

History

Intent

At Hyde Park Schools, through our history curriculum alongside our school values, we aim to inspire pupils to be curious, inquisitive, and understanding about the past and how their history can shape the world in which they live in today. We have developed a broad and balanced curriculum, in alignment with the national curriculum, to captivate and enthuse all children about history, enabling our pupils to secure their understanding of themselves, their family, and their community, drawing on local historical links within our locality of Plymouth. Our cross curricular approach through carefully considered areas of interest, such as castles, pirates, The Great Fire of London, The Victorians, World War II and progressive sequential lessons enable our pupils to explore and analyse a range of historical sources, ask effective questions, and think critically about the past, to widen their understanding of Britain's history. Our history curriculum is supported through extensive offsite learning involving local landmarks, museums, and locations in order to widen our pupils' historical knowledge and enquiry.

Implementation

At Hyde Park Schools, our progressive and inclusive history curriculum enables our pupils to build on their previous learning to develop their understanding of the past and the chronology of events that shapes the world in which they live in today. It is imperative that our children are aware of the history associated within their locality through classroom learning coupled with offsite learning experiences exploring local landmarks and museums. In both schools, we strive to provide children with opportunities to develop mastery in the key skills as historians through studying significant historic events and individuals which have had an impact on the world in which they live in. As a school, we are cross curricular in our approach, meaning that every opportunity to teach history in other curriculum subjects is explored, such as reading, geography, and science. The children's historical contributions will be evidenced in their history books and learning walls, taking various forms of written and illustrated work with effective teacher feedback.




Both schools History co-ordinator collaborates on monitoring and evaluating the planning across all year groups, observe history lessons, complete scrutiny of books and listen to pupil voice to ensure a broad, balanced, and progressive curriculum.

Impact


Quality first teaching and sequentially planned curriculum across the Schools equips our pupils with the knowledge of Britain's past and how key historic events and individual endeavours have shaped the world in which they live in today. Our curriculum allows for children to review previous learning and add to their knowledge through a variety of topics through coherently sequenced lessons, learning experiences and varied activities/tasks. Our pupils extend their historical knowledge both in our school environment as well as through outdoor learning experiences within our locality in order to enrich their learning.

The collaborative working between the Schools enables a clear progression of vocabulary, skills, and knowledge for our children. Children's progression in history is monitored closely through planning, book scrutiny, lesson observations, learning walks and discussions with pupils

Progression

	Year 3			Year 4		
	Autumn 2	Spring 2	Summer 2	Autumn 1	Spring 2	Summer2
Unit of work	Stone Age	Ancient Egypt	Mayans	Romans and Celts	Anglo Saxons	Vikings
Knowledge Content	Enquiry and interpretation Raise questions from what evidence tells us. Understand which sources are more reliable than others	Characteristic features Understanding the characteristic features which define the Ancient Egypt civilisation, in particular show an understanding of the main ideas associated with Ancient Egyptian society and make comparisons with that of the Early Islamic civilisation,	Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Undertake an in-depth study of a non-European society that provides contrasts with British history - The Ancient Maya.	Cause and effects of invasion Understand the consequences of the Roman invasion in terms of immediate and long-term effects. Understand how people were affected differently.	Cause and consequence Understand why people from other societies kept invading and settling in Britain. Understanding how invasion affected the language, culture and borders in Britain.	Cause and consequence Understand why people from other societies kept invading and settling in Britain. Understand how some sources give negative view of the Vikings. Understand the notion of 'bias'
 Enquiry Questions	<i>How can we use artefacts to find out about stone age life and how reliable are they?</i>	<i>Why are people today still so fascinated by Ancient Egypt?</i>	<i>Why should we remember the Mayans?</i>	<i>What affect did the Roman invasion have on the lives of the British People?</i>	<i>How did the Anglo-Saxons invasion affect the language, way of life and the borders in Britain?</i>	<i>Raiders Or Traders. What were the Vikings really Like?</i>
 Key Vocabulary	Stone Age, Bronze Age, Iron Age, Neolithic, pre-historic, tribe, monument, Skra Brae, Stonehenge, timeline, archaeologists, artefacts, sources	ancient, civilisation, characteristics, kingdom, archaeology, evacuations, artefacts, Pharaohs, mummified, religious beliefs, afterlife, hieroglyphics, descendants, slavery	Ancient, civilisation, artefacts, beliefs, society, Cenote, codex, excavate, hieroglyphs, jade motif, stele	Romans, Roman Empire, Celts, settlements, invasion, occupation, conquest, rebel, consequences, lifestyles, legacies	AD, Saxons, migration, settlements, settlers, kingdoms, social class, societies, Christianity, justice, paganism, feudal system,	invaders, raiders, traders, conquerors, stereotype, bias, reputation, speculate, significance, archaeologist evidence , source , interpretation, excavations
 Skills	<ul style="list-style-type: none"> Use a range of sources to answer questions about the past that 	<ul style="list-style-type: none"> Compose a range of higher order questions and be able to use a range of pictorial 	<ul style="list-style-type: none"> Use a range of information to ask and answer questions about the past. 	<ul style="list-style-type: none"> Devise a clear set of questions that will enable them to select and use appropriate 	<ul style="list-style-type: none"> Raise a range of higher order questions that will help them to select and use 	<ul style="list-style-type: none"> Raise a range of higher order questions that will help them to select and use




	<p>involve analysis and deductions.</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Explain why something happened based on an analysis of information studied. • Use historical vocabulary when describing evidence and drawing conclusions. • Recognise how their life is different from the lives of people from the past. • Make conclusions based on their knowledge and understanding of their enquiries. 	<p>and written sources to answer them.</p> <ul style="list-style-type: none"> • Begin to select and combine information from different sources to answer questions raised. • Identify different ways in which the past is represented. • Understand the difference between historical facts and opinions. • Make a range of inferences and deductions based on evidence analysed. • Use historical specialist vocabulary when communicating findings. • Draw conclusions at the end of a unit and be able to back up viewpoints with simple reasons and some evidence. 	<ul style="list-style-type: none"> • Use interpretations, pictures and written sources to build a picture about the past. • Describe how the past has been divided into different periods of time. • Explain my reasons for placing objects, people and events in a particular order. • Use dates and historical terms to describe historical periods. • Compare and contrast the ways of life of people from different historical periods. • 	<p>information sources.</p> <ul style="list-style-type: none"> • Make inferences and deductions from sources studied. • Explain why something happened based on an analysis of information studied. • Give simple reasons and develop own ideas for causes and effects of the Roman Invasion and be able to express a viewpoint. • Use historical specialist vocabulary when communicating findings. 	<p>appropriate information sources.</p> <ul style="list-style-type: none"> • Select and combine information from different sources to answer questions raised. • Distinguish between historical facts and opinions. • Draw conclusions, based on their knowledge and understanding and be able to state their personal opinions giving clear reasons and evidence • Represent findings in a variety of ways, selecting the most appropriate way of recording information. • Use historical vocabulary when communicating their findings both orally and in written form. 	<p>appropriate information sources.</p> <ul style="list-style-type: none"> • Select and combine information from different sources to answer questions raised. • Show an understanding that aspects of the past have been represented and interpreted in different ways. • Identify bias in evidence. • Distinguish between historical facts and opinions. Draw conclusions, based on their knowledge and understanding and be able to state their personal views and opinions giving clear reasons and evidence. • Communicate findings in a variety of ways using historical vocabulary. • Begin to consider and respond to
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					<ul style="list-style-type: none"> Sum up their views and opinions of the period studied, with clear reasons and evidence. 	different viewpoints and draw own conclusions based on their study of a historical period.
 <p>knowledge</p>	<ul style="list-style-type: none"> Explain how the earliest settlers were hunters and gathers and why. Make deductions about lifestyle of Stone Age man from images Explain how different life in the Stone Age was when Man started to farm. Talk about the impact of significant changes and can use precise language to describe periods of time e.g. Neolithic Make deductions about way of life by studying evidence of 	<ul style="list-style-type: none"> Locate Ancient Egypt in time and place. Locate the Nile valley on a world map & make deductions from map evidence. Understand the importance of the Nile and significance of annual floods. Know why the ancient monuments are close to the river. Understand the key role archaeologists have had in enabling us to know about this civilisation and how much of what we 	<ul style="list-style-type: none"> When and where did the Mayans live? Work out what historical evidence tells us about the Maya. To understand the importance of the Mayan civilisation. To compare the achievements of the Maya and the Anglo-Saxons. To look at the Spanish invasion of the Maya Lands and discuss and compare to prior knowledge of the Normans invading Britain (Anglo Saxons). Discover the Copan stairway 	<ul style="list-style-type: none"> Understand the size and timescale of the Roman Empire. Understand the reasons why the Romans invaded Britain. Be able to explain why the Roman army was so powerful. Be able to explain how the Roman way of life contrasted with the lifestyle they found when they arrived. Explain some of the 'Romanisation' of Britain including the impact of technology, their culture and beliefs. 	<ul style="list-style-type: none"> Explain who the Saxons were, where they came from and the reasons why they invaded England. Locate key periods on a timeline, showing how Ancient Egypt, Romans, Anglo Saxons overlapped. Identify, using maps, the locations of the Anglo Saxons kingdoms and settlements. Understand how we came to speak English today and why there are different countries in the islands of Britain and Ireland. 	<ul style="list-style-type: none"> Explain why Vikings travelled so far from their homelands and where they went and why. Explain how they managed to travel so far. Locate the Vikings in time in relation to the Romans and Saxons Explain why the Vikings gained their reputation and understand that it was exaggerated by the accounts written by monks which until recently were the main source of evidence. Distinguish between a Saxon

	<p>buildings left behind.</p> <ul style="list-style-type: none"> • (Skara Brae) • Understand what is meant by the term Bronze Age and Iron Age • Explain when Stonehenge was built and how it was built in stages. • Speculate as to the likely use of Stonehenge and come to a reasoned judgement using evidence. • Explain how life changed during the Iron Age 	<p>understand came from the last 200 years.</p> <ul style="list-style-type: none"> • Know what sources of evidence have survived and how they were discovered. • Explain why pyramids were built. • Explain the differences between the lives of the rich and poor and why slavery was a key feature of this civilisation. 	<p>and its hieroglyphs and marvel at the four main Maya codices,</p> <ul style="list-style-type: none"> • Learn about the Maya numerals, their maths system and the Dresden Codex. Represent Maya numbers. Consider the Maya calendar and compare it to our own system. • Learn about the organisation of a Mayan city (link to settlement). • Understand the importance of temple-pyramids and palaces in the Maya community. • Research the type of important ceremonies that took place on the top of the temple and understand that temples were 	<ul style="list-style-type: none"> • Know why Boudicca led a revolt against the Romans. • Speculate why the Romans left Britain. • List and explain the legacies left by the Roman invasion. • Explain what was so special about Baghdad in the Golden Age and the importance of trade to enrich the life there. 	<ul style="list-style-type: none"> • Have an understanding of their religious beliefs and how Christianity came to Britain. • Explain the 6 main methods of keeping law and order in Anglo – Saxons times and predict which punishments fitted which crimes. • Speculate as to which were the most effective methods of keeping order. • Understand in simple terms what is meant by the dark ages. 	<p>and Viking account of the same event</p> <ul style="list-style-type: none"> • Explain how the Vikings tried to take over Britain and be able to sequence Viking raids on a timeline. • Explain how recent evacuations from Jorvik have changed people views of the Vikings and understand the significance of archaeological evidence in shaping our revised view of the Vikings as traders. • Locate places with 6 of main Viking suffixes from a given map. • Know why Alfred the Great was called by this name and how he defeated the Vikings. • Explain how they think the Vikings should be remembered. • Draw a conclusion on the statement
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			<p>often built as staging posts for ceremonial events.</p> <ul style="list-style-type: none"> Find out about the childhood of the Maya and how skills were passed down from parents. 			Raiders or Traders giving clear reasons and backing it up with evidence.
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	Year 5			Year 6		
	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 1 & 2	Summer
Unit of work	Tudors	Mayflower	Civil War	Victorian	WW2	Gulf War
Knowledge Content	<p>Characteristics features of periods and societies- able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>Cause and Effect- of Henry leaving Catholic Church and Elizabeth's war with Spain.</p>	<p>Historical Perspective – placing knowledge into different contexts, understanding the connections between local and international history.</p> <p>Cause and effect – To look at the impact of The Mayflower voyage on Plymouth and America.</p>	<p>Characteristics features of periods and societies- able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p>	<p>Change and continuity- identify changes made to tackle the treatment of poor children.</p> <p>Characteristics of society- able to describe and explain ways of life at different levels of Victorian society and understand that people would have different outlooks on life</p>	<p>Cause and effect—of WW2 and impact on peoples' lives</p> <p>Significance- understanding why we study WW2 and the lessons learnt.</p>	<p>Cause and effect—of The Gulf war and impact on peoples' lives</p> <p>Significance- understanding why the gulf war is of historical significance and look at comparisons with conflict of the past.</p>

				depending on their social standing.		
 Enquiry Questions	<i>Which monarch was the better ruler and why- Henry VIII or Elizabeth I?</i>	<i>What were the causes and motivations for migration to America?</i>	<i>Can one battle seal a King's fate?</i>	<i>How were the rights of children abused during Victorian Times and why? Was the British empire good or bad?</i>	<i>What impact did WW2 have on the lives of people?</i>	<i>Could the war in Iraq have been prevented? What can we learn from past conflicts to stop history repeating itself over and over again?</i>
Key  Vocabulary	monarch, heir, reign, succession, tyrant, propaganda, Catholic, Protestant, reformation, dissolution, exploration, Spanish Armada,	Loyal, sovereign, Christians, faith, voyage, advancements, constitution, pilgrims, Separatists, saints, strangers, crew, servants, colonies, industry	monarch, heir, reign, succession, tyrant, propaganda, Royalist, parliamentarian, reformation, dissolution,	Victorian, industrial, poverty, child labour, working class, upper class, paupers, workhouse, boarding school, ragged schools, reformers,	allies, blitz, black out, conscript, evacuation, evacuee, rationing, refugee, propaganda	Cease fire, aftermath, Persian Gulf War, First Gulf War, Operation Desert, Storm/Shield/Sabre, Saddam Hussein, Kuwait,
 Skills	<ul style="list-style-type: none"> • Raise a range of higher order questions that will help them to select and use appropriate information sources. • Begin to select and combine information from different sources to answer questions raised. • Distinguish between historical facts and opinions. • Draw conclusions, based on their knowledge and understanding and be able to state their 	<ul style="list-style-type: none"> • Answer questions about the past selecting information from a wide range of sources. • Use appropriate terminology and methods to present information about the past. • Identify different ways in which people have 	<ul style="list-style-type: none"> • Answer questions about the past selecting information from a wide range of sources. • Use appropriate terminology and methods to present information about the past. • Identify different ways in which people have represented and interpreted the past. • Talk about and give reasons for 	<ul style="list-style-type: none"> • Raise a range of higher order questions that will help them to select and use appropriate information sources. • Using their knowledge and understanding identify and evaluate sources of information which they use critically 	<ul style="list-style-type: none"> • Raise a range of higher order questions that will help them to select and use appropriate information sources. • Using their knowledge and understanding identify and evaluate sources of information which they use critically to reach and 	<ul style="list-style-type: none"> • Answer questions about the past selecting information from a wide range of sources. • Use appropriate terminology and methods to present information about the past. • Identify different ways in which people have

	<p>personal opinions giving clear reasons and evidence.</p> <ul style="list-style-type: none"> • Identify bias in evidence. • Use historical vocabulary when communicating their findings both orally and in written form. • Produce more structured pieces of writing, which demonstrate knowledge of events/facts, opinions, backed up with reasons and evidence. • Begin to consider and respond to different viewpoints and draw own conclusions based on their study of a historical period. 	<p>represented and interpreted the past.</p> <ul style="list-style-type: none"> • Talk about and give reasons for an event being interpreted in a range of different ways. • Talk about why some written sources may give a negative view or account. • Select, combine and present information from more than one source. • Recognise some of the strengths and limitations in terms of archaeological evidence. • Describe a range of different features of key 	<p>an event being interpreted in a range of different ways.</p> <ul style="list-style-type: none"> • Talk about why some written sources may give a negative view or account. • Select, combine and present information from more than one source. • Describe a range of different features of key historical events. • Compare and contrast events from different historical periods. • Explain and give reasons for events in the present and past. • Talk about the impact of events on different groups within society at that time. • Interpret and evaluate a key 	<p>to reach and support conclusions.</p> <ul style="list-style-type: none"> • Show an understanding that aspects of the past have been represented and interpreted in different ways. • Distinguish between historical facts and opinions. • Draw a range of inferences and deductions from sources studied. • Communicate findings in a variety of ways making appropriate use of dates and historical vocabulary. • Sum up their views and opinions of a period studied, with 	<p>support conclusions.</p> <ul style="list-style-type: none"> • Show a greater understanding that people create different versions of the past for different audiences. • Explore how some interpretations of historical events or people studied might be more accurate and reliable than others. • Identify bias in evidence. • Discuss how events may have been averted and the possible outcomes. • Select, organise findings to produce structured and more detailed pieces of 	<p>represented and interpreted the past.</p> <ul style="list-style-type: none"> • Talk about and give reasons for an event being interpreted in a range of different ways. • Talk about why some written sources may give a negative view or account. • Select, combine and present information from more than one source. • Describe a range of different features of key historical events. • Compare and contrast events from
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		<p>historical events.</p> <ul style="list-style-type: none"> • Compare and contrast events from different historical periods. • Explain and give reasons for events in the present and past. • Talk about the impact of events on different groups within society at that time. • Interpret and evaluate a key historical event from more than one perspective or viewpoint. • Support evaluations with a range of evidence from a range of sources. 	<p>historical event from more than one perspective or viewpoint.</p> <ul style="list-style-type: none"> • Support evaluations with a range of evidence from a range of sources. • 	<p>clear reasons and evidence and respond to viewpoints of others.</p>	<p>writing, making appropriate use of dates and historical vocabulary.</p> <ul style="list-style-type: none"> • Describe in detail reasons for and results of events and changes. • Sum up their views and opinions of a period studied, with clear reasons and evidence and respond to viewpoints of others. 	<p>different historical periods.</p> <ul style="list-style-type: none"> • Explain and give reasons for events in the present and past. • Talk about the impact of events on different groups within society at that time. • Interpret and evaluate a key historical event from more than one perspective or viewpoint. • Support evaluations with a range of evidence from a range of sources.
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Knowledge

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| <ul style="list-style-type: none">• Make a number of inferences and deductions from studying the different portraits of Henry VIII.• Recognise that portraits are a product of the time in which they were painted and understand the reasons why Henry wanted a certain type of portrait.• Sequence and express a viewpoint about the key events leading up to the break with Rome.• Explain why Henry really broke with Rome based on the evidence they have analysed and discussed.• Explain how different life was for people at different levels of society living in Tudor times and the massive gulf between the life of the rich and poor.• Explain why Elizabeth used | <ul style="list-style-type: none">• To understand why the Pilgrim went to America.• What was the Mayflower and what was the voyage to America like?• To explore who the crew were by looking and analysing census data from the ship logs/records.• To look at how ships were navigated during the 16th Century and how that compares to today, e.g., what instruments were used.• To compare and contrast what life was like in 17th century Plymouth and to compare with that of America. | <ul style="list-style-type: none">• To create a timeline of the English civil war.• Explore and research the main causes of the civil war:<ul style="list-style-type: none">• Divine right,• Charles marrying a catholic• Quarrels with Scotland• Charles dissolving parliament• Ship tax• Laud becomes Archbishop of Canterbury• Charles entered the house of commons• To be able to describe the 4 main battles in depth and look at their significance of them.• To explore the difference between the royalist and the parliamentarians, e.g., round heads and cavaliers. | <ul style="list-style-type: none">• Identify Queen Victoria and place the Victorian period in relation to other periods of British history.• Know what life was like for a poor child in the 1840's from looking at a range of sources including photographic evidence, extracts from Dickens novels and film clips.• Explain why poor children had to work in Victorian times.• Explain the huge gulf in the lives of the rich and poor children. | <ul style="list-style-type: none">• If the First World War was so horrific, why did Britain go to war again just 20 years later?• Know the causes of WW2 and be able to locate the countries involved in the war.• Understand the pros and cons for Britain going to war with Germany. Place historical events within a chronological framework.• Why was it necessary for children to be evacuated?• Understand the pros and cons of evacuation• Understand what is meant by the term | <ul style="list-style-type: none">• To be able to name the belligerents of the Gulf War.• To be able to discuss the reasons behind why the Gulf War (conflict) precipitated.• To be able to describe how Iraq was defeated.• To be able to understand the events leading up to and on August 2nd, 1990.• To be able to understand Iraq and Iran and the refusal to repay debts.• To be able to understand the timeline of the events during the conflict. |
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	<p>portraits to control her image as a monarch and understand they were a form of propaganda.</p> <ul style="list-style-type: none"> • Explain why Elizabeth went to war with the Spanish, the reasons for the Spanish defeat and England's success. • Explain the key leisure pastimes in Elizabethan times and how they were different for different levels of society. 	<ul style="list-style-type: none"> • To look at historical sources of evidence to explore what the new world was like. • To explore what Thanksgiving was and look at significance of what the first thanksgiving looked like. • To explore the timeline of ships and research why the Mayflower was so compact. • Why were the Separatists persecuted? • Explore the idea of settlement through history and how the Pilgrims settled in America. 	<ul style="list-style-type: none"> • To look at the events within the English civil war and decided on what event was the most important in causing a civil war. • To explore the make up if an army, e.g pike men, musketeers, and cavalry. Which would you be and why? • Look at Plymouths involvement in the civil wars. • Research and present about the battle of Freedom Fields. • Look at the Siege of Plymouth and the role that the Royal citadel played. 	<ul style="list-style-type: none"> • Make a range of inferences based on sources they have analysed and discussed. • Understand how Lord Shaftesbury and Dr Barnardo helped the plight of the poor children and be able to explain how they changed some children's lives by studying a variety of written and pictorial sources. • Compare and contrast schooling for the rich and the poor and be able to identify some distinctive features of Victorian schooling. 	<p>'blitz 'and be able to describe the characteristics features of a blitz and know why certain areas of cities were more likely to be bombed than others.</p> <ul style="list-style-type: none"> • Explain the impact of air raids of peoples' lives and why the government made the decision to evacuate children from the cities. • Understand the impact this decision on families and children's' emotional wellbeing. Was every child's experience of evacuation the same? • Explain why the 	<ul style="list-style-type: none"> • To be able to compare and contrast events in this conflict to that of previous conflicts. • To look for similarities and differences and preventable factors that might have occurred. • Where did the Gulf War take place? • To look at the global coalition and the victory. • To discuss the rise to power of Saddam Hussein and how this compares to other leaders in previous conflicts. • To refer to and make
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				<ul style="list-style-type: none">• Identify the main changes for children living in Victorian times and who benefited from them.• Summarise how the rights of children were abused in the Victorian period with clear reasons and evidence.• Can contrast their lives with those of Victorian children.	experiences for children dependant were on where they were sent and who they housed with.	reference to the involvement of Plymouths own armed forces and to question veterans from the gulf war about their time.
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