary History: Embedding Stretch & Challenge (nationalcollege.com) Primary History: Bespoke Assessment & Feedback (nationalcollege.com)