

History

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<p>At Tillingbourne we want children to:</p> <ol style="list-style-type: none"> 1. Love Learning 2. Find their strengths and talents 3. Achieve more than they thought possible 	<p>Children are successful at Tillingbourne School because they are:</p> <ul style="list-style-type: none"> • Aspirational • Responsible • Resilient • Curious • Confident • Caring 	<p>FOCUS RIGHTS</p> <ol style="list-style-type: none"> 1. The right to learn 2. The right to be heard 3. The right to be me 	<p>All children must be:</p> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge					
Knowledge of the Past – Facts & Concepts					
Facts & Concepts	<p>EYFS</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Stone Age to Iron Age</p> <p>Understanding of the concept of prehistory. Describe some key changes in Britain during this period e.g. people beginning to settle in communities and farm the land due to changes in technology (stone to bronze to iron tools).</p> <p>Identify main achievements of people in the Neolithic period and the Iron Age.</p> <p><u>Substantive Concepts</u> <u>Introduce Migration & Settlement.</u></p>	<p>Anglo-Saxons and Scots</p> <p>Understand key events in the period - Romans left Britain. Arrival of Angles, Saxons and Jutes and reasons why. Scots and Picts invasions.</p> <p>How the map of Britain changed.</p> <p>Demonstrate an understanding of society and some aspects of life within this period and how it changed - How did settlements and daily life change; How did law and governance change; How did religious beliefs change.</p>	<p>Ancient Greece</p> <p>Provide a detailed explanation of life in different city states, the reasons for their evolution, how they were separate and when they worked together.</p> <p>Identify main achievements of the Ancient Greeks and impact on the modern world including democracy. Give reasons for their choices. Make connections with legacies from the Victorian, Roman and Egyptian periods.</p>	<p>WWII</p> <p>Identify and comment on the main causes of WWII including the Allies and the Axis.</p> <p>Describe and explain the key changes in life in Britain during this period focusing on food supply (rationing/change in importing), evacuation.</p> <p>Explain the impact of the Blitz and its impact on migration away from cities (evacuation and future settlement of some). Compare to reverse Victorian migration to cities in Industrial Revolution.</p>
	<p>KS1</p> <p>Understand changes within living memory.</p> <p>Understand events beyond living memory that are significant nationally or globally e.g. Great Fire of London, first aeroplane flight.</p>	<p>Ancient Egypt</p> <p>Understand life during this period - a civilisation that revolved around the Nile which supported farming, craft and trade.</p>	<p>Note connections, contrasts and trends over time compared to the Roman Empire e.g. Anglo-Saxons preferred to live in small villages rather than towns like the Romans.</p> <p>Understand legacy today e.g. influence can be seen in place names in Britain today; many places of worship built.</p>	<p>Victorian Britain</p> <p>Build an understanding of post-1066 Britain through the Victorians.</p> <p>Provide a detailed overview of and comment on the significance of the Industrial revolution as a turning point in Britain.</p>	<p>Comment on how the war affected our local area compared to large cities.</p> <p>Investigate and comment on role of men and women in the war and impact after the war (self-led).</p>

	<p>Describe the lives of significant individuals.</p> <p>Gain an appreciation of significant historical events, people and places in their own locality.</p> <p><u>Chilworth Infant</u> Florence Nightingale, Mary Seacole, Chilworth local history (Gunpowder Mills), Grace Darling, Great Fire of London (Guy Fawkes, Samuel Pepys and Christopher Wren), Jane Goodall, Ernest Shackleton, Christopher Columbus.</p> <p><u>Bramley Infant</u> Great Fire of London, Castles, Toys, Guy Fawkes, Transport, George Stephenson, King Charles III</p> <p><u>Shalford Infant</u> George Stephenson, Florence Nightingale, Mary Seacole, World War II, Neil Armstrong, Matthew Henson, Mary Anning, Great Fire of London,</p>	<p>Compare to concurrent period of Stone Age.</p> <p>Identify main achievements of Ancient Egyptians e.g. agricultural advances, hieroglyphics.</p> <p><u>Substantive Concepts</u> Build on <u>Migration & Settlement</u> comparing reasons in Ancient Egypt with those of Stone Age to Iron Age.</p> <p>Roman Empire</p> <p>Describe some key changes in Britain during this period e.g. Romans built a large empire in Europe and then invaded Britain where Boudicca led a revolt and lost. Romans established a civilisation.</p> <p>Identify main achievements and legacy of Roman Empire today e.g. transformed landscape including roads, architecture and towns; engineering and sanitation; increased trade; Latin language; laws.</p> <p>Significance of Hadrian's Wall.</p> <p>Compare with legacy of Ancient Egypt.</p> <p><u>Substantive Concepts</u> Introduce <u>Invasion and Empire</u>.</p> <p>Introduce <u>British Black History</u> through representation in Roman army (Aurelian Moors) and key figures (Ivory Bangle Lady) / Septimius Severus – key message = black presence in Britain began early + skin colour did not represent social class.</p>	<p><u>Substantive Concepts</u> Further develop <u>Migration & Settlement</u> comparing reasons of Anglo-Saxons and Scots with those of The Romans, Ancient Egyptians and Stone Age to Iron Age.</p> <p>Build on <u>Invasion</u> comparing to Roman Empire (reasons and method).</p> <p>Vikings</p> <p>Understand key events - Vikings came from Scandinavia – invaded to raid and eventually settled.</p> <p>Understand how the prolonged conflict between Anglo-Saxons and Vikings changed the way England looked and was run politically.</p> <p>Appreciation of what the Vikings brought – new farming methods, language, art and craft, new trading opportunities.</p> <p>Understanding of beliefs and culture.</p> <p>King Alfred – first Anglo-Saxon ruler to protect kingdom from Vikings (Danelaw agreement). 1066 – Battle of Hastings – last Anglo-Saxon king defeated.</p> <p><u>Substantive Concepts</u> Further develop <u>Migration & Settlement</u> comparing reasons of Anglo-Saxons, Scots and Vikings with those of The Romans, Ancient Egyptians and Stone Age to Iron Age.</p> <p>Build on <u>Invasion</u> comparing to Roman Empire.</p> <p>Local History (Tudors)</p> <p>Explain the significance of Hampton Court (found in our locality) in terms of the Tudor period – why was it located there / who spent time there / what happened there.</p> <p>Explain the Tudor dynasty and its fit in British history.</p> <p>Demonstrate an understanding of some aspects of life within this period with particular focus on what can be found out directly from visiting Hampton Court.</p>	<p>Demonstrate an understanding of the changing aspects of daily life within this period and the impact on different groups within society.</p> <p>Identify main achievements and legacy of the Victorian era and give reasons for their choices. Make connections with legacies from the Roman and Egyptian periods.</p> <p>Examine the development of the British Empire and comment of whether it was mainly positive or mainly negative. Compare to Roman Empire.</p> <p><u>Substantive Concepts</u> Further develop <u>Migration & Settlement</u> comparing reasons and impact with previous periods studied.</p> <p>Develop <u>Empire</u> comparing British Empire with Roman Empire.</p> <p>Start to recognise that concepts will be different across different periods of history.</p> <p>British Black History – Growth of black population in Britain (1) Industrial Revolution – Britain's continued dependence on cotton from slavery in the USA (2) British Empire – colonisation of Africa</p>	<p><u>Substantive Concepts</u> Develop understanding of <u>Empire</u> summarising development since Victorian period and how this was leveraged during the war.</p> <p>Build on <u>Invasion</u> comparing and contrasting rationale and method with Anglo-Saxons, Vikings and Scots + Roman Empire.</p> <p>Further develop <u>Migration & Settlement</u> comparing reasons and impact with previous periods studied.</p> <p>Recognise that concepts will be different across different periods of history.</p> <p>British Black History – Contribution made by people from across the British Empire including Asia and their reasons.</p> <p>The Windrush Generation</p> <p>Make connections with World War II and clearly explain balance of push and pull factors for Windrush generation.</p> <p>Investigate and draw conclusions about whether life in Britain lived up to their expectations detailing why they had these expectations (Empire).</p> <p>Understand Windrush as a turning point in history (move to a multicultural Britain).</p> <p><u>Substantive Concepts</u> Further develop <u>Migration & Settlement</u> comparing reasons and impact with previous periods studied.</p> <p>Develop <u>Empire</u> building from WWII study to support understanding of Windrush generation expectations.</p> <p>Recognise that concepts will be different across different periods of history.</p> <p>British Black History – Post war development towards a multicultural Britain</p> <p>Early Islamic Civilisation</p> <p>Compare how Early Islamic history compares to Early British history.</p>
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Chronology	<p>Develop an awareness of the past using common words and phrases relating to the passing of time.</p> <p>Be able to sequence events, significant people and artefacts.</p> <p>Understanding of where the people and events they study fit within the chronological framework.</p>	<p>Sequence significant events, societies, periods and people and provide reasons for their decisions.</p> <p>Begin to explore concepts of duration, concurrence (periods / people / events happening at the same time in history) and interacted (periods where people interacted). Use the agreed timeline format to make links with previous periods studied.</p>	<p>Sequence significant events and people using key dates and terms and provide reasons for their decisions.</p> <p>Demonstrate understanding of concepts of duration, concurrence (periods / people / events happening at the same time in history) and interacted (periods where people interacted) using agreed timeline format. Use the agreed timeline format to make links with previous periods studied.</p>	<p>Sequence, with some independence and increasing accuracy, significant events, societies, periods and people using key dates and terms. Provide reasons for their decisions.</p> <p>Demonstrate understanding of concepts of duration, concurrence (periods / people / events happening at the same time in history) and interacted (periods where people interacted). Use the agreed timeline format to make links with previous periods studied. Provide reasons why some groups interacted and others did not.</p>	<p>Sequence, with independence, significant events, societies, periods and people using key dates and terms. Provide reasons for their decisions.</p> <p>Clearly explain concepts of duration, concurrence (periods / people / events happening at the same time in history) and interacted (periods where people interacted). Use the agreed timeline format to make links with all previous periods studied. Provide reasons why some groups interacted and others did not.</p>
Enquiry & Communication	<p>Ask and answer questions choosing and using parts of stories and other sources (including artefacts) to show understanding of the key features of events.</p> <p>Communicate knowledge through discussion, role play, drawing, drama and writing/ICT.</p>	<p>Begin to identify the key information from a lesson to support answering the overall enquiry question. With scaffolding, write a structured response. Begin to use a range of relevant historical terms.</p> <p>Can work together to devise a range of historically valid questions within the enquiry.</p>	<p>Can identify the key information from a lesson to support answering the overall enquiry question. With modelling, write a structured response making reference to specific sources of evidence. Will use a range of relevant historical terms.</p> <p>Can independently devise a range of historically valid questions within the enquiry.</p>	<p>Can identify the key information from a lesson to support answering the overall enquiry question. With given key words, write a structured response using a range of relevant and varied sources to support points made. Contrasting viewpoints will be considered. Will use a range of relevant historical terms. Will use the evidence to reach a valid and substantiated overall conclusion.</p>	<p>Can identify the key information from a lesson to support answering the overall enquiry question. Independently write a structured response using a range of relevant and varied sources to support points made. Contrasting viewpoints will be considered. Will use a range of relevant historical terms. Will use the evidence to reach a valid and substantiated overall conclusion. Will critically evaluate their enquiry and consider ways it could be improved or developed.</p>

<p>support children in writing a structured answer in a summary box format.</p> <p>Children should understand the reason for the proposed question – why is it significant to ask?</p>		<p>Use documents, printed sources (e.g. archive materials) the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums/sites to collect evidence about the past.</p> <p>Communicate ideas about the past using writing, drawing, diagrams, data handling, drama/role-play, story-telling and technology.</p>	<p>Can investigate first hand and explain why a building in their locality (Hampton Court) is historically significant.</p> <p>Use documents, printed sources (e.g. archive materials) the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums/sites to collect evidence about the past.</p> <p>Communicate ideas about the past using writing, drawing, diagrams, data handling, drama/role-play, story-telling and technology.</p>	<p>Can independently devise and answer a range of historically valid questions within the enquiry.</p> <p>Use documents, printed sources (e.g. archive materials) the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums/sites to collect evidence about the past.</p> <p>Communicate ideas about the past using writing, drawing, diagrams, data handling, drama/role-play, story-telling and technology.</p>	<p>Can independently plan their own historical enquiry and produce quality, detailed responses including opinions on their findings supported by evidence.</p> <p>Use documents, printed sources (e.g. archive materials) the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums/sites to collect evidence about the past.</p> <p>Communicate ideas about the past using writing, drawing, diagrams, data handling, drama/role-play, story-telling and technology.</p>
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Disciplinary Knowledge How historians study and analyse the past

<p>Key strands</p>	<p>1) Cause & Consequence: Can describe some relevant causes for key events and developments covered e.g. the Great Fire of London.</p> <p>2) Change & Continuity: Can understand the key changes within the period or topic studied.</p> <p>3) Similarity & Difference: Identify similarities and differences between ways of life in different periods e.g. transport, toys, children’s lives.</p> <p>4) Historical Significance: Demonstrate an awareness of why historical events, periods and individuals e.g. Amelia Earhart are given historical importance (changed lives at the time + had a lasting impact + still remembered today).</p> <p>5) Sources & Handling Evidence: Can understand how sources can be used to answer historical questions. Can use sources to show that they know and understand the key features of events. Examine and sort artefacts.</p>	<p>1) Cause & Consequence: Can describe some relevant causes for, and effects of, some of the key events and developments covered e.g. major causes of advancement from Stone to Bronze to Iron Age; reasons for invasion of Britain by the Romans and impact; importance of Nile for Ancient Egyptians. Will demonstrate an understanding that some of the causes and/or effects are of particular importance e.g. shift in hunter gathering to farming.</p> <p>2) Change & Continuity: Can provide a list of changes within the period.</p> <p>3) Similarity & Difference: Make valid statements about variation between people, groups, experiences or places occurring within the period studied.</p> <p>4) Historical Significance: Demonstrate an awareness of why historical events, periods and individuals e.g. Boudicca are given historical importance (changed lives at the time + had a lasting impact + still remembered today).</p> <p>5) Sources & Handling Evidence: Can understand how primary and secondary sources can be used to answer a range of historical questions. Aware that some sources may be more useful than others in</p>	<p>1) Cause & Consequence: Can confidently comment on the importance of causes and effects for some of the key events and developments covered e.g. reasons why the Saxons left Europe and chose to settle in Britain and changes that took place as Anglo-Saxons and Vikings came to Britain. Can understand that the same event can result in both positive and negative effects. Can make a link between the causes and effects of events within one period with those of another e.g. compare reasons to why Romans settled in Britain.</p> <p>2) Change & Continuity: Can provide a list of changes within the period. Can comment on their magnitude e.g. the effects of Anglo-Saxon and Viking invasions and settlement. May provide ideas about whether some things did not change very much in the period and why (e.g. development in Britain slow due to years of internal fighting).</p> <p>3) Similarity & Difference: Make valid statements about the extent and type of variation between people, groups, experiences or places occurring within the period studied. May provide ideas about the reasons why.</p> <p>4) Historical Significance: Can explain why certain historical events, periods, societies, trends and individuals are</p>	<p>1) Cause & Consequence: Can explain the role of different causes and effects of a range of events and developments covered e.g. cause of Industrial Revolution and effects. Can explain why the same event can result in both positive and negative effects (e.g. positive and negative impact of the Industrial Revolution/expansion of British Empire). Can place cause and effect in order of significance.</p> <p>2) Change & Continuity: Can provide a comprehensive list of changes within the period. Can see links between changes and provide a clear rationale why one change could be considered more important than others e.g. impact of Victorian inventions on life today. Understand the period as a turning point in history – longer term trends e.g. move to steam power. Can provide insightful ideas about whether some things did not change very much in the period and why e.g. difference between rich and poor.</p> <p>3) Similarity & Difference: Make insightful statements about the extent and type of variation between people, groups, experiences or places occurring within and across periods studied. Provide valid ideas about the reasons why.</p> <p>4) Historical Significance: Can explain why certain historical events, periods, societies, trends and individuals are given</p>	<p>1) Cause & Consequence: Can provide a list of valid reasons why events took place and the effects of those events e.g. comparing different causes of WWII and understanding pros and cons of appeasement approach. Will order these causes and/or effects into a hierarchy of significance and give reasons for their selection. Can make a link between the causes and effects of events within one period with those of another e.g. migration of Victorians from towns to cities and Windrush migration to Britain.</p> <p>2) Change & Continuity: Can provide a comprehensive list of changes within the period. Will confidently identify a range of links between the various changes e.g. the change in women’s roles during the war with the change in women’s rights after the war. Provide a clear rationale why one change could be considered more important than others. Can provide insightful ideas about whether some things did not change very much in the period and why.</p> <p>3) Similarity & Difference: Make insightful statements about the extent and type of variation between people, groups, experiences or places occurring within and across periods studied. Provide valid ideas about the reasons why.</p> <p>4) Historical Significance: Can confidently explain why certain historical events,</p>
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6) Historical Interpretations: Can understand some of the ways in which we find out about the past (study artefacts) and identify different ways in which it is represented. Compare two versions of past events. Discuss the reliability of sources.

answering certain questions. Understand that interpretation of the Stone to Iron Age is difficult due to limited primary sources and lack of written evidence.

6) Historical Interpretations: Can begin to identify a number of ways in which two versions of the same account may differ. Can provide a reason why they might differ.

Unit coverage (by lesson)

DK strand	Stone Age to Iron Age	Ancient Egypt	Roman Empire
1	3	1,3	3,5
2	2	4,5	4
3	2,3,5	3	6
4	4	4,5	4,5
5	6	5	6
6			

given historical importance (changed lives at the time + had a lasting impact + still remembered today) and select the most significant aspects giving reasons for their selection.

5) Sources & Handling Evidence: Can use a range of primary and secondary sources for answering historical enquiries. Consider that some sources may be more useful than others by commenting on the importance/reliability.

6) Historical Interpretations: Can identify a number of ways in which two versions of the same account differ. Can comment on a range of possible reasons for the differences in a number of accounts.

Unit coverage (by lesson)

DK strand	Anglo Saxons	Vikings	Local History (Tudors)
1	1	1	
2	2,6	3,4,5	
3	3,4,5	Final answer	
4	2,5,6	6	1,2
5	2 + Loan Box	2	1,3
6		2	

historical importance (changed lives at the time + had a lasting impact + still remembered today) and comment on their impact on modern Britain. Can confidently select what is most significant e.g. which Victorian inventions and can give a range of valid reasons for their selection. Will understand that some things will have a long- or short-term significance.

5) Sources & Handling Evidence: Can use a range of primary and secondary sources for answering historical enquiries. Explain that some sources may be more useful than others by commenting on the importance/reliability. Understand how there are gaps in what is available e.g. there may be more evidence of rich people's lives versus poor people's in Victorian Britain.

6) Historical Interpretations: Can confidently identify the ways in which interpretations of the same event, place or person may differ (e.g. was Sparta or Athens the greatest city state). Can explain why there may be differing interpretations (depends on which aspects of life there are given most value) and refer to the different types. Identify why interpretations can change in the light of new evidence e.g. attitudes to the British Empire.

Unit coverage (by lesson)

DK strand	Victorian Britain	Ancient Greece
1	3, 6, 8	A1, A2
2	1, 3, 7, 8	B2, B3
3	2	A2, A3, B2, B3
4	5	A2, B1, B3
5	1, 4	A3, B1, B2, B3
6	9	A3

periods, societies, trends and individuals are given historical importance (changed lives at the time + had a lasting impact + still remembered today). Evaluate them critically and summarise their impact on modern Britain (e.g. Windrush beginning the journey to a multi-cultural Britain) giving ideas on the hierarchy of importance with reasons.

5) Sources & Handling Evidence: Can comment with confidence on the value of a range of different primary and secondary sources for enquiries by commenting on the importance/reliability. Possibly accept or reject sources based on valid criteria.

6) Historical Interpretations: Can confidently identify the different interpretations in a range of topics. Can give a range of valid reasons for the different interpretations.

Unit coverage (by lesson)

DK strand	WWII	Windrush Generation	Early Islamic
1	1,4	2	1,3
2	3	5	
3	2,5	3,4	1
4	3	1,4,5	4
5	1	1,3,4	2
6			2