



History at Castle Camps C. of E. (V.C.) Primary School

Life in all its fullness

Intent

At Castle Camps C of E Primary School, our high-quality history curriculum allows pupils to develop a curiosity, fascination and understanding of the world around them and their own heritage. From the start of their learning journey, pupils will develop a well-rounded knowledge of the past and its events, with the intention to improve every child's understanding, becoming increasingly critical and analytical thinkers. Meaningful links throughout the history curriculum and with other subjects are formed in order to strengthen connections for all pupils. The history curriculum enables our pupils to develop knowledge and skills, differentiate between source types, drawing on similarities and differences within a given period and across history previously taught. Pupils will be able to explain how interpretations in history may differ, asking their own historical themed questions to broaden their understanding and prior knowledge. We strive for children to take pride in knowing the importance of where our school is situated and where they live. Children will understand their local heritage and how it relates to past historical events. They will discover that Castle Camps was a Saxon Manor which after the Norman Invasion was given by William the Conqueror to the De Vere family. They will also study the village airfield which was actively used in the Second World War. Our local historic context is embedded in the school curriculum, aiming to engage parents, carers and the wider community in discovering the importance of where the school is built. We want our pupils at Castle Camps C of E Primary School to enjoy and have a love of learning for history. We strive to do this, not only through our experiences within the classroom setting, but through educational trips and visitors.

Implementation

History at Castle Camps C of E Primary is taught through our topics over the year, so that children can achieve depth within their learning. The children understand that all events within history form a chronological timeline. The progression throughout the History Curriculum allows children to place historical eras previously taught on a timeline, building on their knowledge as they move from Nursery to Year 6. Historical understanding, as well as children's spiritual, moral, social and cultural development is further supported through the school's topic-based curriculum. Children are also able to learn about careers related to history from members of the local and wider community through visitors to the school and during educational trips. At the start of our history topics, we hold an 'Entry Point' for either a morning session or a full day. The aim of this is to capture the children's love for learning and inspire them to discover and extend their subject knowledge. The day consists of a range of activities that incorporate different elements of the curriculum subjects. It allows teachers to gain an understanding of knowledge that children already know and gives the children an opportunity to think of questions that they would like to investigate during the half term. This helps to inform the programme of study and also ensures that lessons are pitched appropriately, taking into account children's prior knowledge and starting points. Staff will use assessment for learning to ensure that lessons are targeted to meet the children's needs and will help to plan for next steps. A range of resources and artefacts loaned from local museums which will be used to teach the history topics throughout the year groups.

Impact

Work produced is of good quality and demonstrates depth of knowledge and understanding that pupils have acquired as well as enquiry skills and vocabulary in an appropriate sequence. Topic books will show evidence of a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge. Children will show enjoyment for taking part in history lessons and look forward to finding out and discovering more. Homework tasks linking to History topics will be completed by children at home. Children then present these on Google Classroom. As children progress throughout the school, they will develop a deep knowledge, understanding and appreciation of historical events and key changes in the past. There will be clear links that show the children how the past has impacted the present day.

History National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots This could include: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - 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 - Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the United Kingdom of England to the time of Edward the Confessor This could include: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066
- a local history study This could include: - 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.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include: - the changing power of monarchs using case studies such as John, Anne and Victoria - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - the legacy of Greek or Roman culture (art, architecture or

literature) on later periods in British history, including the present day - a significant turning point in British history, for example, the first railways or the Battle of Britain

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

Whole School Subject Overview (3 year plan) Year A 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	<p>Ourselves and Autumn</p> <p><i>My family past and present events</i></p>	<p>Colour and Celebration</p> <p><i>Family traditions. Events in living memory. Bonfire Night Diwali Remembrance Day</i></p>	<p>Where We Live including People Who Help Us.</p> <p><i>Chinese New Year</i></p>	<p>Favourite Authors</p> <p><i>Stories from long ago</i></p>	<p>Farm Animals and Growing</p> <p><i>Photos of people over time . Animals and their young. Old farm machinery</i></p>	<p>Wonderful Water</p> <p><i>Seaside Holidays past and present.</i></p>
Squirrel Class	<p>Queen Victoria and the Victorians - What did the Victorians do for Great Britain?</p>		<p>Florence Nightingale Why is Florence Nightingale remembered today?</p>	<p>Local history - How has Castle Camps changed?</p>	<p>Africa/Kenya - A contrasting locality How does life in Africa compare to life in the UK?</p>	
Rabbit Class	<p>Queen Victoria and the Victorians What did the Victorians do for Great Britain?</p>		<p>Local History RAF and Airfield How has Castle Camps changed? Stone Age to Iron Age How has prehistory impacted our lives today?</p>		<p>Africa Kenya/South America - A contrasting locality How do other continents differ from where we live?</p>	
Badger Class	<p>Rainforests- How are the rainforests changing?</p>		<p>The Vikings- Who were the Vikings?</p>		<p>Local history- What has changed in our area?</p>	
Deer Class	<p>The Battle of Britain What was the Battle of Britain?</p>		<p>Crime and Punishment What was crime and punishment like in Victorian times?</p>		<p>The Global Marketplace UK and El Salvador Who do we trade with?</p>	

Whole School Subject Overview (3 year plan) Year B 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	<p>Ourselves and Starting School.</p> <p><i>My family past and present events</i> <i>Photos of people over time .</i> Autumn Senses.</p>	<p>Festivals and Fireworks</p> <p><i>Family traditions.</i> <i>Events in living memory.</i> <i>Bonfire Night</i> <i>Diwali</i> <i>Remembrance Day</i></p> <p>Light and Dark</p> <p><i>Neil Armstrong</i></p>	<p>Traditional Tales</p> <p><i>Stories from long ago</i> <i>Chinese New Year</i></p>	<p>Explorers including Jungle and Dinosaurs</p> <p><i>Dinosaurs and Prehistoric times.</i></p> <p><i>Famous Explorers</i></p>	<p>Mini Beasts and Growing.</p> <p><i>Animals and their young.</i> <i>Life Cycles</i> <i>Old farm machinery</i></p>	<p>Holidays and Transport.</p> <p><i>Seaside Holidays in the past.</i> <i>Transport over time.</i></p>
Squirrel Class	<p>Where in the world?</p> <p>Where in the world shall we go?</p>		<p>The Great Fire of London</p> <p>Was London better before or after The Great Fire?</p>		<p>Fieldwork</p> <p>What's around us?</p>	
Rabbit Class	<p>Where in the World</p> <p>Where in the world shall we go?</p>		<p>Stone Age to Iron Age</p> <p>How has prehistory impacted our lives today?</p>	<p>The Great Fire of London</p> <p>Was London better before or after The Great Fire?</p>	<p>Fieldwork (Summer)</p> <p>What is around us?</p>	
Badger Class	<p>The Romans -</p> <p>What have the Romans done for us?</p>		<p>UK Study -</p> <p>What is in the United Kingdom?</p>		<p>Australia compared to the UK-</p> <p>How does Australia compare to the UK?</p>	
Deer Class	<p>Anglo Saxons and Scots</p> <p>Invaders or Raiders?</p>		<p>Volcanoes and earthquakes</p> <p>What are volcanoes and earthquakes?</p>		<p>Around the world in 80 days</p> <p>Where in the world are we?</p>	

Whole School Subject Overview (3 year plan) Year C 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehog Class	<p>Ourselves and Autumn</p> <p><i>My family past and present events</i></p>	<p>Colour and Celebration</p> <p><i>Family traditions. Events in living memory. Bonfire Night Diwali Remembrance Day</i></p>	<p>Where We Live including People Who Help Us.</p> <p><i>Chinese New Year</i></p>	<p>Favourite Authors</p> <p><i>Stories from long ago</i></p>	<p>Farm Animals and Growing</p> <p><i>Photos of people over time . Animals and their young. Old farm machinery</i></p>	<p>Wonderful Water</p> <p><i>Seaside Holidays past and present.</i></p>
Squirrel Class	<p>Explorers and Adventurers (Scott, Neil Armstrong, Christopher Columbus)</p> <p>Who are the significant explorers from around the world?</p>		<p>Wonderful Weather</p> <p>How do we predict the weather?</p>		<p>Holidays past and present/Grace Darling</p> <p>How have holidays changed?</p> <p>Why is Grace Darling remembered?</p>	
Rabbit Class	<p>Ancient Egypt – Explorers Howard Carter</p> <p>How do ancient tombs and artefacts help us to learn about the past?</p>		<p>Wonderful Weather</p> <p>How do we predict the weather?</p>		<p>Holidays past and present/Grace Darling</p> <p>How have holidays changed?</p> <p>Why is Grace Darling remembered?</p>	
Badger Class	<p>The Great War</p> <p>Why was it The Great War?</p>		<p>Fieldwork UK and the wider world (Europe)-</p> <p>Where will our journeys take us?</p>		<p>The Monarchy</p> <p>Who has ruled over us?</p>	
Deer Class	<p>The Greeks</p> <p>Who were The Greeks?</p>		<p>The Shang Dynasty</p> <p>Who were The Shang?</p>		<p>Fieldwork UK and wider world (Europe)</p> <p>How do we navigate our way?</p>	

History Progression – A Year (2021-22)

Hedgehogs	Squirrels		Rabbits		Badgers		Deer
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y6
	Big Question What did the Victorians do for Great Britain? Why is Florence Nightingale remembered today? How has Castle Camps changed?		Big Question How has Castle Camps changed? What did the Victorians do for Great Britain? How has prehistory impacted our lives today?		Big Question Who were the Vikings? What has changed in our area?		Big Question What was the Battle of Britain? What was crime and punishment like in Victorian times?
3 TO 4 year olds Begin to make sense of their own life-story and family's history. RECEPTION: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG: Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events 	UNIT 1 Events beyond living memory that are significant nationally or globally: Flight/Wright Brothers/ RAF Castle Camps or events commemorated through festivals or anniversaries The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: <u>Queen Victoria</u> . UNIT 2 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Local fieldwork study UNIT 3 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Florence Nightingale		UNIT 1 A local history study/ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WW2 Flight/RAF Castle Camps/Wright Brothers UNIT 2 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: <u>Queen Victoria</u> . <u>KS2: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Victorians.</u> Unit 3 Changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 		Unit 1 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 UNIT 2 A local history study. a depth study linked to one of the British areas of study listed in NC 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.		UNIT 1 Unit 1 The Battle of Britain A significant turning point in British history, for example, the first railways or the Battle of Britain Unit 2 Crime and Punishment - changes in an aspect of social history, such as crime and punishment

encountered in books read in class and storytelling.				
	<p>Key Vocabulary</p> <p>V: British Empire, factory, poor, rich, workhouse, Modern, Queen Victoria, Victorians, Monarch, Slate and chalk, Ink pens Pens, Abacus, Strict, Dunces hat, steam engine, chimney sweep</p> <p>FN: Significant Individual, Crimean War, Nurse, Soldier, Monarch, British Hotel, Scutari, patient, disease, the lady with a lamp, Victorian, treatment, conditions, medicine, hygiene, dirty, unclean, nurse, doctor</p> <p>CCFS: Castle Camps, village, Cambridge, Haverhill, Shudy Camps, Camps End, castle, Church, RAF, airfield, second world war, All Saints Church</p>	<p>Key Vocabulary</p> <p>Stone Age, Bronze Age, Iron Age, Prehistory, Archaeologists, Artefacts, Palaeolithic period, Mesolithic period, Neolithic period, Settlements, Ring Fort, Hill Fort</p> <p>V: British Empire, factory, poor, rich, workhouse, Modern, Queen Victoria, Victorians, Monarch, Slate and chalk, Ink pens Pens, Abacus, Strict, Dunces hat, steam engine, chimney sweep</p>	<p>Key Vocabulary</p> <p>Vikings- Vikings, invasion, Lndisfarne, raids, invasions, chronological, invade, Danegald, exile, kingdom, longship, monastery, settlements, raids, pagans, pillaged.</p> <p>Castle Camps- local, changes, history, beginnings, locality, castle, adapting, settlements, period.</p>	<p>Key Vocabulary-</p> <p>Battle of Britain - air raid, Allies, blackout, gas mask, rations, Blitz, evacuee, evacuation, spitfire, Winston Churchill, rationing, ration book, Royal Air Force (RAF), Morse code</p> <p>Crime and Punishment - sin, crime, punishment, civil law, criminal law, retribution, deterrence, reformation, vindication</p>

History Progression – B Year (2022-23)

Hedgehogs	Squirrels		Rabbits		Badgers		Deer
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y6
	Big Question Was London better before or after The Great Fire?		Big Question Was London better before or after The Great Fire? How has prehistory impacted our lives today?		Big Question What have the Romans done for us?		Big Question Invaders or Raiders?
3 TO 4 year olds Begin to make sense of their own life-story and family's history. RECEPTION: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG: Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	UNIT 1 Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Samuel Pepys.		UNIT 1 Changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, - Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture UNIT 2 Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Samuel Pepys.		UNIT 1 Unit 1 The Roman Empire and its impact on Britain <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		UNIT 1 Britain's settlement by Anglo-Saxons and Scots. <ul style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - 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 Christian conversion – Canterbury, Iona and Lindisfarne
	Key Vocabulary Timeline, Source, Reliable, Douse, Embers, Extinguished, Leather Bucket, Squirt, Fire posts, Fire hook, Gunpowder, Wattle and daub, Timber		Key Vocabulary PH: Stone Age, Bronze Age, Iron Age, Prehistory, Archaeologists, Artefacts, Palaeolithic period,		Key Vocabulary Roman, empire, Pompeii, chariot, coliseum, barbarian, baths, slaves, villas, artefacts, mosaics.		Key Vocabulary invasion, Lindisfarne, raids, invasions, chronological, invade, exile, kingdom, monastery,

	frame, 17th Century London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, change, order, architect, Lord Mayor, Sir Christopher Wren, monument	Mesolithic period, Neolithic period, Settlements, Ring Fort, Hill Fort GFofL: Timeline, Source, Reliable, Douse, Embers, Extinguished, Leather Bucket, Squirt, Fire posts, Fire hook, Gunpowder, Wattle and daub, Timber frame, 17th Century London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, change, order, architect, Lord Mayor, Sir Christopher Wren, monument		settlements, raids, pagans, pillaged.
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History Progression – C Year (2023-24)

Hedgehogs	Squirrels		Rabbits		Badgers		Deer
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y6
	Big Question Why is Grace Darling remembered? How have holidays changed? Who are the significant explorers from around the world?		Big Question How do ancient tombs and artefacts help us to learn about the past? How has prehistory impacted our lives today? Why is Grace Darling remembered? How have holidays changed?		Big Question The Great War- Why was it the Great War? The Monarchy- Who has ruled over us?		Big Question Who were the Greeks? Who were the Shang? What was the Battle of Britain? What was crime and punishment like in Victorian times?
3 TO 4 year olds Begin to make sense of their own life-story and family's history. RECEPTION: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Unit 1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Neil Armstrong, Christopher Columbus & Scott of the Antarctic (Geography objective: Study the location of hot and cold areas of the world in relation to the Equator and the North and South Poles). Unit 2		Unit 1 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 lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Howard Carter		Unit 1 A local history study. a depth study linked to one of the British areas of study listed in NC 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.		Ancient Greece – a study of Greek life and achievements and their influence on the western world Unit 2 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China

<p>ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Grace Darling & holidays past and present.</p>	<p>Unit 2 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Grace Darling</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Holidays Past and Present</p> <p>Unit 3 Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, - Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Unit 2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Monarchy- changing power of monarchs using case studies.</p>	
	<p>Key Vocabulary GD: Achievements, Memorable, Rescue, Survivor, Wreckage, Lighthouse, Longstone, lifeboat, heroine, tuberculosis, vessel, rocks, SS forfarshire</p> <p>E&A: Explore, Explorer, Expedition, Significant Equipment, Adventure, Journey, Conditions, world, map, Neil Armstrong, Christopher Columbus, Scott of the Antarctic,</p> <p>HP&P: Amusement, bathing machine, clothing, entertainment, fair, historical source, living memory, modern, location, occupation, past, pier, present, promenade, seaside resort, swimwear, time, transport, Victorian</p>	<p>Key Vocabulary - PH: Stone Age, Bronze Age, Iron Age, Prehistory, Archaeologists, Artefacts, Palaeolithic period, Mesolithic period, Neolithic period, Settlements, Ring Fort, Hill Fort</p> <p>GD: Achievements, Memorable, Rescue, Survivor, Wreckage, Lighthouse, Longstone, lifeboat, heroine, tuberculosis, vessel, rocks, SS forfarshire</p> <p>AE: Tomb, Burial, After life, Gods, Archaeologist, Artefacts, Slave, Ruler, Irrigate, Irrigation Ancient</p> <p>HP&P: Amusement, bathing machine, clothing, entertainment, fair, historical source, living memory, modern, location, occupation, past, pier, present, promenade, seaside resort, swimwear, time, transport, Victorian</p>	<p>Key Vocabulary- The Great War- Armistice, artillery, battlefield, conflict, allied, civilian, bayonet, cannon, mortar, remembrance, trench, troops.</p> <p>The Monarchy- Royal, ruler, monarchs, reign, sovereign, democracy, coronation, commonwealth, jubilee, throne.</p>	<p>Key Vocabulary Greeks, myths, city state, civilizations, Mount Olympus, Parthenon, temple, Sparta, Athens, Alexander the Great, column, democracy, pottery, philosophy, demi-gods, Zeus</p> <p>Key vocabulary Archaeologist, dynasty, Emperor, artefacts, bronze, cowrie shells, culture, hierarchy, society, trade, jade, oracle bones, Yellow river, human sacrifice, classes, slaves</p>

SEND

Children with SEND at Castle Camps are provided a broad curriculum both within and across all subjects unless indicated otherwise on EHCP.

Some of the issues facing pupils with SEND include:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Behavioural

Adaptations to the History Curriculum:

- Visual resources are used to support pupils via pictures of artefacts/historical figures/storyboarding text/ visual historical timelines that show historical chronology.
- Emotive auditory sources can be used to engage and motivate all pupils, eg: distinctive sounds such as sirens etc.

Teaching, Learning and Assessment:

- Teachers and TAs are aware of pupils who have EHCPs and APDRs, and, using these, plan adaptations and opportunities for them to meet relevant targets within the subject.
- Subject leaders and class teachers regularly meet with the SENDCo and Inclusion Lead to discuss individual pupils, and adaptations that could be made to allow for greater access to a broad curriculum.
- Learning objectives and independent activities are adapted so all pupils can access the learning at their level using the SEND reasonable adaptations document.
- Clear and fixed routines and structure to lessons supports access to learning, and these are matched to particular children's needs.
- Teachers and TAs establish relationships built on trust and understanding with the pupils to enable needs to be met effectively, and the children to see themselves as learners.
- When assessing pupils, every opportunity is carefully planned to allow children with SEND and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary, as well as knowing what they are learning or practising.

Adult Support:

- Teachers and TAs support named children in activities to promote participation with other pupils where possible.
- When appropriate, children are encouraged to work independently and reminded that they are learning when a lesson feels a bit tricky.
- Both teachers and TAs adapt the lesson as they see fit for individuals. This may be in terms of adapting questions asked of specific pupils, giving more thinking time, using a wordmat to refer back to pre teaching, scaffolded or form of the activity, the way the learning is recorded, changing or adding to the

resources, selecting peers for children to work with and any other adaptations to support children in making steps in learning to the main objective for the class lesson.

Resources:

- Visual cues and prompts (including writing frames, word mats, task planners, procedural steps and 'Now/Then' boards)
- Resources are adapted to suit the needs of the pupil – resources chosen for colour/size/shape etc and these are accessed independently by children where possible.
- Health and Safety when using resources is considered for all pupils, and alternative resources are provided when necessary. Where children have a physical disability this should be considered in line with their EHCP and/or APDR.
- Resources to support children to be independent with recording their learning/writing are used to allow greatest access to the curriculum (including, but not limited to, dictaphones, chunky pencils, pencil grips, scribes, word processing).

Additional Learning Opportunities:

- Pre-teaching is used with children before specific lessons to prepare them for the learning objective or vocabulary.
- The need for all learners to acquire new vocabulary is reinforced; teachers model occasions when they also need to check the meaning of words or factual information.
- Children may be introduced to certain resources in advance of the lesson, particularly a practical lesson, to familiarise them with the equipment and how to use it.
- All adaptations and scaffolding are in place to support children's independent learning.

SMSC in History

Spiritual

The study of History invokes a sense of curiosity and prompts us to question how and why historical events took place. It raises questions as to what could have happened if events had different outcomes. Artefacts are used to give children a sense of the past and aid children in understanding the people who produced and used these objects. Trips to local historical areas are used as a stimulus to excite, fascinate and begin to explain history in context. Children are encouraged to explore the role played by significant individuals, for good or ill, in the shaping of the world that we live in. Children reflect upon different interpretations of the past and interrogate the authenticity of viewpoints presented by a range of sources.

Moral

Children are asked to consider and comment on moral questions and dilemmas. Children are encouraged to understand past events in light of the beliefs and morals of that time. They reflect on today's tolerant society, and notice that belief systems, and what is deemed acceptable, has changed dramatically over the course of history. Children will develop open mindedness when considering the actions and decisions of people from the past. Children will be encouraged to show compassion for people facing dilemmas and to empathise with decisions made by those in the past. They will be aware of the reasoning behind these decisions and base their understanding on the historical context. Ideas of 'right and wrong' are explored in connection with events from the past. Opportunities are given to discuss our own personal history and special events throughout the year such as birthdays and holidays. Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers.

<u>Social</u>	<u>Cultural</u>
<p>Children will explore the similarities and contrasts between past and present societies and be made aware of how we are more fortunate living in 'the modern world'. Children will examine how other cultures have had a major impact on the development of 'British' culture. Children will be encouraged to build up their own social development through collaborative and team working activities. Visits and visitors are cooperated well with and important rules will be followed in order to preserve historic artefacts. Morals through stories with historical settings are used during assemblies, and English sessions in order to bring issues to life. Role play and hot seating are encouraged in order to engage children with their learning.</p>	<p>Children will study and be encouraged to gain an understanding of, and empathise with people from different cultural backgrounds. Children will examine how other cultures have had a major impact on the development of 'British' culture. Children develop an enriched understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are explored, linking to the respect of an individual. Events throughout the year, including displays, give children the opportunity to see how the local area has developed over time.</p>

Assessment and Recording

Teachers assess children's work in history by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year history is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Our Feeder Secondary Schools

	Linton Village College	Samuel Ward	St Bede's
History Curriculum Links	https://lvc.org/history-2/	https://samuelward.co.uk/departments/history	https://www.st-bedes.org.uk/Curriculum/History/