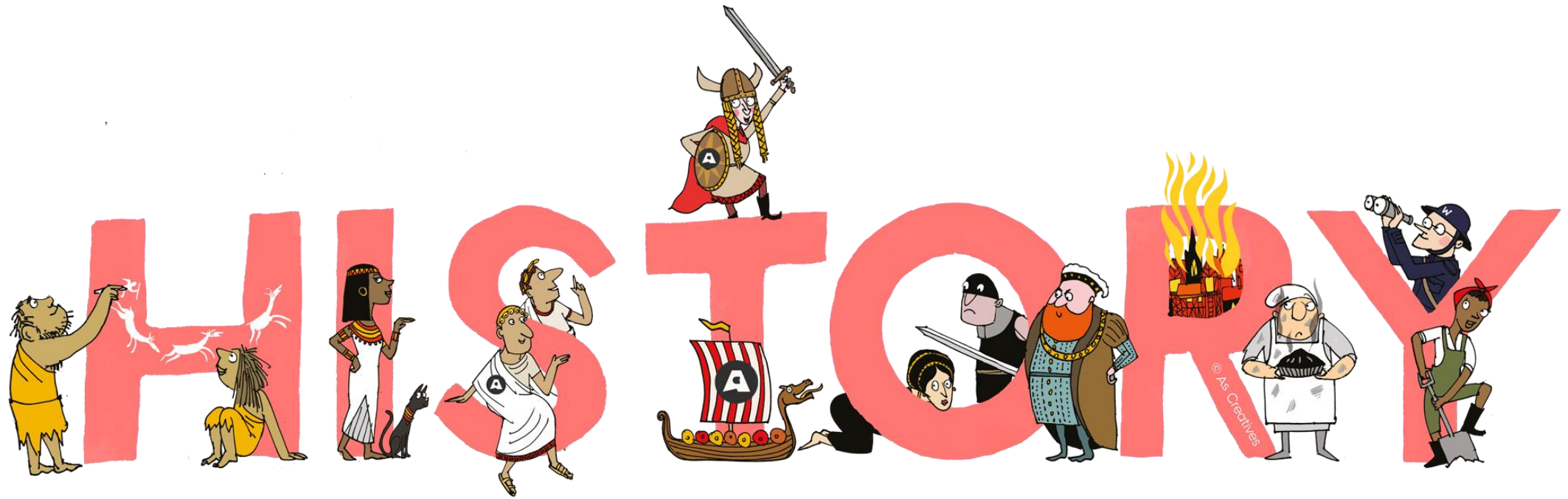




**Rossmere  
Academy**  
ENRICHING EDUCATION



# Intent for History & Curriculum Intent

Our intent for History at Rossmere:

- Our pupils will be immersed in exciting and **enriching** History lessons.
- They will gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Pupils will develop their chronological awareness and understand the process of change.
- Pupils will learn about a **diverse** range of significant people from the past and present.
- Pupils learn about significant events that have shaped History and how we live today.
- Pupils will ask **inquisitive** and perceptive historical questions.
- History lessons will encourage critical thinking and instigate children to ask **'why?'**
- History lessons provide essential skills to **prepare** our children for life beyond Rossmere.

## DIVERSITY AND EQUITY ✨

Our curriculum prepares every child, regardless of ability, gender, ethnicity or social circumstances for life beyond Rossmere. It actively enables all children to realise their full potential and to broaden their horizons so that they see and experience the vast array of opportunities that are available to them. ✨

Our motto that underpins our approach at Rossmere Academy is **'Enriching Education'**.

## ENRICHING EDUCATION



Our curriculum enriches children's education through exciting and ambitious real and imagined experiences so that all children build their own cultural capital. ✨

We strongly believe in Enriching Education for all and our curriculum is built around three core beliefs: ✨

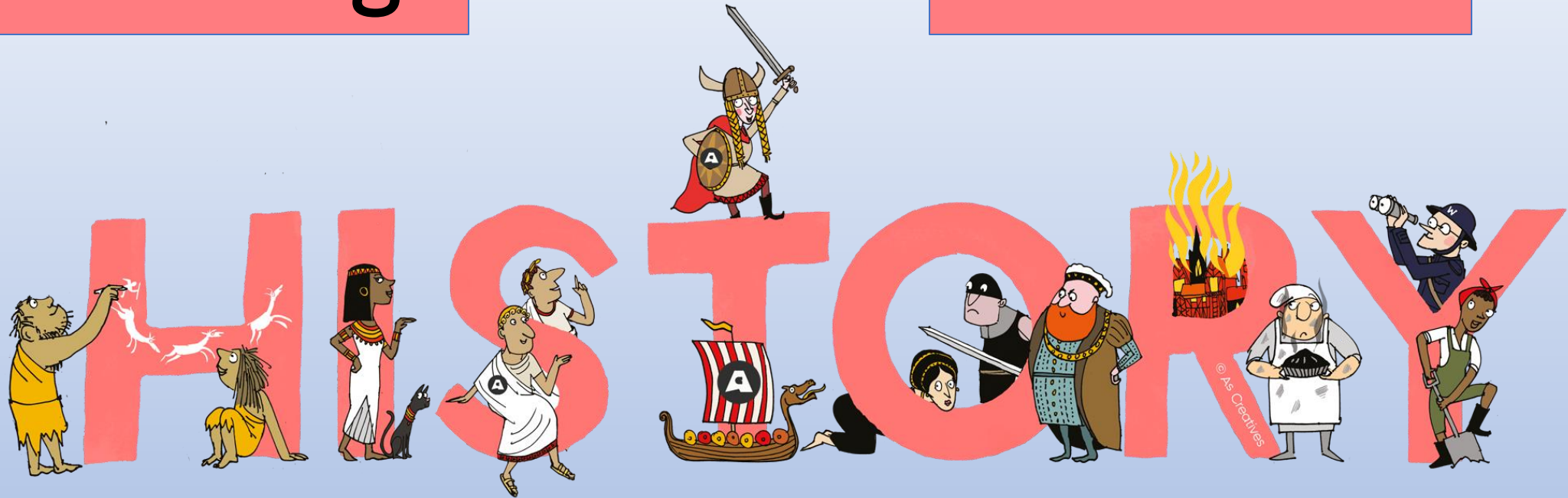
- Celebrating diversity and promoting equity. ✨
- Preparing our children for life beyond Rossmere.
- Enriching children's education.



We strive to ensure that our children will become inquisitive, hard-working, motivated, ambitious and critical thinkers who continually ask 'why?' and 'why not?'

enriching

diverse



inquisitive

# Implementation

The implementation of History at Rossmere:

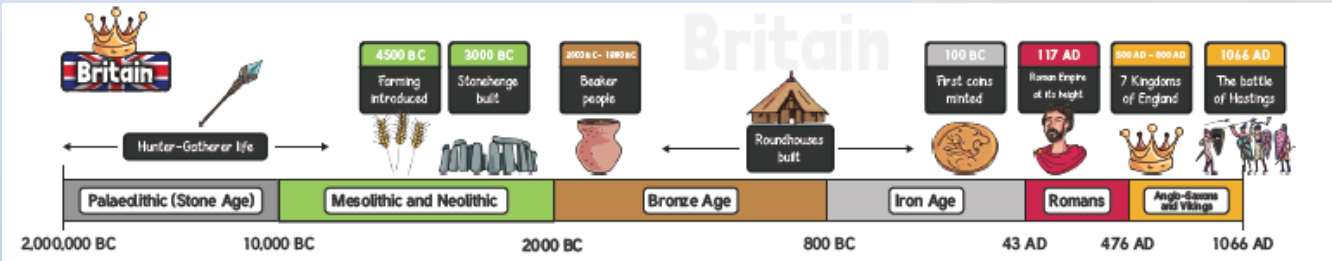
- Lessons will always begin by **reviewing previous learning**; albeit previous learning in the sequence of lessons from that unit as well as previous learning from past year groups.
- New material will be presented to the children in small steps.
- Children will be asked, and given the opportunity to ask, lots of **inquisitive** and perceptive historical questions.
- Models, worked examples and a diverse range of sources will be provided to the children.
- Historical **vocabulary** will be introduced, displayed and used throughout lessons.
- Substantive and disciplinary concepts are revisited and addressed through different themes.
- Children will demonstrate their understanding of new learning and concepts through meaningful activities.
- The significant individuals studied in our History curriculum promote **diversity** and **equity**.

# Impact

- Pupils develop a love of History and expand the skills they have learnt to be able to **'think' like a Historian.**
- Our children are aware of the **diversity** of Britain's past and the world around them.
- Lessons and themed weeks promote diversity and **equity** in the wider world.
- Children's learning is enhanced by being exposed to exciting and **ambitious** experiences, visitors and trips out of school to build their own **cultural capital.**



# Timelines



# Whole School History Curriculum

	Autumn Term	Spring Term	Summer Term
EYFS	Me and my community	Food and farming	Big wide world
Year 1	How am I making History?	How have toys changed?	How did we learn to fly?
Year 2	What is a monarch?	How was school different in the past?	How have explorers changed the world?
Year 3	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Why did the Romans settle in Britain?	How hard was it to invade and settle in Britain?
Year 4	Were the Vikings raiders, traders or settlers?	How have children's lives changed?	What did the ancient Egyptians believe?
Year 5	What did the Greeks ever do for us?	What was life like in Tudor England?	How has crime and punishment changed over time?
Year 6	How did the Maya civilisation compare to the Anglo-Saxons?	What was the impact of World War 2 on people of Britain?	Unheard histories: Who should feature on the £10.00 banknote?

# Medium Term Plans

## Autumn – Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

Outcome – To understand that prehistory was a long time ago and accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.

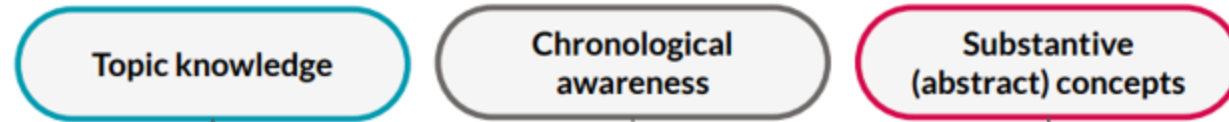
KS1 link – Year 1, How am I making history?

Knowledge	Skills
<p>Stone Age - Period of prehistory lasting 2.5 million years.</p> <p>BC - Before the birth of Christ.</p> <p>AD - Anno Domini, which means, "in the year of our lord" and means after the birth of Christ.</p> <p>Prehistory - The <u>period of time</u> before written records.</p> <p>Prehistory started over 900,000 years ago. The precise dates for the start and end of prehistory vary from source to source and from country to country.</p> <p>Prehistory is split into five parts to allow historians to <u>compare and contrast</u> periods as well as making it more manageable. The periods are:            Palaeolithic.            Mesolithic.            Neolithic.            Bronze Age.            Iron Age.</p>	<p><u>To recognise that prehistory was a long time ago and was the beginning of the history of mankind.</u></p> <p><u>Key enquiry question – How long ago did prehistoric man live?</u></p> <ul style="list-style-type: none"> <li>- explain why prehistory was a long time ago.</li> <li>- find BC and AD on a timeline and explain why history is split into sections.</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>• Stone Age</li> <li>• BC</li> <li>• AD</li> <li>• prehistory</li> </ul>



History Progression of knowledge and skills document 2023-2024

Substantive knowledge strands



Disciplinary strands



## Substantive knowledge strands

### Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of **Substantive (abstract) concepts**.

### Chronological awareness

Understanding language related to chronology  
Building a mental timeline of the chronological order of periods  
Developing awareness of general features of periods  
Knowing particular dates and events

### Substantive (abstract) concepts

Power (monarchy, government and empire)  
Invasion, settlement and migration  
Civilisation (social and cultural)  
Tax and trade  
Beliefs  
Achievements and follies of mankind

## Disciplinary strands

### Disciplinary concepts

Change and continuity  
Similarities and differences  
Cause and consequence  
Historical significance  
Sources of evidence  
Historical interpretations

### Historical enquiry

Posing a historical question  
Gathering, organising and evaluating evidence  
Interpreting findings, analysing and making connections  
Evaluating and drawing conclusions  
Communicating findings

# Progression of knowledge and skills document

Progression of knowledge			Chronological awareness		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>To know a decade is ten years. To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p>	<p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the <u>period of time</u> before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the <u>Paleolithic</u>, <u>Mesolithic</u>, <u>Neolithic</u>, <u>Bronze Age</u> and <u>Iron Age</u>.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p>	<p>To know that history is divided into periods of history <u>e.g.</u> ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (<u>e.g.</u> the 1500s are known as the 16th century)</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p>	<p>To know relevant dates and relevant terms for the period and period labels <u>e.g.</u> Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>

Progression of skills			Chronological awareness		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sequencing three or four events in their own life (<u>e.g.</u> birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (<u>e.g.</u> now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts/ photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>Sequencing six artefacts on a timeline.</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/century.</p> <p>Sequencing up to eight artefacts, historical <u>pictures</u> or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and millennium, continuity and ancient.</p> <p>Noticing connections over <u>a period of time</u>.</p> <p>Making a simple individual timeline.</p>	<p>Understanding that history is divided into periods of history <u>e.g.</u> ancient times, middle ages and modern.</p> <p>Sequencing up to ten artefacts, historical <u>pictures</u> or events.</p> <p>Further develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing a range of events on a timeline.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term "century" and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Sequencing a wide range of events on a timeline.</p>	<p>Using relevant dates and relevant terms for the period and period labels <u>e.g.</u> Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p>

# Celebrating History!

## LOCAL HISTORY STUDY – HISTORY WEEK – Summer 2

EYFS – What was Hartlepool like in the past?  
Year 1 – Who are our local heroes? Ward Jackson, Captain Cook  
Year 2 – What was the legend of the monkey?  
Year 3 – Who are our modern local heroes? Beth Mead, Greg Jackson, Andy Green OBE, Tanni-Grey Thompson  
Year 4 - How bad was the bombardment of Hartlepool?  
Year 5 – How important was coal mining in the [North East](#)?  
Year 6 - What does the census tell us about our local area?

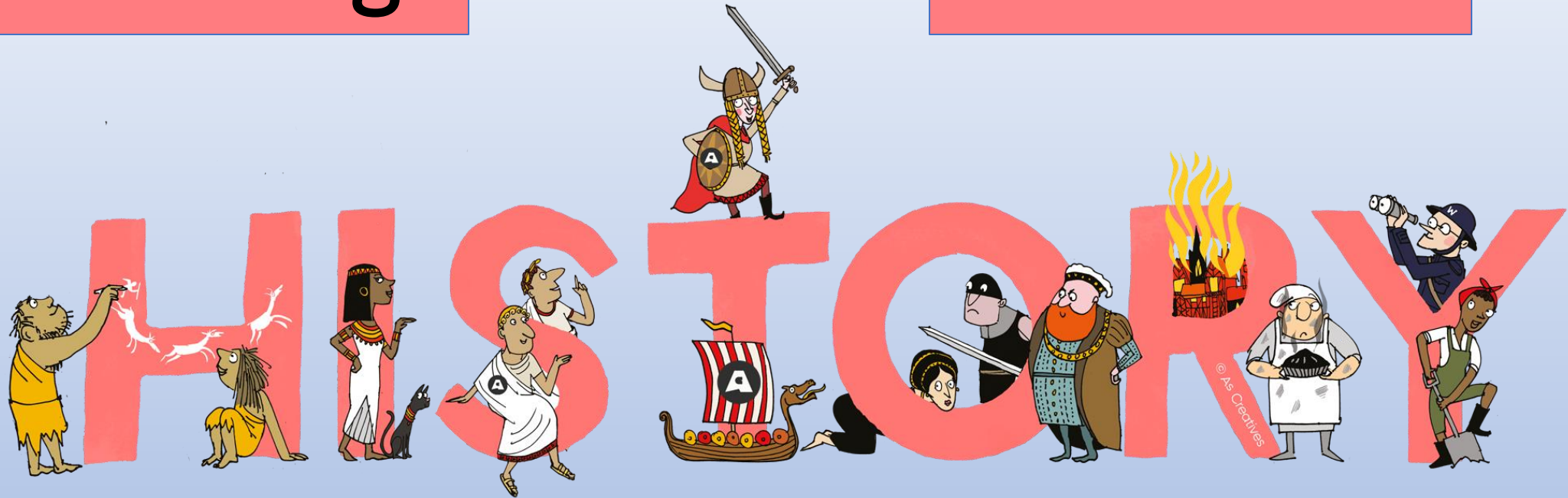
## Black History Month – October

EYFS – Nigel Clarke  
Year 1 – Mary Seacole  
Year 2 – Lewis Hamilton  
Year 3 – Malorie Blackman  
Year 4 – Walter Tull  
Year 5 – Marcus Rashford  
Year 6 – Stormzy



enriching

diverse



inquisitive