



St Mary's Catholic Primary School

## HISTORY AT ST MARY'S

### INTENT

At St Mary's, History teaching focuses on enabling children to think as historians. We aim to teach our children to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgements. Our curriculum is designed to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe that History offers a unique opportunity to encourage 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.

### OUR AIMS

The National Curriculum (2014) 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

## CURRICULUM

Our curriculum is designed to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Throughout each topic, we place emphasis on examining historical artefacts (both genuine and replica) and a range of primary and secondary sources.

This approach begins in EYFS where each child's life is the focus before progressing in KS1 to important changes within a child's living history and their own timeline of events. Throughout every phase of learning, children are encouraged to ask searching questions such as 'how do we know?' about information and source material they are given which helps to direct the course of learning throughout a topic. In KS2, historical investigations develop children's understanding of how civilisation has evolved over time through the study of the earliest British native peoples, civilisations of the ancient world and peoples that sought to invade, conquer and settle in the British Isles.

To further support their understanding, school trips and visitors in school provide invaluable opportunities for children to see and experience history in real-life. Children in each Key Stage have the opportunity to visit significant historical sites such as Alnwick Castle, Jarrow Hall and Roman Vindolanda. We believe this is incredibly important given the rich history of the region in which we live.

## CURRICULUM COVERAGE

Topics have been selected to cover the aims of the National Curriculum and also to reflect the context of our school community. For example, children in Year 6 conduct a Local History Study on the significance of the railways in Tanfield.

Teachers follow an enquiry based approach to teaching History, with each session centred around a key enquiry question.

### How did Life in Britain change when the Romans invaded?



St Mary's Catholic Primary School  
Year 4 History Topic Planning 2023-24  
Autumn Term 1 (7 weeks) Romans in Britain





Topic Planning Maps assist teachers with content for sessions, key vocabulary needed, links to previous learning and to other curriculum areas.

<b>Content:</b> <b>1. When did the Roman Era take place?</b> <ul style="list-style-type: none"><li>- Place the Roman era on a timeline</li><li>- Place significant events from the Roman era on a timeline in chronological order</li><li>- Know the Romans invaded Britain in 43AD</li></ul> <b>2. How big was the Roman empire?</b> <ul style="list-style-type: none"><li>- Identify Rome within Italy in Europe</li><li>- Understand the extent of the Roman Empire on a world map (specific countries)</li><li>- Explore how the size of their empire changed over time</li><li>- Understand why the Romans wanted an empire</li><li>- Know some of the main rebellions they faced as they expanded their empire (Hannibal, Attila)</li><li>- Explore the legacy of the Roman Empire throughout Europe – names of places / roads / architecture etc.</li></ul> <b>3. Why was the Roman army so powerful?</b> <ul style="list-style-type: none"><li>- The life and role of a soldier in the Roman Army</li><li>- Why did so many Britons join the army?</li><li>- Armour and weapons</li><li>- How was the army organised?</li><li>- Battle organisation / formation</li></ul> <b>Links to Previous Learning in History:</b> Y3 – Iron Age / Celts making way for the arrival of the Romans in 43AD	<b>Key Enquiry Questions...</b> <b>4. What was life like in Britain before the Roman invasion?</b> <ul style="list-style-type: none"><li>- Village life in Iron Age Britain (recap Y3)</li><li>- How did the arrival of the Romans affect the Celts?</li><li>- Did the Celts resist or collaborate with them?</li><li>- How did life change?</li><li>- Compare the lives of Celts and Romans</li></ul> <b>5. Did anyone fight back against the Romans?</b> <ul style="list-style-type: none"><li>- Queen Boudicca</li><li>- Know what happened during and after her rebellion</li></ul> <b>6. Why did Emperor Hadrian build a wall?</b> <ul style="list-style-type: none"><li>- When/where was it built?</li><li>- Why? Who were the 'barbarians'?</li><li>- How does it help us to find out about the Romans today?</li><li>- What happened to it afterwards?</li></ul> <b>7. What did the Romans do for us?</b> <ul style="list-style-type: none"><li>- Legacy of the Roman era in <u>modern life</u>:<ul style="list-style-type: none"><li>o Architecture</li><li>o Language</li><li>o Roads and towns</li><li>o Law and order</li><li>o Roman numerals</li></ul></li></ul>	<b>Local History:</b> <ul style="list-style-type: none"><li>- Hadrian's Wall / Vindolanda</li><li>- Arbeia</li></ul> <b>National History:</b> <ul style="list-style-type: none"><li>- Boudicca's rebellion against the Romans</li></ul> <b>Word History:</b> <ul style="list-style-type: none"><li>- Other rebellions the Romans experienced as their empire grew:<ul style="list-style-type: none"><li>o Hannibal of Carthage (present day Turkey)</li><li>o Attila the Hun (present day Hungary)</li></ul></li></ul>
<b>Key Vocabulary:</b> Rome, republic, Julius Caesar, invasion, conquered, conquest, emperor, empire, Celts, Iron Age, Queen Boudicca, rebellion, soldier, military, armour, helmet, shield, weapons, legions, legionary, tactics, discipline, battle formation, barbarians, frontier, Vindolanda, fort, milecastle, turret, legacy, architecture, language	<b>Links to Art/DT Projects:</b> Roman mosaics – linked to Roman beliefs – Gods & Goddesses  HT Block E	<b>Useful resources:</b> Hamilton Trust: Romans in Britain <a href="https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/">https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/</a>  Trip to Roman Army Museum / Vindolanda

## Key Stage 1 History NC Curriculum Coverage

National Curriculum Aims 		Changes within living memory	Events beyond living memory which are significant nationally	Lives of significant individuals who have contributed to national and international achievements (comparing aspects of life in different periods)	Significant historical events, people and places in their own locality
 KS1 Topics					
<b>Year 1</b>	Changes within living memory: Toys and books in the past	○			
	Grace Darling				○
	Florence Nightingale and Mary Seacole			○	
<b>Year 2</b>	The Great Fire of London		○		
	Explorers: Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong			○	
	Great Fire of Gateshead 1854				○

## Key Stage 2 History NC Curriculum Coverage

		British History					World History			
		Changes in Britain from Stone Age to Iron Age	The Roman Empire and its impact on Britain	Britain' s settlement by the Anglo-Saxons	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality	Study of aspect of theme in British history beyond 1066: power of Monarchs and significant turning point in British history (industrial revolution)	Overview of when and where the earliest civilisations appeared (Y3) and a depth study of one of: Ancient Sumer, Indus Valley, Ancient Egypt (Y4), The Shang Dynasty	Study of Greek life and achievements and their influence on the western world	Non-European society that provides contrast with British history
<b>National Curriculum Aims</b> 										
 <b>KS2 Topics</b>										
<b>Year 3</b>	Stone Age to Iron Age	<input type="radio"/>						<input type="radio"/>		
	Ancient Greece								<input type="radio"/>	
<b>Year 4</b>	Romans in Britain <i>(Local links)</i>		<input type="radio"/>							
	Ancient Egypt							<input type="radio"/>		
<b>Year 5</b>	Anglo-Saxons & Vikings <i>(Local links)</i>			<input type="radio"/>	<input type="radio"/>					
	The Maya									<input type="radio"/>
<b>Year 6</b>	The Victorians <i>(Local links)</i>						<input type="radio"/>			
	Local Study – Expansion of the Railways					<input type="radio"/>				

## History Topics Year 1 - 6

KS1	Autumn 1 History – British History	Spring 2 History	Summer 1 History
<b>Year 1</b>	<p><b>Changes within living memory: Toys and books</b></p> <ul style="list-style-type: none"> <li>• Sorting toys – old or new</li> <li>• What is the same and what is different?</li> <li>• How have toys changed over time?</li> <li>• Who played with these toys?</li> <li>• Sorting books – old or new?</li> </ul>	<p><b>Significant event, person or place in own locality: Grace Darling</b></p> <ul style="list-style-type: none"> <li>• Who is Grace Darling and what did she do?</li> <li>• Why did Grace do what she did?</li> <li>• Did Grace really carry out the brave rescue on her own?</li> <li>• How do we know about Grace’s actions?</li> <li>• How did sea rescue improve after Grace’s heroic act?</li> </ul>	<p><b>Life of significant individuals: Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>• Why do remember Florence Nightingale?</li> <li>• What were the most important events in Mary Seacole’s life?</li> <li>• What is the same and what is different about FN and MS?</li> <li>• Who deserves a statue at St Thomas’ hospital?</li> </ul>
<b>Year 2</b>	<p><b>Significant event beyond living memory: The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• When did the Great Fire of London happen?</li> <li>• What was London like in 1666?</li> <li>• What happened during the Great Fire of London?</li> <li>• Who was Samuel Pepys?</li> </ul>	<p><b>Life of significant individuals: Significant Explorers:</b></p> <ul style="list-style-type: none"> <li>• What makes a person ‘significant’?</li> <li>• Who was Ibn Battuta?</li> <li>• Who was Matthew Henson?</li> <li>• Who was Felicity Aston?</li> <li>• Who was Neil Armstrong?</li> </ul>	<p><b>Significant event, person or place in own locality: Great Fire of Gateshead 1854</b></p> <ul style="list-style-type: none"> <li>• Where is the Quayside?</li> <li>• What is the Quayside like today?</li> <li>• What was Quayside like in Victorian times?</li> <li>• What happened in the fire?</li> <li>• How have the fire brigade changed since the Great Fire?</li> <li>• How did the Quayside change because of the fire?</li> </ul>

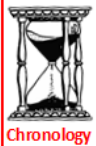





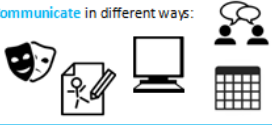
LKS2	Autumn 1 History – British History	Spring 2 History	Summer 1 History
Year 3	<p><b>Stone Age to Iron Age Britain</b></p> <ul style="list-style-type: none"> <li>• What is Prehistory?</li> <li>• Who were the Stone Age people?</li> <li>• What was life like during the Stone Age?</li> <li>• Who built Stonehenge?</li> <li>• What was everyday life like in the Bronze Age?</li> <li>• What it like to live in an Iron Age hillfort?</li> </ul>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• Where was Ancient Greece?</li> <li>• How 'ancient' is Ancient Greece?</li> <li>• Who was in charge in Ancient Greece?</li> <li>• How was life different in Athens and Sparta?</li> <li>• What was life like in Ancient Greece?</li> <li>• What did the Ancient Greeks believe?</li> <li>• How have the Olympics changed since Ancient Greece?</li> </ul>	
Year 4	<p><b>Romans in Britain</b></p> <ul style="list-style-type: none"> <li>• When did the Roman Era take place?</li> <li>• How big was the Roman empire?</li> <li>• Why was the Roman army so powerful?</li> <li>• What was life like in Britain before the Roman invasion?</li> <li>• Did anyone fight back against the Romans?</li> <li>• Why did Emperor Hadrian build a wall?</li> <li>• What did the Romans do for us?</li> </ul>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• Where was Ancient Egypt?</li> <li>• How 'ancient' is Ancient Egypt?</li> <li>• Who was in charge in Ancient Egypt?</li> <li>• What was life like in Ancient Egypt?</li> <li>• Why was the River Nile so important to the Ancient Egyptians?</li> <li>• What did the Ancient Egyptians believe?</li> <li>• How did the Ancient Egyptians influence our lives today?</li> </ul>	

UKS2	Autumn 1 History – British History	Spring 2 History	Summer 1 History
Year 5	<p><b>Anglo-Saxons &amp; Vikings</b></p> <ul style="list-style-type: none"> <li>• Where do the Anglo-Saxons and Vikings ‘fit’ in British history?</li> <li>• Invader or settler? <i>What’s the difference?</i></li> <li>• Who were the Anglo-Saxons</li> <li>• What were the Anglo-Saxons looking for?</li> <li>• Who were the Vikings?</li> <li>• Why were the Vikings successful invaders?</li> <li>• How and why did Anglo-Saxon rule come to an end?</li> </ul>	<p><b>Non-European society contrasting to British history:</b></p> <p><b>The Maya</b></p> <ul style="list-style-type: none"> <li>• Where did the Maya live?</li> <li>• When did the Maya live?</li> <li>• Who was in charge in the Mayan civilization?</li> <li>• What was life like for the Mayans?</li> <li>• What did the Mayans believe?</li> <li>• How did the Mayans influence our lives today?</li> <li>• What happened to the Mayans?</li> </ul>	
Year 6	<p><b>The Victorians – British History beyond 1066</b></p> <ul style="list-style-type: none"> <li>• Who was Queen Victoria?</li> <li>• Victoria’s reign: the Golden Age of Empire?</li> <li>• Victorian Britain: the Workshop of the World?</li> <li>• How did life for Ordinary people change during Queen Victoria’s reign?</li> <li>• What is the legacy of Queen Victoria’s reign today?</li> </ul>	<p><b>Local history study linked to aspect of history or a site from beyond 1066 significant to locality:</b></p> <p><i>The Expansion of the Railways</i></p> <ul style="list-style-type: none"> <li>• Why are railways important?</li> <li>• Why is George Stephenson considered the ‘Father of the Railways’?</li> <li>• Where is the Tanfield Railway?</li> <li>• Why is there a railway in Tanfield?</li> <li>• What was the Tanfield Railway like in ____</li> <li>• How did the Tanfield Railway change the local area?</li> <li>• How did the Tanfield Railway change over time?</li> <li>• How important is the Tanfield Railway?</li> </ul>	

# SKILLS PROGRESSION

At St Mary's, key skills in History are grouped into four areas:

- Chronology
- Interpretations of History
- Historical Enquiry
- Organisation and communication

Year 4 History	
End of Year Expectations	
 <p><b>Chronology</b></p> <p><b>I can:</b> Place <b>events</b> on a <b>timeline</b> in <b>chronological order</b></p> <p>Begin to use relevant <b>dates</b></p> <p>Begin to use <b>terms related to periods of history</b> (e.g. ancient, modern, century, decade)</p> 	 <p><b>Interpretations of History</b></p> <p><b>I can:</b> <b>Distinguish between</b> different sources:</p>  <p>Begin to <b>evaluate the usefulness</b> of sources</p> <p>Know that sometimes events or ideas are <b>represented in a way in order to persuade</b> others</p>
 <p><b>Historical Enquiry</b></p> <p><b>I can:</b> <b>Choose relevant evidence to present a picture</b> of aspects of life in the past</p> <p><b>Answer questions</b> about:</p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Similarities</li> <li>• differences</li> </ul> <p>Use <b>books</b> and <b>ICT</b> for research</p> <p><b>Evaluate the reliability</b> of search results</p>	 <p><b>Organisation &amp; Communication</b></p> <p><b>I can:</b> <b>Give detailed responses</b> to questions, including description and explanation, in paragraphs</p> <p>Use different <b>writing genres</b> (e.g. narrative, diary entry, recounts, information texts, non-chronological reports)</p> <p><b>Communicate</b> in different ways:</p> 

'End of Year Expectation' sheets, displaying the key skills for each particular Year group, are present in children's exercise books.

Teachers refer to these whilst planning lessons and they are also used as part of ongoing formative assessment of children's progress in History.



## History Skills Progression EYFS, Year 1 - 6

HISTORY SKILLS	Chronology	Interpretations of History	Historical Enquiry	Organisation & Communication
<b>EYFS</b>	<p>ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Exceeding: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>			
<b>Year 1</b>	<p>Understand the difference between things that happened in the <b>past</b> and the <b>present</b></p> <p>Sequence events or artefacts in chronological order</p> <p>Use language and phrases such as: now, yesterday, last week, a long time ago, before I was born, when my parents/carers/grandparents were young</p>	<p>Look at a range of sources to find out about the past including:</p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Stories (narratives)</li> <li>• Videos</li> <li>• Photographs</li> <li>• Pictures</li> <li>• Artefacts</li> </ul>	<p>Sort artefacts into 'then' and 'now'</p> <p>Use a source – handle, question, observe and sketch</p> <p>When handling artefacts, begin to answer questions such as 'what was it used for?'</p> <p>Use parts of stories and other sources to show the key features of events</p>	<p>Discussion</p> <p>Tell stories about the past – orally and using role-play</p> <p>Drawing</p> <p>Drama and role-play</p> <p>Labelling</p> <p>Simple recounts / retells</p>
<b>Year 2</b>	<p>Sequence artefacts, photos and people in order of when they happened, using a timeline</p> <p>Place the key points of an important event on a timeline (e.g. Great Fire of London events in order)</p> <p>Understand and use the words <i>past</i> and <i>present</i> when telling others about an event</p>	<p>Identify different ways in which the past is represented (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</p> <p>Begin to distinguish between fact and fiction</p> <p>Compare different representations of the same event, thinking about what is the same and what is different</p>	<p>Sequence a collection of artefacts</p> <p>Use a source to find out: why, what, who, how and where</p> <p>Identify similarities and differences between ways of life in different periods of time</p> <p>Choose and use parts of stories and other sources to show they know and understand key features of events</p>	<ul style="list-style-type: none"> <li>• Discussion with increasing detail</li> <li>• Describe objects, people or events in the past</li> <li>• Storytelling – retells and recounts</li> <li>• Diary entries</li> <li>• Annotating photographs</li> <li>• Drawing</li> <li>• Drama &amp; role-play</li> <li>• ICT</li> </ul>

<b>HISTORY SKILLS</b>	<b>Chronology</b>	<b>Interpretations of History</b>	<b>Historical Enquiry</b>	<b>Organisation &amp; Communication</b>
<b>Year 3</b>	<p>Place both the period of history, and events from that period studied on a timeline in chronological order</p> <p>Use the words BC and AD in relation to timelines</p> <p>Use dates and terms related to the passing of time (e.g. between, during, after)</p>	<p>Identify and compare different ways in which the past is represented (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</p> <p>Discuss the reliability of photos, accounts and stories</p>	<p>Ask and answer questions about: what, who, how, where and why, similarities and differences</p> <p>Observe small details in artefacts and pictures, relevant to the study</p> <p>Use evidence to build up a picture of a past event</p> <p>Begin to use books and ICT for research</p>	<p>Use different genres of writing such as: narratives, diary entries, recounts, instructions and information texts</p> <p>Communicate in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Drawing</li> <li>• Tables</li> <li>• Diagrams</li> <li>• Annotations</li> <li>• Drama &amp; role-play</li> <li>• ICT</li> </ul> <p>Develop listening and note-taking skills</p>
<b>Year 4</b>	<p>Place events from period of history studied on a timeline and begin to use dates</p> <p>Begin to use terms related to periods of history (e.g. ancient, modern, century, decade)</p> <p>Describe the main changes in a period of history</p>	<p>Distinguish between different sources (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Know that sometimes people in the past represented events or ideas in a way in order to persuade others</p>	<p>Ask and answer a variety of questions about: change, similarities and differences</p> <p>Choose relevant material to present a picture of aspects of life in the past</p> <p>Use books and ICT for research, evaluating the reliability of different search results</p>	<p>Give detailed responses to questions, including description and explanation, in paragraphs</p> <p>Use different genres of writing such as: narratives, newspaper articles, recounts, instructions, non-chronological reports</p> <p>Communicate in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Diagrams</li> <li>• Tables</li> <li>• Drama role-play</li> <li>• ICT</li> </ul>

<b>HISTORY SKILLS</b>	<b>Chronology</b>	<b>Interpretations of History</b>	<b>Historical Enquiry</b>	<b>Organisation &amp; Communication</b>
<b>Year 5</b>	<p>Place current study on a timeline in relation to other studies</p> <p>Use terms related to periods of history (e.g. the 19<sup>th</sup> Century, the 1600s, the Tudor times) and dating key events (1066)</p> <p>Make comparisons between different times in history</p>	<p>Use a wide range of sources to find out about the past.</p> <p>Begin to identify primary and secondary sources</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of historical events</p> <p>Offer some reasons for different versions of events</p>	<p>Regularly address and sometimes devise historically valid questions about: change, cause, similarities and differences</p> <p>Choose reliable sources to answer questions</p> <p>Use books and ICT for research, selecting relevant sections of information and putting it into your 'own words'</p>	<p>Construct extended responses, involving selection of relevant historical information</p> <p>Use appropriate historical vocabulary e.g. civilisation, government, democracy</p> <p>Record and communicate knowledge in different forms, including: different genres of writing, data-handling, constructing tables and diagrams</p> <p>Show initiative when working both independently and in groups</p>
<b>Year 6</b>	<p>Order significant events, movements and dates on a timeline</p> <p>Use relevant dates and terms when discussing periods of history (e.g. eras, periods, centuries, specific date ranges)</p> <p>Make connections, contrasts and discuss trends over periods of time</p>	<p>Use a wide range of sources to find out about the past.</p> <p>Recognise primary and secondary sources</p> <p>Evaluate sources of evidence, considering ways to check their accuracy</p> <p>Give clear reasons why there may be different accounts of historical events.</p>	<p>Investigate own lines of enquiry by posing questions to answer about: change, cause, similarities and differences and <i>significance</i></p> <p>Choose reliable sources to answer questions, realising that there is often not a single 'correct' answer to historical questions</p> <p>Identify omissions in information gathered from a range of sources, why these might occur, and the means of finding them out</p> <p>Confidently use books and ICT for research, selecting relevant sections of information to support their ideas without plagiarism</p>	<p>Construct informed, extended responses and analyses, involving the thoughtful selection and organisation of relevant historical information</p> <p>Use appropriate historical vocabulary e.g. empire, expansion, dissolution, social, class, aristocracy</p> <p>Record and communicate knowledge in different forms, including: data-handling, constructing tables and diagrams</p> <p>Plan and carry-out a self-directed project, making choices about the way to present their knowledge and understanding</p>

## EARLY YEARS FOUNDATION STAGE (EFYS)

For our youngest pupils, History is guided by the Early Learning Goals outlined within the Statutory framework for the Early Years Foundation Stage. History is taught within the continuous provision providing varied opportunities to apply this understanding to make sense of their experiences and the world around them.

## WHAT DOES HISTORY TEACHING LOOK LIKE AT ST MARY'S?

At St Mary's, History lessons are engaging and use high-quality teaching resources including a range of source materials, artefacts and videos. Vocabulary is at the heart of all lessons, with teachers spending focused time at the beginning of each session to ensure children have the necessary vocabulary to access their learning. High quality questioning and discussion is vitally important in all lessons. Children have the opportunity to work individually, in partners or with a group.

All classes have the opportunity to access a 'Box of Delight' linked to a topic each year (accessed from the Tyne & Wear Archives and Museums Service). These provide a wealth of real and replica artefacts and enrich their experiences hugely.

In each lesson, previous learning is recapped through 'Regular Recall'. This can reflect learning from the previous lesson, previous topic and previous Key Stage. This may be done verbally, on a whiteboard or on specific sheets depending on the year group.

Throughout lessons, children are encouraged to make links to previous learning. This is especially important for allowing children to recognise links between previous studied periods or civilisations, as well as helping children to construct a coherent chronology of the periods of history studied.

## CROSS-CURRICULAR LINKS

Links in the wider curriculum have been carefully considered to allow pupils to maximise and enrich their learning in History. For example, in all classes, English writing, Art, DT and PE units throughout the year make specific links to History topics. This approach provides further opportunities for the children to demonstrate their knowledge and understanding in a range of different ways including written and creative arts.

## WHAT DO CHILDREN'S BOOKS LOOK LIKE?

Across both Key Stages, children's History books contain a range of activities, largely on copied tasks stuck into their books. Photographs may be used to show group activities or work with artefacts or visits / visitors.

Children's written work reflects the progression in 'Organisation and Communication' skills as previously outlined. For example, in Year 1, children could be asked to label a picture or undertake a role-play to demonstrate their understanding. Children in UKS2 are able to produce extended writing in response to enquiry questions, drawing on their knowledge of a range of sources.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The History curriculum at St Mary's is inclusive: children with SEND can access the curriculum. Teachers will adapt teaching to meet the individual needs of children with SEND as outlined in their IEP or EHCP, in which learning needs and individualized targets are set in conjunction with the SENDCo and parents. Adaptations may include modified tasks, the effective use of resources or appropriate deployment of support staff/teacher time.

## ASSESSMENT


Topic front cover sheets allow children to demonstrate their knowledge and understanding from across a topic. These are stuck in exercise books at the start of each new topic.

Teachers encourage children to complete these regularly, for example at the start of each lesson reflecting on their learning from their previous lesson. These are used to assess children's understanding.

Teachers use regular recall questioning to ensure children have retained 'sticky knowledge' from each topic.

Assessment of children's progress in History is ongoing and formative. Children are assessed against End of Year Expectations annually.

**Year 4—Autumn Term 1**  
**Romans in Britain**



**Key Enquiry Questions:**

**1. When were the Romans in Britain?**

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**2. How big was the Roman Empire?**

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**3. Why was the Roman Army so powerful?**

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**4. What was life in Britain like before the Romans invaded?**

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**5. Did anyone fight back against the Romans?**

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**6. Why did Emperor Hadrian build a wall?**

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**7. What did the Romans do for us?**

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**HISTORY**

## MONITORING

We monitor the impact of the St Mary's History curriculum through our ongoing monitoring cycle, which involves:

- Learning walks
- Book scrutinies
- Pupil interviews
- Regular engagement with Local Authority and BWCET training