



To inspire confident learners who will thrive in a changing world.

History

Intent of study at Swinford School

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

We use a variety of resources in our history lessons which inspire and engage pupils. Our History curriculum aims to excite all pupils as well as allowing them to develop their own skills as historians. We encourage children to ask and answer historical questions. Where possible, we link with local history museums and projects. We give children the opportunity to visit sites of historical significance and encourage visitors to come into the school and talk about events in the past as well as their experience of it. History is taught in a block of lessons over a half term. Each year group completes 3 block of history lessons each year.

In Key Stage 1, children begin to learn about the past and how it compares with the world they live in. This includes learning about castles in Medieval England and famous explorers, such as Percy Pilcher.

In Key Stage 2, children will develop their knowledge further by finding out about Early Civilisations, British History, and conducting a local study into Swinford's past. They will also be able to have the following:

- A chronological understanding of Britain from the Stone Age to the present day
- Able to make connections and comparisons of time periods studied and their own lives
- Examples of how historical events and cultures have shaped our lives today.

It is made clear to children when their learning is linked to History and is developing their history skills and knowledge. The sequencing of the lessons have been carefully chosen so that children can create links to other subjects and build on relevant prior learning.

Impact

Each child's individual books show that history is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key takeaways. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary. Emphasis is placed on children's having a coherent knowledge and understanding of history and historical study. By fostering a love of history and an interest in the past, the children will be encouraged to research topics independently to further their own enjoyment and fascination on the subject which is often evident in their half termly homework tasks.

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. These are – **Key Takeaways** which are detailed later in this document.

National Curriculum Coverage

Subject	KS1	KS2	Ref	Pupils should be taught to/about...	Total	KS1 Yr A	KS1 Yr B
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History	KS1		HI1	Identify similarities and differences through studying how life in UK was different in the past	4	2	2
History	KS1		HI2	Use stories and sources of information to learn about events beyond living memory that are significant nationally	5	3	2
History	KS1		HI3	Ask and answer questions about the lives of significant individuals in the past who have contributed to national and international achievements	4	2	2
History	KS1		HI4	Learn about significant events, people and places in their own locality.	1	1	

NC KS 2 coverage

Turtles

Dolphins

		A1	A2	A3	A4	B1	B2	B3	B4	A1	A2	A3	A4	B1	B2	B3	B4
History	changes in Britain from the Stone Age to the Iron Age.																
History	The Roman Empire and its impact on Britain																
History	Britain's settlement by the Anglo-Saxons and Scots.																
History	The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.																
History	A local history study																
History	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Victorian Workhouse & Battle of Britain																

History	The achievements of the earliest civilizations - Ancient Egypt & Aztecs			Egypt			Aztec										
History	Ancient Greece - a study of Greek life and achievements and their influences on the western world.																
History	A non- European society that provides contrasts with British history -			Egypt			Aztec										

Assessment

Assessment is ongoing throughout each history topic through teacher observation and learning tasks. Children get the opportunity to share what they already know and key takeaways from each lesson are made clear for all the children and adults supporting in the classroom.

Long term coverage

EYFS

In EYFS, history is part of Understanding The World. It will mostly be taught through discussion, observation of pictures and talking to people who will remember events from before the children were born.

A1	A2	A3	A4	A5	A6
Aspect : Continuity and Change Timeline of our lives	Aspect: Similarities and Differences Dinosaurs Modes of transport in the past	Aspect: Cause and Consequence Rosa Parks	Aspect: Cause and Consequence David Attenborough		Aspect: Similarities and Differences Pirates- Golden Age of Piracy

Year A				
	A1	A2	A3	A4
Year 1/2	Aspect: Cause and Consequence	Aspect: Similarities and Differences	Aspect: Cause and Consequence	Aspect : Continuity and Change

	Focus - Castles	Focus: Florence Nightingale & Mary Seacole	Focus: Famous Explorers- Percy Pilcher, Earnest Shackleton, Tenzing Norgay	Focus: Local History - Swinford & the School
Year 3/4	Aspect: Cause and Consequence		Aspect: Similarities and Differences	Aspect: Continuity and Change
	Focus: Stone Age to Iron Age		Focus: Ancient Egyptians	Focus : Local History- Lutterworth
Year 5/6	Aspect: Cause and Consequence		Aspect: Similarities and Differences	Aspect: Continuity and Change
	Focus: Ancient Greeks		Focus: Medicine through the ages	Focus: Local History- Leicester

Year B				
	Autumn 1	Autumn 2	Spring 3	Summer 4
Year 1/2	Aspect: Similarities and Differences	Aspect: Cause and Consequence	Aspect: Similarities and Differences	Aspect: Continuity and Change
	Focus: Seaside Holidays in the past	Focus: Great Fire of London	Focus : Famous Explorers Christopher Columbus & Amelia Earhart	Focus: Great Engineers - Thomas Telford and Isambard Kingdom Brunel
Year 3/4	Aspect: Continuity and Change		Aspect: Cause and Consequence	Aspect: Similarities and Differences
	Focus: Aztecs		Focus : Anglo Saxons & Vikings	Focus : Tudors
Year 5/6	Aspect: Cause and Consequence		Aspect: Similarities and Differences	Aspect: Continuity and Change
	Focus: Battle of Britain		Focus: What was life like for workhouse children in the 19th Century?	Focus : Roman Britain

Aspects	Continuity & Change
	Cause and Consequence
	Similarities and Differences

Sometimes our units of work are changed to respond to key events in history such as the Coronation. There are three aspects that are covered over the primary years. These have

been chosen as they align with our school values of preparing children for changes, wanting them to thrive in all they do and the importance of loving others through an appreciation of similarities and differences.

- Continuity & Change
- Cause & Consequence
- Similarities & Differences

Disciplinary Aspects		
Continuity and Change		
KS1	LKS2	UKS2
KS1 History National Curriculum Pupils should understand historical concepts, such as continuity and change. Children can: - begin to identify old and new things across periods of time through pictures, photographs and objects; - begin to understand that some things change and some things stay nearly the same.	KS2 History National Curriculum Pupils should understand historical concepts, such as continuity and change. Children can: - identify key things that stayed the same between periods; - identify key things that changed between periods; - start to explain the impact of some changes that have happened throughout different periods of time; - identify that there are reasons for continuities and changes across periods of time and explain some of these; - start to understand that there are times in history when change happens suddenly.	KS2 History National Curriculum Understand historical concepts, such as continuity and change. Children can: - identify why some changes between different periods of time have had more significant consequences than others; - explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; - start to categorise some types of changes into political, economic social and technological; - understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history; - understand and describe in some detail the main changes to an aspect of a period in history.
Can you name/show me something that is old? Can you name/show me something that is new? Can you give an example of something that has changed/stayed the same? Can you explain how it has changed/stayed the same?	What has stayed the same (comparing past periods)? Why do you think this is? What has changed between different periods? Why do you think this is? Did everything change between...? What other period of history is that similar to? What other period of history is that different to? Is it still like that today? Why?	What were things like before the change occurred? Why did things change between...? What was clearly different after the change occurred? What were the direct causes of the changes? Did it change like this everywhere or for everyone? What were the reasons that some things remained the same? Whose lives changed the most and why in...? How much had people's lives changed after the...? Why was there so much continuity between...? Why was there so much change between...? Can you name an economic/political/social change that happened?

Similarities and Differences		
KS1	LKS2	UKS2
KS1 History National Curriculum Pupils should understand historical concepts, such as similarity and difference. Pupils should identify similarities and differences between ways of life in different periods. Children can: start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; identify that some things within living memory are similar and some things are different; recognise some similarities and differences between the past and the present.	KS2 History National Curriculum Pupils should understand historical concepts, such as similarity and difference. Children can: identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; identify and give some examples of how life was similar in the past.	KS2 History National Curriculum Understand historical concepts, such as similarity and difference. Children can: explain and give varied examples of how life was similar and different in the past; explain and give examples to show that things may have been different from place to place at the same time; start to give reasons for these similarities and differences.
Was this the same for everyone? How would the life of a... have been different? (You could name different jobs, etc.) Who would this have been different for?	Can you give an example of how life was similar for someone who was there? Was this the same everywhere? How was it different?	Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer? Where was it the same/different? How similar were the lives of...?

Cause and Consequence		
KS1	LKS2	UKS2
KS1 History National Curriculum Pupils should understand historical concepts, such as cause and consequence. Children can: understand that a cause makes something happen and that historical events have causes; explain that historical events are caused by things that occurred before them; understand that a consequence is something that happens as a result of something else.	KS2 History National Curriculum Pupils should understand historical concepts, such as cause and consequence. Children can: understand that a cause is something directly linked to an event and not just something that happened before it; start to understand that there are short and long-term causes of events; comment on the importance of the different causes for some key events; explain a series of directly related events that happened in the lead up to a historical event; begin to understand that historical events create changes that have consequences; understand that a consequence is something that happens as a direct result of something else; understand that historical events have consequences that sometimes last long after the event is over.	KS2 History National Curriculum Understand historical concepts, such as cause and consequence. Children can: examine in more detail the short and long-term causes of an event being studied; understand that some causes may be more significant than others and that some causes are less significant; begin to understand that historians may not agree on the main causes of an event; understand that one event can have multiple consequences that impact on many countries and civilisations; understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; address and devise historical questions about cause and consequence.
What was the event? When did the event happen? What happened during the event? Can you think of anything that happened before the event that is linked to it? Can you describe something that happened after the event which took place because of it?	What earlier events were important to the occurrence of the main event? What were the main consequences of this event? Who was affected by this event? How long did this last for after the event?	What were the short-term causes of this event? What were the long-term causes of this event? Can you explain the main causes of...? What do you think was the most significant cause of...? Why do historians disagree about the causes of this event? What do you think was the most significant consequence and why?

Progression in Historical Concepts

Skills	Early Years	Years 1 and 2	Years 3 and 4	Years 5 and 6
Chronology	Sequence two objects or putting them in event order. Begin to understand some understanding of time. Recount some changes that have occurred in their life.	Sequence events or objects in chronological order. Show an increased understanding of time. Sequence artefacts closer together in time sequence events. Sequence photos etc from different periods of their life and describe memories of key events in lives.	Place events from period studied on a timeline. Sequence events or artefacts. Use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD	Place current study on timeline in relation to other studies. Sequence up to ten events on a number line. Make comparisons between different times in history.
Range and Depth of Historical Knowledge	Artefacts – to be used to pupils can orally describe differences / similarities with the past.	Confidently describe similarities and differences in artefacts. Drama – develop empathy and understanding (hot seating, speaking and listening) Use a range of sources to find out characteristic features of the past.	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Compare with our life today. Begin to develop a broad understanding of ancient civilizations.	Study different aspects of life of difference people – differences between men and women. Find out about beliefs, characteristics of people, recognizing that not everyone shares the same views. Examine causes and results of great events and the impact on people. Study change through the lives of significant individuals
Interpretations of History	Start to give simple reasons how the past is different.	Begin to identify different ways to represent the past (e.g. stories, photos,	Identify and give reasons for different ways in which the past is represented.	Compare accounts of events from different sources (fact or fiction)

	Use of photographs to compare	adults talking about the past). Compare pictures or photographs of people or events in the past.	Distinguish between different sources and evaluate their usefulness. Look at representations of the period (museum, cartoons).	Consider ways of checking the accuracy of interpretations. Be aware that different evidence may lead to different conclusions.. Confident use of the library etc. for research
Historical Enquiry	Ask simple questions about the past Sort artefacts into the “then” and the “now” Speaking and listening	Use a source – why, what, who, how, where to ask To ask and answer questions related to different sources and objects. Use of timelines Questions and find answers	Observe small details in artefacts and pictures. Begin to use the library, e-learning for research Ask a variety of questions.	Use evidence to build up a picture of life at time studied. Confident use of library, e-learning. Bring knowledge gathering from several sources together in a fluent account.
Organisation and Communication	Timelines (sequential pictures) Drawings Drama	Timelines (3D with objects, pictures) Drama/role play Class display / museum Annotated photographs Writing ICT	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	Record and communicate knowledge in different forms – work independently and in groups showing initiative. Plan and carry out individual investigations.

Key Takeaways

EYFS

A1	Our lives	Know some events which have happened in our lives e.g. started school.
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		Order some events from our life on a timeline. E.g. I was born, I went to preschool, I went to school. Talk to family members about things that happened before I was born.
A2	Dinosaurs Things that go	Know that dinosaurs lived a long time ago. Know that dinosaurs are no longer alive. Understand that fossils help us to find out about dinosaurs. Understand that modes of transport have changed over time. Discuss similarities and differences between modes of transport now and modes of transport in the past. Look at photos of past modes of transport to help with understanding.
A3	Rosa Parks	Know why Rosa Parks was significant. Begin to understand how she helped to change society.
A4	David Attenborough	Know why David Attenborough was significant. Begin to understand how he helps society. Discuss similarities and differences between photos of him from the past and photos of him now.
A6	Pirates	Discuss similarities and differences of way of life during the Golden Age of Piracy. Know the names of some famous pirates.

Seals - Year 1 and 2

A1	Castles	Know key facts about William the Conqueror who won the Battle of Hastings in 1066 to become king. He built lots of castles including the Tower of London to stop invaders. Invaders are people who are trying to take his land in England. Know that William the Conqueror started to built the Tower of London in 1078. That Queen Elizabeth 1 was imprisoned there by her sister Mary 1. It is surrounded by a moat for extra defence from invaders. Know the main features of a motte and bailey castle- towers, battlements, thick walls, portcullis, drawbridge and moat. That the first castles were built of wood but these were often burnt down by invaders. A siege is when attackers prevent anything or anyone from going in and out of the castle - so that those inside gradually run out of food or water. William the Conqueror ordered the castle to be built in about 1070. The famous writer Charles Dickens stayed here as well as many kings and queens. "Below stairs" was where the servants worked and lived. know some facts about key jobs in a castle- a jester- was an entertainer who would do tricks and jokes, cook- made the meals for the Lord and Lady and their family who lived in the castle, Noblewoman/man- rich people who owned and lived in the castle, chamberlain- a servant of the Lord who looked after his things & peasants- were people who worked for the noblemen.
A2	Florence Nightingale & Mary Seacole	Know that Florence Nightingale improved hospitals. Know Queen Victoria was Queen and awarded Florence the Royal Red Cross for her hard work. Know that Mary Seacole was Creole and was treated badly in Victorian times because of it. Know that Mary treated sick injured soldiers from both sides - she treated everyone the same. Know both FN and MS were important for their achievements in nursing. Know they were both influential women.
A3	Famous Explorers	Know that explorers discovered the South Pole in 1911. Know that explorers 100 years ago had different equipment and a much harder expedition than modern explorers. Know that Ernest Shackleton was a famous polar explorer leading 4 expeditions. Know that his story shows his perseverance and survival. Know that Tenzing Norgay was one of the first to reach the top of M.Everest.

		Know that Mount Everest is the highest point on earth. Know the challenges he overcame. Know that Captain Cook came from a simple farming background. Know that he was a great scientist and mathematician. Know that Captain Cook became a famous navigator and explorer. Know that his ship was called Endeavor. Know that he is best known for exploring and discovering the islands in Australia and New Zealand.
A4	Local History- Swinford & School	Know and identify some old features of homes. Know that some buildings in Swinford were built hundreds of years ago and others are newly built. Understand why homes change and adapt over the years. Know how to follow a timeline. Know what a historical source is. Know how some buildings have changed in Swinford. Understand why buildings change and adapt over the years. Know how to follow a timeline. Know that school was very different 150 years ago. Know that this year is a special anniversary for Swinford School. Know how the school building and its features have changed and know that the front has stayed the same. Know how education has changed and what is the same. Know that Swinford school is part of History.
B1	Seaside Holidays in the past	Know that Victorian times were over 150 years ago when Queen Victoria was alive. Know that clothing/swim wear was differed in the past (invention of sun cream changed this) Know that people kept covered up in Victorian times so bathing machines were used to hide modesty. They remained fully dressed unless in the sea. Know that people took holidays in the UK and travelled by steam train not aeroplanes as not invented. Know that now holiday travel often involves planes, trains, cars and coaches. Know that people visited seaside resorts and these became popular as it was believed the fresh air would be beneficial to health. Know that entertainment was focused around the beach area (Punch and Judy, brass bands, picnics, donkey rides) Know what a historical source is. Can be photos, books, paintings, videos, letters, postcard etc Know how we use historical sources help us to learn about the past. Know how

		holidays have changed over time and that some aspects remain the same.
B2	Great Fire of London	Know the GFL was in 1666 Know that the fire started in a bakery Know some of the reasons why the fire spread – wooden houses, close together, hot summer, no fire brigade Know that the GFL started on 2 Sept 1666 and lasted for 4 days Know why the GFL lasted so long Know that Much of London was destroyed – St Pauls Know that Samuel Pepys kept a diary – historical source Know and remember key facts about GFL Know that buildings were pulled down and blown up to stop fire spreading further Know that the fire stopped the plague from spreading further Know that after the fire a law was made that no one was allowed a thatched roof
B3	Famous People	Know that Amelia Earhart is a significant person in our history. Know that her story shows her bravery and determination. Know that she was a famous pilot. Know that she pioneered female aviation. Know that Christopher Columbus was a famous sailor and explorer. Know that he created maps of the new world. Know that he discovered America.
B4	Bridges	Know how to sequence events on a timeline Know that Thomas Telford was a famous engineer. Know that Brunel was a famous engineer Know why they are significant people

Turtles – Year 3 and 4

A1	Stone Age to Iron Age	The Stone Age period in Britain lasted until about 3000BC. Know that early tools and weapons were made out of stone. Farming changed the life of Stone Age people as they were able to start living in small settlements, grow crops and keep pigs and cattle. Skara Brae was a Stone Age settlement in Scotland which was discovered after a storm uncovered it in the 1800s. Evidence and artefact left behind can help to tell us about life in Skara Brae. Stonehenge was built towards the end of the Stone Age period and took over 600 years to complete. Know that historians
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		believe that it could have been used for religious ceremonies or as a calendar. We can find out about life in the past from artefacts and know how opinions can differ. Use historical evidence to make a conclusion about what the 52 skeletons of Maiden Castle were.
A3	Ancient Egyptians	Know that Ancient Egyptians lived about 5000BC which is around the time of the Bronze Age in Britain. Know where the Nile valley is on a map of the world. Know what life was like in Ancient Egyptian times using artefacts. Know that Egyptian Pharaohs were buried in pyramids along with their possessions that they thought they would need in the afterlife. Know that artefacts can tell us about the everyday life of men, women and children. Know that the mummification process was important to preserve the bodies of Pharaohs for the afterlife. Explain the order of the process.
A4	Local History - Lutterworth	Use the historical photos to make inferences on what Lutterworth used to be like and how the land has changed. Make comparisons between the photos. Know that Lutterworth railway station opened in 1899 and closed in 1966. It was on the Central Railway and passengers could travel to Leicester and Rugby from Lutterworth. Know that a Victorian workhouse was opened in Lutterworth for the very poor. The 1891 census tells us about the inmates that lived in the workhouse. Know that Frank Whittle was famous for inventing the first jet engine and John Wycliffe was famous for translating the Bible into English. Compare past jubilee and coronation events across Lutterworth, looking for similarities and differences.
B1	Ancient Aztecs	Aztecs were a group of people who were American Indian, and ruled a Mighty Empire in Mexico during the 1300s, 1400s and 1500s. That the Aztecs lived in Mexico which is in North America. The Aztecs were excellent hunters. They also made intricate masks and pottery and lived in mud huts. There was a pyramid of social hierarchy in the Aztec civilisation with the High king being treated as a god. The warriors were important in the Aztec civilization and carried a Macahuitl which is like a sword with flints down each side. They also carried a Chimalli- which is like a shield. High ranking warriors were called Jaguars and Eagles.

		The Aztecs believed in many gods and would sacrifice human life to keep their gods happy. They would build towers and temples for their gods. The Aztec word for poetry was 'flower and song' and they believed poetry was a gift from the gods.) Chocolate comes from cocoa beans which were used in Aztec times as a drink, currency, rewards for warriors and in rituals and medicines. The Aztecs believed they were heavenly food given by the gods.
B3	Vikings & Anglo Saxons	The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.
B4	Tudors	The Tudor period was between 1485 and 1603. The first Tudor monarch was King Henry VII after his forces defeated Richard III at the Battle of Bosworth in 1485. Tudor clothing had layers. Tudor houses are distinct with their black and white colour.

Dolphins – Year 5 and 6

A1	Ancient Greeks	Identify evidence that can help to prove whether or not the story of Theseus and the Minotaur was true or not. Know that an Agora was an ancient Greek marketplace and know its importance in everyday Greek life; identifying different groups of people that would have visited. Know that rich women in ancient Greece would have stayed in and managed the household and the slaves, only leaving the house for religious or special occasions whilst poor woman would have to do all the duties including fetching water and shopping. Explain how Athens became the most powerful city in Greece.
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		Know that Athens became the most powerful city in Ancient Greece because of its location, silver mines, trade, democracy and clever men. Know how our lives today have been influenced by the Ancient Greeks through PASTALK (politics, architecture, science, technology, art, literature, and knowledge).
A3	Medicine through the Ages	Know that during Medieval times, people suffered lots of illnesses and diseases and often died very young. People believed that religion and God were responsible for health. Know that the development of medicine progressed very slowly throughout the Middle Ages and people still referred to the Medieval thoughts of Hippocrates and Galen. Know that during the 18th century, medicine and the health of people improved due to the invention of vaccines, doctor training, more hospitals funded by charities and support public health from the government. Know that the Victorian era was a time of great change in medicine but also a very dangerous time. Know that the introduction of the NHS in 1948 provided free medical health care to everybody in Britain from birth to death.
A4	Local History- Leicester	Know that there is historical evidence to suggest that Leicester was inhabited during prehistoric times. It was a Roman town known as Ratae Corieltavorum. Know that the Golden Mile area was originally an ancient road following the line a Roman road. It is believed it got its name due to the many businesses selling gold and jewellery. It is now home to one of the biggest Diwali celebrations outside of India. Know that Richard III travelled through Leicester on his way to the Battle of Bosworth in 1485. It is said that he stayed in the Blue Boar Inn on the night before the battle. His body was thought to have been buried at Grey Friars but it was later found buried in Leicester and he is now buried in Leicester Cathedral. Compare past jubilee and coronation events across Leicester, looking for similarities and differences.
B1	Battle of Britain	When: It began on 10th July 1940 and finished on 15th September 1940. Who: The Battle of Britain was fought between the German air force, the Luftwaffe, and the British air force, the RAF. What and why: The Germans were attempting to destroy Britain by air so that they could then invade by sea in Hitler's secret mission, code-named 'Operation Sea Lion'. To know where the Battle of Britain sits in British history. There were 4 phases to the Battle of Britain. That radar was important in helping Britain win the war because it was a battle that was fought primarily by air. Even though the RAF were outnumbered by the Luftwaffe, the radar enabled the

		RAF to keep planes grounded until the enemy planes were detected. The Spitfire and Hawker Hurricane were fighter jets that helped us to win the Battle of Britain. There were many different nationalities who helped the RAF during the war. Winston Churchill was one of the prime ministers. 303 squadron was a specially formed unit of fighter pilots who were polish and played a key part in the Battle of Britain.
B3	What was life like in the workhouse for children in the 19 th century?	The Poor Law of 1834 was created to help the poor in workhouses. Workhouses were dangerous, horrible places to work. Michael Sadler contributed to reduce the hours that children worked. There were arguments for and against children in workhouses in the nineteenth century. The government were worried that people would become 'idlers' (lazy), so they made workhouses fearsome places that people would want to avoid. -In the workhouses, men, women and children had different living areas, so families were split up. -If they tried to speak to one another, they could be punished! They were made to wear uniforms, so that everyone would know that they were poor. -Everyone (including the young and old) were made to work extremely hard, doing unpleasant jobs. -The food that they ate was often disgusting or tasteless – they would be the same day after day. -Children were often not taught reading or writing, and could be hired out to factories and mines. Thomas Barnardo and Lord Shaftsbury were two people who tried to help the children in the workhouses.
B4	Roman Britain	The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire. The Roman General Julius Caesar made two attempts to conquer Britain. In AD 43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to conquer the Celtic tribes. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome. The Romans seized the land and wealth of the Iceni tribe after King Prasutagus died. Queen Boudicca objected and she led a rebellion against the Romans. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the Celts. Many people were killed in the rebellion.

		In AD 122, Emperor Hadrian gave an order to build a wall in the north of the country.
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SEND

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties, and we consider each child's abilities.

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject.

What amendments are made to the subject in order to help children with SEN to achieve?

- A progressive and sequences - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word maps - Create a visual word mat for your children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. You could give these children the challenge of learning the meaning of a small number of words and test them throughout the week.
- Check in - For children with SEN, a history/geography lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. Try to spend a few minutes with these children, discussing what they do understand and explaining any language, facts or ideas they are finding challenging.
- Working walls - Have vocabulary, images and facts displayed on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

Ambition and Access in History for pupils with SEND

Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity. It doesn't need to be complicated or time-consuming. Simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources. It is often possible to use the support available to do this, either from the SENDCO or LSA. Also think about the questions you will ask different groups and individuals and the ways you will check that pupils understand. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers, so

you should look at a range of opportunities for pupils to demonstrate what they know and can do.

What are we aiming for children with SEND to achieve in this subject?

- There should be a range of sources to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these
- Modelled, shared and peer talk is important to the understanding of what is being taught
- Ensure that the physical environment, resources and the displayed print are accessible to learners. Use a dyslexia friendly font or handwriting, ensuring that it is appropriately sized.
- Teachers consider how words can be organised to support learners, e.g. using different colour backgrounds for different word classes, or organising words in alphabetical order.
- Topic-related vocabulary that has been taught is displayed on a working wall – these will support children with both understanding and writing these words. By the time children leave Swinford , they are able understand key aspects of history (including chronology, change, knowledge of key events and people
- Neurological: history helps to develop children's brains and increases their memory function.
- Educational: children will access text-based learning across all subjects and also improves attention spans and can lead to better concentration.
- Psychological: history helps children to develop a greater understanding of the world around them, human nature and decision-making.
- Socially: history helps to develop a better understanding of cultures and community.
- Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling and articulate verbal communication.
- Hearing texts beyond their fluency level ensures that children are having opportunities to extend their vocabulary. This can also free up working memory.
- Use drama and role-play activities to enable children to explore events in history through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.

What amendments are made to the subject in order to help children with SEND to achieve?

How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss.

- Discuss history at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a longer section; looking for inferences and information related to broader historical ideas.
- Giving children opportunities for talk to deepen their understanding as they will be able to give greater attention to the meaning.
- Support learners with understanding and retaining new vocabulary by pre-teaching new words prior to teaching
 - Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children.
 - Ideas to support learners with visual scaffolds include: summarising ideas in pictures, modifying visual sources to show changes, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, use or presenting information in tables or diagrams, rather than unbroken text, storyboarding text etc. How can we support learners who struggle with attention?
- Wherever possible and practical, allow the child choice in the historical material, e.g., choosing from a range of sources, activities, ways to present
- Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a ruler.
- For younger children, using story sacks or props representing characters or objects can support with maintaining attention, as well as deepening understanding.
- Where history sessions are required to be longer, plan for regular movement breaks.

How can we support learners who struggle with change and transition?

- In advance of the lesson, discuss with children what they will be learning/doing in the history lesson; make real life connections or connections with events/people they have already studied.
- Always begin the lesson with a 'safe' activity – this could be discussing a previous session that the learner feels confident with and can be successful with.
- Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times.
- Have a clear teach-practise-apply model to history lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons

Resources

We use a range of high-quality resources to inspire and engage the children. These include videos, photographs and artefacts. Where possible we bring learning to life with trips and visitors, making best use of the historical places and archives in our locality.

Twinkl

BBC Teach

TES

Plan Bee

Primary History