

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



History

Written by:	Approved by:	Approval Date:	Review Date:
Jade Young and Louisa Stimpson	LGB	November 2023	November 2024

History Policy

Context

At St. Philip Neri with St. Bede, we believe that quality History teaching is the right of all children, as we recognise the many far-reaching benefits of the subject, helping children to:

- **Develop a better understanding of the world.** History paints a detailed picture of how society, technology, and government worked in the past so that we can better understand how it works now.
- **Build on their understanding of themselves.** A study of History tells us where our ancestors came from and how their lives were shaped. Importantly, it gives us the ability to spot (and appreciate) the legacies we may have inherited.
- **Develop a better understanding of others.** The National Curriculum calls for children to be encouraged in their curiosity and a study of not just our own history but that of other cultures gives us a truly global view, highlighting the similarities between us whilst encouraging tolerance of our differences.
- **Establish a working understanding of change.** History helps us better understand how, when, and why change occurs (or should be sought) by demonstrating the historical evolution of ideas, technologies, beliefs, places, and more.
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Amanda Spielman, OfSTED's Chief Inspector, said: "Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place." It is our hope that the quality History teaching provided at St. Philip Neri with St. Bede will equip our children with the skills to look critically at the world around them, being enabled to understand the important role that each of them can play in society, through their understanding of the past.



INTENT

Aims

The aims of history are:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments;
- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society, and those of other communities and civilisations;
- To learn about the major issues and events in the history of our own country and of the wider world and how these events may have influenced one another;
- To develop a knowledge of chronology, within which the children can organise their understanding of the past;
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;
- To distinguish between historical facts and their interpretation; and
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

Coverage is ensured through a whole school Long Term Plan (our History Intent), which follows the statutory requirements of the National Curriculum. This is compiled by all teaching staff overseen by the Subject Leader (See Appendix 1).



IMPLEMENTATION

At St. Philip Neri with St. Bede, planning of History is grounded in the National Curriculum (KS1/2) and the EYFS statutory framework and Development Matters (EYFS). These documents have been used to generate the History Progression of Skills and Knowledge document (see Appendix A), which outlines how children across the school will acquire a balance of knowledge and historical skills at an appropriate level for their age and stage.

Alongside this, teachers use Cornerstones as a basis for topic ideas and Launch/Landing Day concepts; an essential part of each topic of learning, which gives the children a hook on which to hang their learning and an outlet through which to express and consolidate what they have learned.

It is of the utmost importance to us at St. Philip Neri with St. Bede that History is delivered and assessed in a way that is inclusive of all. Planning considers our diverse community and all children's differing needs. We ensure that lessons offer access to BAME links, as well as supporting our Eastern European and Keralan communities through the inclusion of culturally relevant resources and sources. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. To this end, planning is differentiated to allow all children to achieve.

Teaching and planning at Key Stages 1 and 2

The study of History is taught regularly in all year groups, with KS1 and KS2 dedicating two hours a week to the teaching of Topic – this is a balance of History and Geography lessons – across the year with each forming a part of every topic on our Topic Intent (see Appendix B). History has a dedicated exercise book, in which children are encouraged to present their work to a consistently high standard, marking of which is in line with the school's Marking Policy. Additionally, children are assessed on the knowledge gained in the classroom during each topic; this is done through the delivery of a Pre- and Post- learning assessment (for an example, see Appendix C). Progress between the two is monitored by teachers and used to inform summative assessments as well as any need for further intervention and teaching.

In order to enhance and deepen children's learning of History, termly homework is set. Children use a Knowledge Organiser (for an example, see Appendix D), issued at the beginning of each half term, to learn and explore each topic at home. At the end of each topic, a



knowledge quiz is undertaken, consisting of ten related questions, to allow children to demonstrate their newly-acquired knowledge.

Teaching and planning in EYFS

The EYFS statutory framework and the Development Matters inform all planning and teaching of History in our EYFS classrooms. History is taught as part of a robust and diverse, child-centered timetable and is also inter-woven into many of the continuous provision activities on offer. The key statements from the above documents are as follows:

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

IMPACT

The impact of our History teaching at St. Philip Neri with St. Bede is measured through the following:

- Pre- and Post- learning assessments for each topic;
- Knowledge Organiser homework quizzes conducted each term;
- Summative assessment conducted each term.

Assessments are conducted by class teachers in line with the school's assessment schedules.



Role of the Subject Leader

The Subject Leaders for History are Jade Young and Louisa Stimpson. They are responsible for:

- Overseeing the planning and teaching of History;
- Leading colleagues and guiding them to relevant and helpful resources;
- Delivering and arranging appropriate CPD for staff;
- Monitoring and feedback, using the school's monitoring cycle;
- Communicating with parents:
 - delivering information meetings;
 - raising subject-specific issues; and
 - advising on new subject-specific initiatives.
- Conducting pupil interviews;
- Meetings with the History governor – Mrs. N. Tonks;
- Identifying staff training and training needs;
- Ordering and maintaining History resources;
- Maintenance of the History budget.



Appendix A – History Progression of Knowledge and Skills



St Philip Neri with St Bede CVA: Progression of Skills and Knowledge in History

Early Years Foundation Stage			
FS1			
	Advent	Lent	Pentecost
Understanding of the world - Past and present	Pupils should be taught to: <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	Pupils should be taught to: <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	Pupils should be taught to: <ul style="list-style-type: none"> To be able to remember and talk about significant events in my own experience.
Topics	Objective covered within: <ul style="list-style-type: none"> Me and My Community (Advent 1) Sparkle and Shine (Advent 2) 	Objective covered within: <ul style="list-style-type: none"> Winter wonderland (Lent 1) Dangerous dinosaurs (Lent 2) 	Objective covered within: <ul style="list-style-type: none"> Big Wide World (Pentecost 2)
Essential Vocabulary	Vocabulary taught and used must include: Before, after, now, then	Vocabulary taught and used must include: Before, after, now, then, past, present	Vocabulary taught and used must include: Before, after, now, then, past, present, change, same, different
Links to other curriculum areas	Links:	Links: Me and My Community (Advent 1) Sparkle and Shine (Advent 2)	Links: Me and My Community (Advent 1) Sparkle and Shine (Advent 2) Winter wonderland (Lent 1) Dangerous dinosaurs (Lent 2)
FS2			
	Advent	Lent	Pentecost
Understanding of the world - Past and present	Pupils should be taught to: <ul style="list-style-type: none"> Remember and talk about significant events in my own experience. 	Pupils should be taught to: <ul style="list-style-type: none"> Recognise and describe special times or events for family or friends. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. 	Pupils should be taught to: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.
Topics	Objective covered within: <ul style="list-style-type: none"> Me and My Community (Advent 1) Sparkle and Shine (Advent 2) 	Objective covered within: <ul style="list-style-type: none"> Winter wonderland (Lent 1) Dangerous dinosaurs (Lent 2) 	Objective covered within: <ul style="list-style-type: none"> Big Wide World (Pentecost 2)
Essential Vocabulary	Vocabulary taught and used must include: Before, after, now, then, past, present, change, same, different, remember, event	Vocabulary taught and used must include: Before, after, now, then, past, present, change, same, different, special times, event, compare, community	Vocabulary taught and used must include: Before, after, now, then, past, present, change, same, different, compare, community, lives, similarities, differences
Links to other curriculum areas	Links:	Links: Me and My Community (Advent 1) Sparkle and Shine (Advent 2)	Links: Me and My Community (Advent 1) Sparkle and Shine (Advent 2) Winter wonderland (Lent 1) Dangerous dinosaurs (Lent 2)



KS1		
	Year 1	Year 2
Changes within living memory	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe things that happened to themselves in the past and present Sequence events within their own lives Sequence events within the lives of their families Recognise differences between their childhood and that of their parents/grandparents (or those of their carers) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Recount some events in 'living memory' (the last century) Understand how to put people, events and objects in order of when they happened Begin to use a timeline to place important events within their life Recognise similarities and differences over time (the last century)
Suggested Topic coverage	<p>Objective covered within:</p> <ul style="list-style-type: none"> Where the Wild Things Are (Advent 2) Childhood & Memory Box (Lent 2) 	<p>Objective covered within:</p> <ul style="list-style-type: none"> Land Ahoy (Lent 2) Street Detectives (Advent 2) Movers and Shakers (Pentecost 2)
Essential Vocabulary	<p>Vocabulary taught and used must include:</p> <p>Now, Yesterday, Last week, When I was younger, A long time ago, Before I was born, When my parents/carers were young, change</p>	<p>Vocabulary taught and used must include:</p> <p>Past, Present, Recount, Order, Events, Timeline, Similar, Different, Compare, century, change</p>
Links to other curriculum areas	<p>Links:</p> <p>Street detectives (Y2) – school changes Me and My Community (F2) Big Wide World (F2)</p>	<p>Links:</p> <p>Childhood (Y1) Me and My Community (F2) Big Wide World (F2)</p>
Events beyond living memory that are significant nationally or globally	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand the significance of historical events beyond living memory Use pictures or artefacts to recognise differences between aspects of life in different periods 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Sequence significant historical events beyond living memory Use pictures as sources to compare objects, clothing, buildings or lifestyles, over time Research using different sources of evidence
Suggested Topic coverage	<p>Objective covered within:</p> <ul style="list-style-type: none"> Moon Zoom (Lent 1) Bright Lights, Big City (Pentecost 1) Rain or Shine (Pentecost 2) 	<p>Objective covered within:</p> <ul style="list-style-type: none"> Tunnels, Towers and Turrets (Advent 1) Movers and Shakers (Pentecost 2)
Essential Vocabulary	<p>Vocabulary taught and used must include:</p> <p>Evidence, Fact, Similarity, Differences, Past, present, order, sequence, significant, Evidence, Fact, Opinion</p>	<p>Vocabulary taught and used must include:</p> <p>Before, After, Past, Present, Then, Now, Material, Source, Century, Decade, Millennium, Date order, Difference, Similarity, Fact, Opinion, timeline, change</p>
Links to other curriculum areas	<p>Links:</p> <p>Dangerous Dinosaurs (F2) Me and My Community (F2) Big Wide World (F2) Movers and Shakers (Y2)</p>	<p>Links:</p> <p>Bright Lights, Big City (Y1) Big Wide World (F2)</p>

	Year 1 (cont.d)	Year 2 (cont.d)
The lives of significant individuals in the past who have contributed to national and international achievements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Timeline events in the life of Queens Elizabeth II • Sequence significant historical events beyond living memory, within a defined subject area - ordering events surrounding the Space race • Recognise a timeline and its use <p>Individuals to be covered:</p> <ul style="list-style-type: none"> • Neil Armstrong • Queen Elizabeth II • Samuel Peeps • Mary Jackson, Katherine Johnson and Dorothy Vaughan (Black, female Computer Scientists) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pick out historical similarities and differences from a picture source, when looking at significant people • Begin to put events, including the lives of famous people, in order – adding dates • Use different sources to research the lives of significant people <p>Individuals to be covered:</p> <ul style="list-style-type: none"> • Christopher Columbus • Rosa Parks • Emily Davidson • Mary Anning • Blackbeard, Anne Bonny, Grace O’Malley • Grace Darling
Topics	<p>Objective covered within:</p> <ul style="list-style-type: none"> • Where the Wild Things Are (Advent 2) • Moon Zoom (Lent 1) • Bright Lights, Big City (Pentecost 1) 	<p>Objective covered within:</p> <ul style="list-style-type: none"> • Tunnel, Towers and Turrets (Advent 1) • Land Ahoy! (Lent 2) • Movers and Shakers (Pentecost 2)
Essential Vocabulary	<p>Vocabulary taught and used must include:</p> <p>Millennium, Significant, Order, Sequence, Evidence, Fact, Timeline, Similarity, Differences, Past, Present</p>	<p>Vocabulary taught and used must include:</p> <p>Source, Century, Decade, Date order, Explorers, Difference, Similarity, Fact, Opinion</p>
Links to other curriculum areas	<p>Links</p> <p>Big Wide World (F2) Movers and Shakers (Y2) Tunnels, Towers and Turrets (Y2)</p>	<p>Links</p> <p>Where the Wild Things Are (Y1) Moon Zoom (Y2) Bright Lights, Big City (Y1)</p>
Significant historical events, people and places in their own locality	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know about significant people in their own community, such as police officers, doctors, nurses, community leaders, focussing on significant named individuals from the community’s past 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand where their topic fits in on a timeline and can place events on a timeline alongside significant dates in their lives • Compare lifestyle when shopping and living in our local area in the past • Place key dates (when school was built, when supermarkets opened, and our births) on a simple timeline • Pick out information from a picture source when comparing parts of our local area, over time • Labelling images of our locality from the past • Put events in our local area in order, adding dates
Proposed topics	<p>Objective covered within:</p> <ul style="list-style-type: none"> • Mapping Mansfield (Advent 1) • Where the Wild Things Are (Advent 2) • Rain or Shine (Pentecost 2) 	<p>Objective covered within:</p> <ul style="list-style-type: none"> • Street Detectives (Advent 2) • Land Ahoy! (Lent 2) • Movers and Shakers (Pentecost 2)
Essential Vocabulary	<p>Vocabulary taught and used must include:</p> <p>Significant, Mansfield, Forest, jobs, lifestyle</p>	<p>Vocabulary taught and used must include:</p> <p>Locality, Past, Changed, Time, Timeline, Housing, Lifestyle, Source, Artefact, Date order, industry, factory</p>
Links to other curriculum areas	<p>Links:</p> <p>Me and My community (FS2) Movers and Shakers (Y2)</p>	<p>Links:</p> <p>Me and My community (FS2) Where the Wild Things Are (Y1)</p>

	KS2			
	Year 3	Year 4	Year 5	Year 6
	Skills			
Chronological understanding	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Historical enquiry	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Question the validity of sources and the creator's motivations Bring knowledge gathered from several sources together in a fluent account
Organisation and communication of knowledge	<ul style="list-style-type: none"> Organise given information to produce written or oral presentations 	<ul style="list-style-type: none"> From a given source and with a scaffolded structure, select and organise information to produce work 	<ul style="list-style-type: none"> From a limited number of sources, select and organise information to produce structured work, making appropriate use of dates and terms 	<ul style="list-style-type: none"> Independently select and organise information to produce structured work, making appropriate use of dates and terms
Interpretation of history	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research

	KS2			
	Year 3	Year 4	Year 5	Year 6
	Knowledge			
Knowledge/understanding of British history	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain - Rome and the Romanisation of Britain A study of an aspect or theme in British history - Legacy of the Greeks and Romans 	<ul style="list-style-type: none"> 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 - Edward the Confessor and the Battle of Hastings 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>Changes in lifestyle/monarchy + Plagues through time</i> 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - <i>warfare in the 20th Century + Crime and Punishment through the ages (from 2024)</i>
Proposed topics	<ul style="list-style-type: none"> Through the ages (Advent 1) Groovy Greeks (Lent 1) Emperors and Empires (Lent 1&2) 	<ul style="list-style-type: none"> Benin (Advent 2) Anglo Saxons (Lent 1) Vikings (Pentecost 1) 	<ul style="list-style-type: none"> Pharaohs (Advent 2) Peasants, Princes and Pestilence (Lent 1) Firedamp and Davy Lamps (Lent 2) Revolution (Pentecost 2) 	<ul style="list-style-type: none"> Fallen Fields (Advent 2) A Child's War (Lent 2) Crime and Punishment (Pentecost 2)
Essential Vocabulary		amphitheatre, aqueduct, Britannia, Caledonia, cassis, Celts, centurion, chariot, Colosseum, emperor, gladiator, gladius, Hibernia, invader, invictus, lanista, Latin, legion, mosaic, pilum, pugio, Roman Empire, Roman numerals, scutum, taxes, via, Anglo-Saxon, Celt, ceorl, Danelaw, East Anglia, Essex, heathen, hierarchy, jarl, jute, karl, Kent, kingdom, longship, Mercia, monastery, myth, Norman, Northumberland, pagan, Pict, raider, Saxon, Scot, settlement, Sussex, thrall, thegn, trader, Viking, Wessex	Revolution Affluent, boarding school, butler, Charles Dickens, coal, crime, descendent, domestic, Emmeline Pankhurst, factory, Florence, Nightingale, footman, Industrial Revolution, invention, limerick, maid, mill, mine, pick pocket, posser, poverty, prime minister, Prince Albert, punishment, Queen, Sir Robert Peel, slum, social reformer, stream power, suffragette, The Great Exhibition, Victorian, washboard, William Morris, workhouse.	Fallen Fields Air raid, airship, alliance, Archduke Franz Ferdinand, armistice, assassinate, Commonwealth, conscription, David Lloyd George, Eastern Front, first hand evidence, Gavrilo Princip, Hindenburg Line, home front, Kaiser Wilhelm II, Last Post, League of Nations, propaganda, Remembrance Sunday, Tomb of the Unknown Soldier, trench, truce, Tyne Cot Cemetery, Western Front, wreath A Child's War Adolf Hitler, air raid, air raid, shelter, air raid shelter, Allied powers, Anderson shelter, Anne Frank, Axis powers, Battle of Britain, billeting officer, blackout, Blitz, concentration camp. D-Day, evacuate, evacuees, gas mask, Holocaust, Morrison shelter, Nazi, propaganda, rationing, refugee, Spitfire, United Nations, V-E Day, Winston Churchill
Links to other curriculum areas	Through the Ages (Y3) Where the Wild Things Are (Y1) Street Detectives (Y2) Towers, Turrets and Tunnels (Y2)	Monarchs studied in KS1 Towers, Turrets and Tunnels (Year 2) Emperors and Empires (Year 3) Groovy Greeks (Year 3)	Monarchs studied in KS1 Towers, Turrets and Tunnels (Year 2) Emperors and Empires (Year 3) Groovy Greeks (Year 3) Vikings (Year 4) Firedamp and Davy Lamps (Y5 Lent) Peasants, Princes and Pestilence (Y5 Advent)	Monarchs studied in KS1 Towers, Turrets and Tunnels (Year 2) Emperors and Empires (Year 3) Gods and Mortals (Year 3) Traders and Raiders (Year 4) Firedamp and Davy Lamps (Y5 Lent) Peasants, Princes and Pestilence (Y5 Advent)

	KS2			
	Year 3	Year 4	Year 5	Year 6
	Knowledge (cont.d)			
Local history			<ul style="list-style-type: none"> A local history study - A study of an aspect of history from a period beyond 1066 that is significant to the local area (Coal Mining) 	<ul style="list-style-type: none"> A local history study - A study of an aspect of history from a period beyond 1066 that is significant to the local area – WW2 (Crime and Punishment – proposed for 2024 onwards)
Proposed topics			<ul style="list-style-type: none"> Firedamp and Davy Lamps (Lent 1&2) 	<ul style="list-style-type: none"> A Child's War (Pentecost 1)
Essential Vocabulary				Adolf Hitler, air raid, air raid, shelter, air raid shelter, Allied powers, Anderson shelter, Anne Frank, Axis powers, Battle of Britain, billeting officer, blackout, Blitz, concentration camp. D-Day, evacuate, evacuees, gas mask, Holocaust, Morrison shelter, Nazi, propaganda, rationing, refugee, Spitfire, United Nations, V-E Day, Winston Churchill
Links to other curriculum areas				Monarchs studied in KS1 Street Detectives (Y2) Towers, Turrets and Tunnels (Year 2) Emperors and Empires (Year 3) Groovy Greeks (Year 3) Vikings (Year 4) Firedamp and Davy Lamps (Y5 Lent) Peasants, Princes and Pestilence (Y5 Advent)
Knowledge/ understanding of wider world history	<ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> A non-European society - Benin civilization c. AD900 	<ul style="list-style-type: none"> Achievements of the earliest civilisations: an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 	<ul style="list-style-type: none"> A non-European society - Mayan civilization c. AD900 Ancient Greece - a study of Greek life and achievements and their influence on the western world
Proposed topics	<ul style="list-style-type: none"> Groovy Greeks (Lent 1) Emperors and Empires (Pentecost 1) 	<ul style="list-style-type: none"> Brilliant Benin (Advent 2) 	<ul style="list-style-type: none"> Pharaohs (Advent 2) 	<ul style="list-style-type: none"> Hola Mexico (Pentecost 1)

Essential Vocabulary	Acropolis, Aegean Sea, agora, ancient Greece, Archaic period, artefact, assembly, Athenian, Athens, black-figure pottery, Bronze Age, Byzantium, citadel, citizen, city state, Classical period, Corinth, Crete, Dark Age, democracy, evidence, god, goddess, golden age, hierarchy, historian, legacy, literature, Minoan, monarchy, Olympus, mythology, Olympic, Parthenon, Persia, philosophy, red-figure pottery, Sparta, theatre, Trojan, tyrant	Osanobua, canoe, suffering, Eteghohi, Emose, Idu land, Oba, Nigeria, bronze, ivory, deductions, inferences, harvest, ore, civilization, comparisons, Dutch, Portuguese, furnaces, leatherworkers, ceremonial, traders, plausible, leopards, exploration, casting, European, spices, palm oil, Captain Phillips	Afterlife, amulet, apprentice, Book of the Dead, Canopic jar, cartouche, curse, deity, Egyptologist, embalmer, eternal life, Giza, hieroglyphics, linen, mummy, mummification, natron, nemes, ointment, pharaoh, preserve, pyramid, ritual, River Nile, Rosetta Stone, sarcophagus, scribe, sphinx, tomb, Tutankhamun, underworld, Valley of the Kings, wedjat	<p>Hola Mexico ancient, cactus, chilli, civilisation, Day of the Dead (Dia de los Muertos), desert, Maya, deity, glyphs, stelae, temple, Mexico, tortilla</p> <p>Greeks Acropolis, Aegean Sea, agora, ancient Greece, Archaic period, artefact, assembly, Athenian, Athens, black-figure pottery, Bronze Age, Byzantium, citadel, citizen, city state, Classical period, Corinth, Crete, Dark Age, democracy, evidence, god, goddess, golden age, hierarchy, historian, legacy, literature, Minoan, monarchy, Olympus, mythology, Olympic, Parthenon, Persia, philosophy, red-figure pottery, Sparta, theatre, Trojan, tyrant</p>
Links to other curriculum areas	<p>Emperors and Empires (Year 3 - Lent) Traders and Raiders (Year 4) Pharaohs (Y5) Hola Mexico (Y6)</p>	<p>Emperors and Empires (Year 3) Gods and Mortals (Year 3) Traders and Raiders (Year 4 - Lent) Pharaohs (Y5) Hola Mexico (Y6)</p>	<p>Emperors and Empires (Year 3) Gods and Mortals (Year 3) Traders and Raiders (Year 4)</p>	<p>Emperors and Empires (Year 3) Gods and Mortals (Year 3) Traders and Raiders (Year 4) Pharaohs (Y5)</p>

Appendix B – Topic Intent

St Philip Neri with St Bede’s **History & Geography Intent 2023-2024**

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	Me & My Community (4 weeks) Exploring Autumn (2 weeks)	Once Upon A Time (4 weeks) Sparkle and Shine (2 weeks)	Starry Night (4 weeks) Winter Wonderland (2 weeks)	Dangerous Dinosaurs (4 weeks) Puddles and Rainbows (2 weeks)	Sunshine and Sunflowers (4 weeks) Shadows and Reflections (2 weeks)	Big Wide World (4 weeks) Splash (2 weeks)
Year 1	Mapping Mansfield	Where The Wild Things Are	Moon Zoom	Childhood & Memory Box	Bright Lights, Big City	Rain Or Shine
Year 2	Towers, Tunnels and Turrets	Street Detectives	Let’s Explore The World	Land Ahoy	Coastline	Movers and Shakers
Year 3	What makes Britain great?	Through the Ages	Groovy Greeks	What is Italy like today?	Emperors and Empires	Rocks, Relics and Rumbles
Year 4	East Midlands & Cote d’Azur	Benin	Anglo Saxons	River Deep, Mountain High	Vikings	Blue Planet
Year 5	What’s Egypt Like Today?	Pharaohs	Peasants, Princes and Pestilence	Firedamp and Davy Lamps	Rainforest	Revolution
Year 6	Inspiring India	Fallen Fields	Frozen Kingdom	A Child’s War	Hola! Mexico	Crime and Punishment

Geography is the main focus

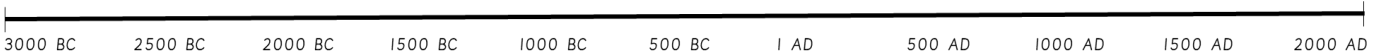
History is the main focus

Emperors and Empires

Pre-Learning and Launch Day

What do you already know about the ancient Romans?

When in history were the Romans in power? Mark the period on this timeline:



Important words for this topic:

Which topics that you have studied before might link to this and why?

Emperors and Empires

Post-Learning and Express

1. Ancient Romans believed that Rome was formed by who?	
2. Name the 3 different ways that Rome was ruled.	An _____ is ruled by _____ An _____ is ruled by _____ An _____ is ruled by _____
3. Name 2 countries that the Romans invaded.	
4. Used the Dawson's Model to complete the following sentences.	Emperor ----- was significant because - ----- -----
5. Explain how the Roman hierarchy affected the Roman people.	
6. How many men made up a century in the Roman army?	
7. Who was Baudicca?	
8. What made the invasion of Caledonia difficult?	
9. Why was Hadrian's Wall built?	
10. Name 2 things which the Romans invented that still benefit us today.	

Appendix D – Example of a History Knowledge Organiser

Brilliant Benin Knowledge Organiser – Year 4 – Advent 2

Key Events		Timeline	
AD 400	The Yoruba people start using iron tools which enable them to clear the forest land effectively for the first time. Villages developed and chiefs emerged.	AD 1	AD 2000
AD 600	The area becomes the Ife Kingdom, one of the earliest kingdoms in the West African Rainforest.	Kingdom of Benin	
AD 900	The Kingdom of Benin begins to develop and boundaries are established around the region called Igodomigodo in what is now Nigeria.	Anglo-Saxon Britain	
AD 1091	The Edo people were ruled by the Ogiso , which means 'kings of the sky.'	Religion	
AD 1100	The last Ogiso of Igodomigodo, Owodo, dies and there is nobody to rule.	The people of Edo's beliefs were centred around a creator god named Osanobua and his many children.	
AD 1180	Eweka becomes the new ruler and changes the name Igodomigodo to Edo . He calls himself the Oba .	People believed that, after death, Osanobua would decide their fate. They would either be reincarnated as another person or would join the spirit world. Spirits would live in villages together, watching the behaviour of their families and punishing bad behaviour.	
AD 1300-1700	The 'golden age' of Edo . It has a large, powerful army and skilled craftspeople.	Religion was particularly important to the people of the Kingdom of Benin. Ceremonies were led by an ohen and were intended to make the Oba seem powerful and great, as well as to worship the gods. There were celebrations held across the year that linked to the season, including harvest. The people of the Kingdom of Benin were all thoroughly involved and provided food and handmade costumes for the celebrations.	
AD 1489	It was only when Portuguese made contact with the Kingdom of Benin that the name 'Benin' began to be used. This name is now widely used to describe the entire civilisation from AD900.	The people of Edo were animists . Leopards, crocodiles and snakes were among the animals associated with the gods.	



Brilliant Benin Knowledge Organiser – Year 4 – Advent 2

Key Vocabulary	
Ogiso	The title used by the early rulers of Igodomigodo. It means 'kings of the sky'. It is thought that there were around 31 Ogiso rulers.
Oba	The title used by Eweka and subsequent rulers. Eweka was from the Yoruba people and Oba is the Yoruba word for 'king'.
Edo	The name given to the Kingdom of Igodomigodo by Oba Eweka. The people also became known as the Edo people.
Yoruba	The name of the people from the holy city of Ife. The histories of the Edo and Yoruba people are closely linked.
ohen	A priest who performed religious ceremonies.
animists	People who believe that humans, animals and objects all have souls or spirits.
brass	A yellowy metal made of a mixture of copper and zinc.

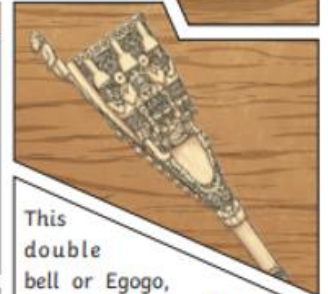
Brass Heads

The people of **Edo** believed that the head was the most important part of a person, where the intelligence was found. When an important person died, artists would make a head of that person. **Obas'** heads, and those of gods or goddesses, were made from **brass**. People believed that the person's spirit could be contacted through the **brass** head. Artists made their work only for the **Oba** and he rewarded them with gifts.



Artefacts from the Kingdom of Benin

Masks were made for use in ritual ceremonies and represented a link to the spiritual world. This mask of Queen Idia, who was the mother of **Oba** Esigie, dates back to the 16th century. It is made of ivory and features intricate carvings showing skilled craftsmanship.



This double bell or Egogo, was used by the **Oba** to scare away evil spirits during religious ceremonies and acts of worship. It is believed to be from the 16th century and it features intricate carvings showing the **Oba** and his followers.

Coral beads have a special significance in traditional **Edo** customs. The beads are made from coral stones from the seas, which are polished and shaped. **Edo** chiefs would wear necklaces of coral beads and the **Oba** would wear necklaces, collars and crowns made from them.

