

Littleham C of E Primary School History Curriculum Plan

Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual key stages to support a progressive approach to learning in our mixed age classes.



At Littleham C of E Primary School we are very proud of our History Curriculum. It has been developed with the understanding that through learning to ask and investigate questions about the past, our children are able to make better sense of the world today and are more informed and enlightened citizens going into the future. We have therefore carefully created a whole-school history curriculum which is:

- **Aspirational:** Our high-expectations in history teaching and learning enables our children to fulfil their individual potential, cultivates their natural curiosity about the past and enables our children to appreciate the value of history learning to them in their 21st century world.
- **Engaging:** Our children develop their historical perspective through enquiry-based learning. The concepts 'continuity & change', 'cause & consequence', 'similarity & difference' and 'significance' underpin these, with children asking increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why interpretations of history vary and understanding how knowledge of the past is constructed by historians.
- **Logical, Broad and Balanced:** Learning and enquiries have been purposefully selected and sequenced to meet the guidance and expectations of the Early Years Foundation Stage and the National Curriculum, to support children's developing chronological understanding and to be relevant to our children. To further learning about people, events and periods of the past, key historical concepts, such as 'monarchy' and 'trade', are taught within historical contexts and are revisited and developed through our curriculum.
- **Progressively More Challenging:** Our curriculum is designed so that children build upon prior learning and encounter more complex subject knowledge using increasingly sophisticated critical thinking skills. In doing so they develop a secure subject knowledge, achieve a deeper understanding of key concepts and know what it means to work historically.
- **Inclusive:** All children are entitled to the entirety of our History Curriculum; with personalisation, differentiation & scaffolding being used to extend and support children as necessary.

Children leave our schools with a mental timeline of chronologically secure historical knowledge, with a clear understanding of how historians have reached their interpretations of history and an awareness that how the world we live in today has been shaped by our predecessors and could, ultimately, be shaped by them.

EYFS – Reception History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.

Time vocabulary: adult, after, afternoon, baby, before, calendar, child, day, future, grandparent, life-cycle, long ago, memory, morning, new, next, night, old, parent, seasons, past, present, time, then, yesterday

Disciplinary vocabulary: change, compare, different, fossil, museum, order, sequence, similar, what, when, where, who, why,

Substantive Concepts (introduced in an age-appropriate way): belief, conflict, farming, invention, jobs, money, migration, power, religion, royalty, school, transport,

KS1 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.

Time vocabulary: century, childhood, chronological, decade, future, great-grand parent, lifetime, living-memory, modern, month, period, recent, past, present, tomorrow, week, year.

Disciplinary vocabulary: archaeologist, artefact, cause, change, compare, consequence, continue, diary, evidence, first-hand, historian, history, impact, interpretation, opinion, reason, sequence, significance, similar, source, timeline, version,

Substantive concepts: farming (agriculture), belief, building design (architecture), city, conflict, communication, education, empire, explorer, fairness (inequality), invention, jobs (employment), law, power, religion, royalty (monarchy), technology, trade, transport, war

	Autumn Term			Spring Term			Summer Term		
Rolling Programme A 2024-5	What does it take to become a Great Explorer?			Pompei: How do we know so much about where Sappho used to live?			Local history. Why is the history of my locality important?		
	discover equality expedition explorer governme nt	inhabitants manufacture merchant mission navigate pioneer	recruit symbol trade transport voyage	archaeologist arena army city emperor empire excavated eyewitness gladiator	merchant mosaic preserved reconstruction remains Roman slave temple	trader volcano Great Fire of London) diary rebuild cathedral water pump	Armada British Empire capture commander Elizabethan era expedition	galleon honour knight merchant monarch navigate Navy	reign Sir Francis Chichester Sir Francis Drake Spain treasure
Rolling Programme B 2025-6	How do our favourite toys and games compare to those of the children of the 1960's?			Who is the Greatest History Maker?			World War 1: Why was Charles sent to prison?		
	electric electronic century childhood digital	Internet interactive lifetime living memory materials metal	plastic recent safety wood	activist belief boycott charity Crimean War	elect equal government hospital Lady of the Lamp leader	medicine parliament peace protest rights soldier	army code communication crime defence	enemy government manufacture patriotic punish rationing	soldier telegraph telephone trade war

Lower KS2 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.									
Time vocabulary: AD, BC, century, childhood, chronological, decade, era, future, generation, great-grand parent, lifetime, living-memory, millennium, modern, month, period, recent, past, present, tomorrow, week, year Enquiry Vocabulary: archaeologist, artefact, cause, change, compare, conclusion, consequence, continue, continuity, diary, effect, empathise, estimate, evidence, eye-witness, fact, fiction, first-hand, historian, history, impact, interpretation, opinion, oral-history, primary evidence, reason, reconstruction, reliable, representation, secondary evidence, sequence, significant, similar, source, timeline, version Substantive concepts: belief, farming (agriculture), building design (architecture), city, civilisation, communication, conflict, defence, education, empire, exploration, inequality, invasion, invention, employment, law, migration, peace, power, religion, resource, monarchy, settlement, slavery, society, status, tax, technology, trade, transport, tribal, war									
	Autumn Term			Spring Term			Summer Term		
Rolling Programme A 2024-5	How did the lives of ancient Britons change during the stone age?			What is the secret of the standing stones? (Bronze age)			How do artefacts help us to understand the lives of the people in Iron Age Britain?		
	agriculture	harpoon	nomadic	advancement	community	spiritual	artefacts	explanation	rampart
	ancient belief	honored	quern	afterlife	exchange	stable	barter	fertile	reconstruction
	burial camp	hunter-	reconstructio	archer	manufacture	standing stones	belief	gods/goddesses	religious
	caveman	gatherers	n remains	armlet	midsummer/midwinter	status		hill fort	remains
	ceremonial	monument	settlement	astronomical	urn	stone	chariot		shield
	excavation	myth Neolithic	Skara Brae	belief	ornaments	circle		hoard Iron	siege
	New/Old Stone Age		Stonehenge	Bell-Beaker	peace	Stonehenge	culture	Age mound	surrender
	wattle & daub			chamber	settlement	theory	customs	offering	tools tribe
				chief	smelting	trade warrior	ditches	population	
							earthworks constructed		
Rolling Programme B	How did the arrival of the Romans change Britain?			Who were the Anglo-Saxons and how do we know what was important to them?			What did the Vikings want in Britain?		
	amphitheater	fort	slavery	Anglo-Saxon	helmet	settlement	anachronis	fortress	peace
	amour	gladiator	spectators	Amour	manufacture	shield spear	m battle	inhabited	settlement
	battle	invasion	taxes	battle	nobleman	superstitions	Christianity	invasion	shield-wall
	civilisation	mural	toga	bronze	pagan	thatched	climate	longships	temple
	commander	nobleman	tunic	ceremonial	plunder	trade	defend	medieval	tribe
	emperor	retreat	warrior	Christian	ruin ruler	tribe	enemy	moat	Vikings
	empire	Roman rule	weapons	defenses	Saxons	warrior	famine	Norsemen	voyage
							fertile	pagan	

Upper KS2 Key History Vocabulary – This is just a starting point for teachers to amend according to the needs of their children.

Time vocabulary: Anno Domini (AD), Before Christ (BC), Before Common Era (BCE), CE (Common Era), century, childhood, chronological, decade, era, future, generation, great-grand parent, lifetime, living-memory, millennium, modern, month, period, recent, past, present, tomorrow, week, year

Enquiry Vocabulary: anachronism, archaeologist, artefact, authenticity, bias, cause, change, compare, conclusion, consequence, continue, continuity, diary, effect, empathise, estimate, evaluate, evidence, eye-witness, fact, fiction, first-hand, historian, history, impact, infer, interpretation, interrogate, legacy, motive, opinion, oral-history, primary evidence/source, reason, reconstruction, reliability, representation, secondary evidence/source, sequence, significance, similar, source, storyboard, synthesise, timeline, version, viewpoint

Substantive concepts: agriculture, architecture, belief, city, civilisation, communication, conflict, conservation, defence, democracy, diversity, economy, education, empire, employment, exploration, inequality, invasion, invention, law, manufacture, migration, military, monarchy, peace, power, religion, resource, settlement, slavery, status, tax, technology, tourism, trade, transport, tribal, war, wealth

	Autumn 1 st Half-Term			Spring 1 st Half-Term			Summer 1 st Half- Term		
	Why did the ancient Maya change their way of life?			Why was winning the ‘Battle of Britain’ in 1940 so important?			Why is the history of my locality significant? Sir Walter Raleigh.		
Rolling Programme A 2024-5	column	labour	sacrifice	airborne	evacuation	Parachutists	Anglo-Saxons	Lydford	
	defeat	Maya	sculpture	aircraft carrier	factory	preparation	Ashburton	military	Neolithic
	depict	nobility	slaves	air-raid artillery	Führer	Prime Minister	Battle of	mining	Prison
	disease	ornaments	temple	broadcast	invasion	retreat	Trafalgar	Napoleonic	
	drought	perish	traditional	command	Landing-craft	Royal Air Force	conservation hill	Wars	Remains
	famine	priest	victorious	diplomatic	Luftwaffe	Second World War	fort	National Park	
	headdress	pyramid	war	Dunkirk	morally	speech			soldier tourism
	hieroglyphics	religious	warriors		Nazi occupied	Spitfire			training
		ritual				withdraw			
	How did a pile of dragon bones help to solve an ancient Chinese mystery?			The story of the Trojan Horse: historical fact legend or classical myth?			Why did Britain once rule the largest empire the world has ever seen?		
Rolling Programme B 2023-4	advisers	folklore	ruler	allegiance	exploit	Royal Navy	archers	kingdoms	
	afterlife	govern	sacrifice	British Empire	independence	rule	authentic	legend	surrender
	ancestors	hieroglyph	seize	Christian	military	slave labour	battering ram	myth	symbolic
	Chinese New Year	illiterate	Shang Dynasty	citizen	moral monarch	textile	capture	perspective	The Trojan Horse
	civilisation	inhabited	society	colonise	nations native	tobacco trade	disease	remains	Trojan
	commoner	labourer	spiritual	commonwealt	raw-	transfer	engraving	ruins	Troy
	culture	legend	tax	h convert	material	power	fortifications	sculpture	vase
	decipher	monarch	textile	domination	rights	uprising	government	siege tower	warriors
	Emperor	myth	tomb	empire		victory		Sparta	
		natural-disaster							

Curriculum Organisation and Information

Our History curriculum enables all learners to develop their historical perspective progressively as they move through each stage of their education, by acquiring chronologically secure historical knowledge through historical enquiry. This knowledge of people, events and periods, can only be meaningfully acquired when historical terms, including key substantive concepts such as ‘empire’, ‘invasion’ and ‘trade’, are taught in historical context and developed throughout our curriculum. The historical concepts ‘continuity & change’, ‘cause & consequence’, ‘similarity & difference’ and ‘significance’ underpin our enquiry-based learning, with children asking age-appropriate and increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why ‘interpretations’ of history vary and, ultimately, understanding how knowledge of the past is constructed by historians.

The Early Years Foundation Stage (EYFS)

Children in Reception develop an early understanding of history through the knowledge and skills outlined in the EYFS’s area of learning called ‘Understanding of the World’ (UotW) – ‘Past and Present’. However, as with all learning in the early years, children’s understanding of the passing of time permeates into all areas of the EYFS curriculum and is enriched by both specific teaching and broader classroom practises, with opportunities to further understanding of the past and present being made as appropriate to do so - including spontaneous child-led learning moments!

Reception teachers plan engaging lessons that link to their inspiring half-termly topics to develop children’s historical knowledge chronological understanding and emergent enquiry skills. Lessons introduce topic-specific vocabulary, include both adult-led and play-based learning activities and nurture the ‘characteristics of effective learning’. Learning is embedded in the children’s real-life experiences, the experiences of people they know and in the context of the wide variety of texts (stories, non-fiction, rhymes and poems) shared in class. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use past, present and future terminology accurately. They learn to use tenses correctly and, supported by our ‘Oracy’ approach, children develop their ability to clearly articulate their ideas and begin to justify their thinking. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare aspects of the past with those of the present day. At all times children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little historians!

Key Stage One and Two

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led history curriculum which is based on the expertise of the Connected History units, which we have carefully crafted into two-year rolling programme to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further skills development. History learning is organised into half-termly topics (that alternate with Geography) which allows students to ‘dive-deeper’ into their learning and limits the time between history topics - helping children to retain their learning. Opportunities for meaningful cross-curricular learning are made whenever appropriate, particularly during half-terms where history is not discretely taught to revisit skills and reinforce key knowledge.


Our history topics are based around an engaging ‘big question’ (shaped by a second-order concept) which captures children’s interests and gives purpose to learning. Rather than giving children all the answers through their topic learning, children embark on a journey of exploration! At the beginning of each topic children share questions that they would like to find answers to, and teachers always encourage children to ask their own questions understanding that curiosity is central to historical enquiry. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion and debate being planned into each topic. Studying history in this way inspires children’s curiosity, it encourages them to ask critical questions and develops their characteristics of effective learning.

Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on their ‘big question’, referring to the Connected History guidance and the Progression in Key Skills document below and the historical terms banks above. Each topic has a clear learning journey, with an ‘elicitation task’ at the start of a topic to identify a child’s prior knowledge. Children are then taught the knowledge and skills they need to answer the over-arching ‘big question’ in small manageable steps, with each lesson having a clear curriculum linked learning objective which is shared with the children - making it clear what and how children are expected to learn. Teachers begin each lesson with a ‘flash-back’ to previous or key learning, in order to address misconceptions, reinforce learning and to support long-term memory connections – helping children retain knowledge. Lessons include a range of teaching approaches, activities are

tailored to challenge and support children appropriately and provide opportunities for children to work independently, with a partner or in a group. History lessons are tailored to the needs of each child, with teachers using ‘assessment for learning’ strategies to swiftly pinpoint children’s next steps in learning to identify those who require more support and those who can be challenged to ‘dig deeper’ - maximising progress. Learning is adapted and personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the History curriculum. A topic ends with a ‘time to shine’ activity which concludes and celebrates children’s learning.

There is an expectation that history learning in books will be the same quality as that in English books. Marking and feedback in history should be the same standard as marking/feedback within other learning across the curriculum, and aimed at furthering learning. Books are marked in line with our marking policy, ensuring feedback is purposeful, furthering history learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary), book corners including topic- linked books and a timeline displayed to support children’s chronological understanding. Topics always include inspiring ‘hooks’ to provide memorable learning opportunities, with teachers organising trips to museums and cultural sites, guest speakers, immersion days, ICT and physical resources/artefacts are used where possible.

The subject leader monitors standards through ‘book looks’, pupil conferencing, looking at planning, learning walks and discussions with staff and supports teachers with subject knowledge and continued professional development for example by leading staff meetings and making staff aware of new resources. Beyond curriculum specific learning the subject-lead also oversees the celebration and commemoration of annual significant and local historical events such as Armistice Day, Bonfire Night or the Queen’s Platinum Jubilee throughout the school.

		Littleham C of E Primary School Rolling Programme					
		1 st Autumn Term		1 st Spring Term		1 st Summer Term	
EYFS		My community: who helps me? (family, societal roles) My environment: farms (maps, farms in different places) Amazing animals (animal visit, observations and drawings)	Artist focus: Eric Carle (creating art in the style of EC, other books by the same author) Now and Then: space travellers (similarities and differences between the past and now) Build for a purpose: how to cross the river (EAD form, design, explain)	Our universe: space and planets (solar system, where we live on Earth) Their world: the habitats of dinosaurs (contrasting environments) Celebrations: different beliefs and traditions Our world: homes around the world (animal homes, human homes)	Our world: travel (boat building, forms of transport around the world) Then and now: toys (Sidmouth toy museum, special toys) The natural world: lifecycles (observations, drawings)	Where we live: why the Jurassic Coast is special (maps, Exmouth dinosaur walk, Mary Anning) The natural world: growing plants (planting) Creating together: collaborating (writing a story, performing to the school)	Our world: what people eat around the world (trying different food, cooking processes) Where we live: living by the sea (beach visit) The natural world: minibeasts (bug hunts, our immediate environment)
Key Stage One	Yr A	What does it take to become a Great Explorer?		Pompei: How do we know so much about where Sappho used to live?		Why is the history of my locality significant? Sir Walter Raleigh?	
	Yr B	How do our favourite toys and games compare to those of the children of the 1960’s?		Who is the Greatest History Maker?		World War 1: Why was Charles sent to prison?	

Lower Key Stage 2	Yr A	How did the lives of ancient Britians change during the Stone age?	What is the secret of the standing stones? (Bronze age)	How do artefacts help us to understand the lives of the people in Iron Age Britain?
	Yr B	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want in Britain?
Upper Key Stage 2	Yr A	Why did the ancient Maya change their way of life?	Why was winning the 'Battle of Britain' in 1940 so important?	How has Littleham changed in the last 200 years?
	Yr B	How did a pile of dragon bones help to solve an ancient Chinese mystery?	The Story of the Trojan Horse	Why did Britain once rule the largest empire the world has ever seen?

The National Curriculum

Pupils are taught:

In Key Stage 1:

- 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 past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality: Sir Walter Raleigh

In Key Stage 2:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- a local history study – Littleham
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
 - 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.

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key knowledge and skills to judge the impact of teaching and learning in history against National Curriculum expectations. Each enquiry that forms our programme of learning and teaching in history sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. Teachers use a range of ways to assess whether a child has achieved the intended outcomes, ensuring that evidence for judgements is drawn from a wide range of sources, such as class discussions, careful questioning, practical activities, role-play and writing in different genres. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each child and to plan future learning accordingly. Teachers do not make summative judgements about children's individual pieces of pupil work but rather use such outcomes to build a picture of what the child knows, understands and can do.

At the end of each unit, teachers make a summative judgement about the achievement of each child against the subject learning goals for history in that year. At this point teachers decide upon a 'best fit' judgement as to whether the child has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each child, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for history at the end of the year is used as the basis of reporting progress to parents.

The subject leader monitors standards through work scrutiny 'book looks', pupil conferencing, learning walks and discussions with staff, and through their own continued professional development keeps developing and refining our history curriculum in light of evidence-based research.

