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Churchfield Primary School

Our History Overview



Our Vision

Grow. Achieve. Shine

These are much more than words or a motto. At Churchfield Primary School we enable all children to grow as independent learners, achieve more than they ever believe they could and shine as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.



Our Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for **every child, every time**, through a **highly-inclusive approach**.
2. Promote a **holistic view** of the whole child, supporting them to become well-rounded individuals and **members of society**.
3. Encourage all children to develop **positive relationships** with, and respect for, themselves, each other, our local **community** and the wider world.
4. Provide a **safe, welcoming and positive** environment for our children and families; acting as **a hub at the heart of our community**.

Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.



Our Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success is a shared experience.

Our Values

Our values are the lifeblood of our school - the golden threads that run throughout the curriculum, and every part of daily life at Churchfield. They underpin everything that we do, and represent everything that we aspire and challenge our children to be.



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

Our Golden Rule: We keep ourselves, and each other, safe.

Our History Leader



Miss
Taylor

A Message from Miss Taylor

We are lucky to live in an area and part of the country that is so rich in history - our children come from families that are proud of our local history, and keen to know what life was like for their family in the past. However, it's just as important that our children experience a range of significant events and people from different parts of the world, different cultures and different ways of life to us. My door is always open for any parents, children or staff that would like to talk about history more, how children can be supported at home, or how staff can continue to develop and make history the most exciting subject!

What Our Children Say

Pupil voice is an integral part of our history curriculum. We listen to our children, and take on board all feedback to make learning come alive.

I like History because we get to learn about the past, and that's really important.

My favourite thing in history was going to Jorvik and seeing real Viking objects.

I like looking at objects from history because I can't believe they're so old!

I liked learning about Maafa because it's something that I didn't know happened.

Our History Curriculum



Why is History Important?

History is all about people. The study of people of different types from different times and different places is the most important part of our history curriculum. History fires pupils' curiosity about the past in Britain and the wider world. Children consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions.

How Do We Deliver It?

Our history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities to revisit historical concepts in some of the spring term geography projects.

What Is The Impact?

Through our history projects we aim to empower children to make decisions for now and the future, using lessons of the past, and to enable critical thinking. Formative assessment is used to support deep learning, with activities such as quizzes, recall games and revisiting used to monitor and measure the depth of understanding or granular knowledge. Pupils' work, in written, verbal and photographic form is used to demonstrate children's learning, along with a range of historical vocabulary that is taught in each project. As part of monitoring, pupil voice is used to further develop the curriculum.

Sequencing in History



EYFS & KS1

In EYFS, children access the history curriculum through continuous provision and specific enhancements, with a key focus on Understanding the World.

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history school and compare schooling in the Victorian period. In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

LKS2

In Year 3, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.



UKS2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.



History & SEND

Inclusivity is at the heart of Churchfield, and strive to ensure every child can reach their potential, regardless of barrier. All of our children are unique, and we use a range of strategies, along with high expectations, to support every child, every time. Below is just a small example of some of the things that we do. Everything that we do is underpinned by the belief in quality first teaching across our curriculum.

Communication & Interaction

As an Ekklan Communication Friendly school, supporting all pupils' C & I needs is embedded into daily support. Staff may use visuals, Widgit visuals and more to support pupils in developing communication skills. Tasks are broken down into small, manageable steps using a 'first & then approach'. Our TEACCH room and staff also support teachers with the consistency of approach from provision to class.

Cognition & Learning

Staff make curriculum adaptations to support/ challenge all children. Prerequisite learning is key, along with modified knowledge organisers and scaffolding to meet the needs of all children. Staff have all received CPD on 'Thinking Time' and Blanks' Levels of Questioning so ensuring that all children have the opportunity to shine.

SEMH

Our nurture and ELSA trained staff support children both in provision and in class, using data to inform where children may require support to access learning. Staff build outstanding relationships, enabling our children with SEMH needs to feel pride in their work and supporting them to engage in shared learning, and working as part of a team.

Sensory/ Physical

We use a range of physical & digital adaptations for pupils with sensory and physical needs, these completely embedded into school life. Staff may use enlarged texts or images, screen filters, wobble cushions, resistance bands, book mounts, adapted stationery and more to ensure that every single child has the same opportunity to shine.

Quality First Teaching

Quality First Teaching is at the heart of our SEND offer in every aspect of our curriculum. We ensure that the day-to-day routines, structures and planned learning in school meets the needs of our children through a highly inclusive approach. Our staff are experts in support pupils with SEND, but we also strongly believe that quality first teaching benefits every single children, whether they have recognised additional needs or not. At the heart of our approach to quality first teaching, are high expectations and the belief that every single children can grow to reach their potential, achieve and shine.



Support for Staff

Our motto of Grow, Achieve, Shine is not limited to our children. We believe that in order to provide the very best for our children and community, we need to invest in developing the best teachers in the world. Like our children, our staff are learners too and through a range of CPD and support, further develop their skills and knowledge of teaching history to ensure every child can succeed. We don't believe in standing still - our staff are always looking forward to find new, exciting and research-driven methods to improve teaching & learning.

In-School Support

We believe that support starts in school - using our staff expertise to support and develop each other. Our school is using StepLab & WalkThrus to support the development of instructional coaching to create a culture of improvement. Our history leader also offers regular ad-hoc support to staff, as well as specific CPD in meetings when required. Our 1-year curriculum cycle also ensures that staff can reflect and review each year, and constantly improve the offer for our children.



Networks

Our History Leader is part of the Local Authority History network group, and the Waterton Academy Trust network group. Our teachers also regularly work with staff from other settings to compare, contrast and share best practice. We are an outward-facing school, and encourage all staff to make links with other settings and seek out best practice, arrange visits and forge relationships with other schools. We enjoy strong relationships with a number of schools in different settings, and use this to support our staff.

Organisations

Where appropriate we build relationships or seek support from external organisations, such as the Historical Association.



Historical Association



External CPD

We also value external CPD, and see the benefits this can have on our staff. We have a significant number of staff who have either completed, are ongoing or soon to start National Professional Qualifications, as well as accessing history-specific CPD when appropriate.



Monitoring & Evaluation

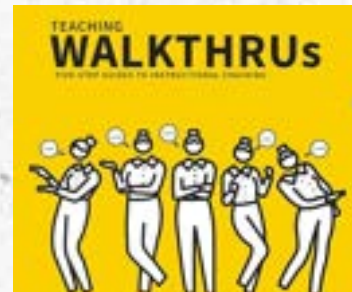


As part of our culture of school improvement, monitoring & evaluation is a key aspect and tells us what is working well, what can be developed further and how we can continue to develop marginal gains to provide sustainable improvement and ensure every penny we spend as a school has impact. We take a tiered approach to monitoring, always starting with a line of inquiry and the question 'is this working for our children?'



Coaching

From 2023-24 we are developing our approach to instruction coaching, through the use of StepLab and Teaching Walkthrus. This will form a significant part of our approach to staff CPD and developing staff, and tie in directly to our monitoring process.



Preparation

Our monitoring process starts with our Monitoring & Evaluation calendar, and linking monitoring to our teaching calendar to ensure it is the most beneficial time. Staff have a range of tools to monitor, with a base sequence of planning checks, lesson drop-ins, books looks and pupil voice.



Activity

Staff decide on their lines of inquiry, area of school (if applicable) and carry out a monitoring activity, before discussing their findings with SLT, and then communicating these to staff via a SEF Evidence form and individual feedback. Staff look for a golden thread through all monitoring activities.



So What?

Leaders identify where practice is strong, identify where there are areas for improvement and offer support for staff to further develop and put improvements into place. Leaders then work with SLT to analyse where more in depth support may be required.



Evaluate

Where no individual support or specific follow-up is required, staff evaluate their monitoring process and continue the cycle, all whilst offering continuous support and check-ins with staff.

Ind. Support

Where it is identified that a member of staff may require some support to further develop, the subject leader is supported by SLT in delivering individual monitoring and support with set actions, all in a supportive way with our children at heart.

Assessment



Assessment is another aspect of our approach to quality first teaching. Assessment helps us to ensure that our teaching is appropriate and that our children are making progress against key curriculum concepts and knowledge. Assessment is a key focus for us, and in 2023-24, all teaching staff are further developing their knowledge of and skills in assessment through the Evidence Based Education 'Assessment Essentials' programme.

In-Class

Assessment is used all day, every day in class through various means - questions, tasks, discussions, independent work, and formal assessments. In 2023-24, we are developing entry and exit quizzes for wider curriculum subjects that show the acquisition of knowledge and skills over a projects. Teachers also use their knowledge of children to continuously adapt their teaching, and to provide valuable data in relation to pupil performance.

Flashback Friday

Introduced in 2023-24, every Friday afternoon children access a 'Flashback Friday session. This recall-based session focuses on children discussing and recalling key knowledge from recent and past projects - all in engaging and creative ways. This may be a quiz, an individual activity, discussion, group-based activity, practical task and more.



Environment

We use our environment as an assessment tool. All displays in classes are 'Working Walls' and used to assist in questioning pupil, promoting independence and referencing current knowledge. All of our external displays are based on the previous term's topic - giving children a constant refresher of previous learning and staff use these to ask questions and promote recall.

Parents

Staff communicate all children's development to parents at two parents' evenings per year, and through their annual report. This includes how well children are doing in relation to the taught content and national curriculum objectives, as well as what parents can do to support at home.



EYFS History Overview

Autumn - Let's Explore!

In this project, children explore significant people from the past as they find out about famous explorers. (UTW)

Autumn - Puppets & Pop-Ups

In this project, children explore stories from the past, including traditional tales.

Autumn - Marvellous Machines

In this project, children explore objects from the past and observe how everyday machines and vehicles have changed over time. (UTW)

Spring - Long Ago

In this project, children talk about events in their lives and the lives of family members. They will learn about their history and how they have changed from when they were babies. They will learn about their family history and heritage and find out what life was like when their grandparents were children. They will learn about what it was like to go to school in the past and how everyday objects, such as clothes, toys and vehicles have changed

Spring - Stories & Rhymes

In this project, children build on their knowledge of life in the past from the project Long Ago as they look at and discuss illustrations in nursery rhymes and traditional tales.

Spring - Ready, Steady, Grow!

In this project, children build on their understanding of life in the past from the Long Ago project, and find out about farming in the past.

Summer - On the Beach

In this season project, children continue to develop their understanding of life in the past as they learn about seaside holidays and compare them with their experience of visiting the beach.

Summer - Moving On

In this transition project, children use the vocabulary of time to describe events and memories from the school year.

Y1 History Overview



Discrete Teaching

History is taught as a driver project in the autumn and summer terms. History is also covered throughout other projects over the year with cross-curricular links.

Autumn – Childhood

In this history project, children develop their vocabulary of time, including before, a long time ago, yesterday, many years ago and present. The children are introduced to the concept of artefacts and explore a range of objects, interpreting what they tell us about childhood in the past. The children begin to compare artefacts from the past to the objects that they use today. Children develop their understanding that people grow and change over time and learn the stages of human development. They revisit learning from the Early Years about significant events, including birthdays and family celebrations, and are introduced to family trees. They learn the word 'decade' and its meaning. They order decades chronologically and learn about significant events, including important aspects of our monarch's reign. Children use photographs as historical sources to compare everyday life and childhood in the 1950s to today. They also explore a significant event, the Queen's coronation, and learn that this was the start of her reign (From 2023-24 this will include King Charles' Coronation).

Summer – School Days

In this history project, children extend their vocabulary of time and explore how each word or phrase describes the length of time or how long ago something happened. Children are introduced to the Churchfield's history, within living memory, by listening to a teacher and ex-pupils and studying photographs, artefacts and other historical sources. They work together to create timeline cards for school's history and put them in chronological order. They revisit the concept of significance as they learn about significant events in their school's history, using artefacts and information, and recording their findings in a fact file. They learn about life in their school today, looking at the buildings, locality and significant people. Children are introduced to the Victorian era and learn that this is a time beyond living memory. They build their understanding of similarity and difference by comparing the Victorian era to today. Children learn about Victorian schools from written sources and contemporary pictures and begin to understand viewpoint. They investigate historical artefacts and compare Victorian classroom objects to those used today. They also take part in a Victorian school day and describe how the Victorian era's activities, lessons and discipline made them feel. They learn about the life and legacy of the significant person, Samuel Wilderspin, who changed how young children were taught. At the end of the project, the children use their historical knowledge to decide whether they would rather go to school now or in the Victorian era.



Y1 History Overview



Cross-Curricular Links

History is also referenced over the year through cross-curricular links.

Term	Project	Subject	Links
Autumn	Funny Faces	Art	This art project compliments the Childhood project, and connects with children's understanding of themselves & their identity.
Spring	Bright Lights, Big City	Geog	In this geography project, children build on their historical learning from the Y1 history project Childhood. They revisit the term 'monarch' through their learning about London Landmarks, discovering which London landmarks are associated with monarchs from the past and present, such as Westminster Abbey. and Buckingham Palace. They learn about the significant events, the Great Fire of London, its chronology, causes and consequences. They also discuss the term 'monument' and learn about the monument to the Great Fire of London to help them understand how monuments and memorials commemorate significant events.
Spring	Seasonal Changes	Science	In this science project, children learn about significant historical people, including Sir Francis Beaufort and Vice Admiral Robert Fitzroy, and how their contributions still influence life today.
Summer	Street View	Art	This art project compliments the Childhood project, and connects with children's understanding of themselves & their identity.

Enhanced By...

Our Y1 History Curriculum is enhanced by a visit to Armley Mill in the summer term, as well as a Victorian School house drama workshop, and a discussion with the Cudworth Local History Group. We are lucky enough to have Churchfield school records and log books dating back to 1901 that we use too! In the Autumn term we invite in a range of people of different ages to talk about their childhood.



Y2 History Overview



Discrete Teaching

History is taught as a driver project in the autumn and summer terms. History is also covered throughout other projects over the year with cross-curricular links.

Autumn – Movers & Shakers

In this history project, children focus on significant people throughout history. They are introduced to Dawson's model of significance, which helps them to decide if a person is historically significant. They learn about a significant person from our local area and evaluate their impact on the area, the United Kingdom and the world. The children are introduced to the vocabulary used to describe the work or actions of significant people, such as activists, artists, explorers, monarchs and scientists. They group significant people under these headings and then learn about their lives. Children are then introduced to diamond ranking to sort the people studied from the most to the least significant, using their knowledge of each person. Children revisit the concept of chronology and make timelines. They study two significant explorers in depth, Neil Armstrong and Christopher Columbus, and learn the story of their achievements in chronological order. They begin to learn how to compare their voyages of discovery, especially relating to changes in technology. Children study the actions and achievements of significant activists. They are introduced to the concepts of fact and opinion as they explore the life of Emmeline Pankhurst and learn about racial segregation in the USA through the activism of Rosa Parks. They then turn their understanding of significance to modern times, looking at significant people and events today and predicting their impact on the future. They also add to their knowledge of monuments and memorials from the Y1 geography project Bright Lights, Big City, studying how memorials recognise people and achievements.

Summer – Magnificent Monarchs

In this history project, children revisit historical vocabulary related to time and are introduced to new terms and concepts, including AD (anno Domini). Children are introduced to the concept of historical periods and learn the names of periods in British history, from the Anglo-Saxon period, beginning in AD 871, to the House of Windsor in the present day. They create a timeline of British monarchs, using the dates and knowledge of historical periods to consolidate their understanding of chronological order. They then are introduced to the terms 'hierarchy', 'reign' and 'kingdom', and the substantive concepts of power, rule, absolute power, government, parliament and constitutional monarchy. They explore the power of different monarchs and record how the power of the British monarch has changed over time. The children continue to build their understanding of historical sources and use royal portraits as a source of historical evidence. They are introduced to symbolism by studying the objects of monarchy within the portraits, including the orb and sceptre, and exploring the monarchs' poses, backgrounds and facial expressions. The children study six significant sovereigns in depth, creating a timeline for Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. They learn about the impact of these sovereigns and are introduced to historical terms, such as 'kingdom', 'feudal system', 'hierarchy', 'peasant', 'war', 'British Empire' and 'law'. The children then use the statements in Dawson's model, first encountered in the Y2 project Movers and Shakers, to decide who is the most significant monarch.



Y2 History Overview

Cross-Curricular Links

History is also referenced over the year through cross-curricular links.

Term	Project	Subject	Links
Autumn	Still Life	Art	This art and design project is taught alongside the history project Movers and Shakers and connects with children's understanding of significance.
Spring	Coastline	Geog	In this geography project, children develop their historical learning about people's everyday lives in the past, using images as sources of evidence, and make careful observations. They are introduced to the concepts of continuity and change, describing how aspects of Whitby & Withernsea have changed or stayed the same over time before recording their findings. The children learn about the significance of the SS Rohilla disaster and the changes made to the RNLI lifeboat fleet as a consequence. They learn about Whitby's coastal jobs in the past, including shipbuilder, factory worker, jet worker, fisherman and herring girl. The children revisit and learn more about the significant discoveries and journeys of explorer Captain James Cook and his impact on the world, building on knowledge gained in the Y2 project Movers and Shakers.
Summer	Portraits & Poses	Art	This art and design project is taught alongside the history project Magnificent Monarchs and connects with children's understanding of monarchy and power.

Enhanced By...

Our Y2 History Curriculum is enhanced by a visit to Lotherton Hall to see how it has changed over time from a war hospital to the modern day. As part of the Geography trip to the coast, children talk to people about how the area they live in has changed over time. A local visit into the village of Cudworth is also used to explore the legacy of Dorothy Hyman, and what her impact on the village has been.



Y3 History Overview



Discrete Teaching

History is taught as a driver project in the autumn and summer terms. History is also covered throughout other projects over the year with cross-curricular links.

Autumn – Through the Ages

In this history project, children learn new definitions that describe longer periods. They continue to learn about chronology by creating a timeline using these periods and are introduced to reading and ordering BC dates. Children are introduced to the concept of duration and calculate how many years each period lasted. Children begin to carry out historical research using various artefacts and sources to answer historically valid questions and build up a picture of prehistoric life over the Stone Age, Bronze Age and Iron Age. They deepen their understanding of chronology by building detailed timelines of these periods. Children develop their understanding of everyday life in each period, finding out about the people, places and changes over time that influenced human development. They learn about Stone Age settlements, tools, food and monuments and are introduced to new vocabulary, including hunter-gatherer, domestication, Neolithic revolution and Homo sapiens. Children are introduced to the terms 'archaeology', 'archaeologist' and 'excavation', learning about modern archaeological techniques and archaeological finds, including the settlement at Skara Brae and the discovery of the Cheddar Man. Children deepen their understanding of cause and effect, finding out what caused the end of the Stone Age, including the effects of lifestyle changes and the arrival of new technologies. They learn about the arrival and influence of the Beaker folk and study the evidence that they left behind. They learn subject-specific vocabulary and concepts, including Beaker culture, metalworking, burial mounds, trade, ceremonies and afterlife. Children are taught how metal and trade influenced wealth and power and study the archaeological evidence from the burial of the Amesbury Archer. They investigate the cause and effect of the end of the Bronze Age and learn the term 'Bronze Age collapse'. Children learn how ironworking came to Britain and the effect that this had on people's lives. They learn the term Celt to describe the people of Britain and develop their understanding of concepts including conflict, farming, trade and wealth. Children learn about inventions and how new technology made everyday tasks easier and more efficient. They also study the archaeological evidence and decide what the artefacts tell them about craftsmanship, wealth and power in the Iron Age. Children learn about everyday life in Iron Age hillforts and how iron weapons led to a warrior culture. Children find out about the end of the Iron Age and the Roman invasion and conquest. Children study local archaeological evidence relating to the Stone Age, Bronze Age or Iron Age. At the end of the project, they compare and contrast the Stone Age and Iron Age, finding similarities and differences between the two periods and describing the changes that happened over time.

Summer – Emperors & Empires

In this history project, children revisit the terms AD and BC and build on their knowledge of world history. They devise historically valid questions about everyday life in the Roman Empire and study Roman artefacts, information sheets and other source materials to find the answers. Children are introduced to differing historical accounts of the same event and explore their reliability. They deepen their understanding of hierarchy and power and learn about the concepts of republic and empire. They deepen their knowledge of these concepts by studying how the Roman Empire grew and expanded, including the spread of Roman ideas throughout Europe and northern Africa. Children consolidate their understanding of the role of an emperor and use their knowledge of Dawson's model of significance from the Y2 projects Movers and Shakers and Magnificent Monarchs to rank Roman emperors. They develop their understanding of social hierarchy by learning about the hierarchy of ancient Rome. They are introduced to and interpret a hierarchy diagram and understand the terms 'upper class' and 'lower class'. They also learn about hierarchy in the Roman army and discover how its well-organised structure helped the Roman Empire to expand. Children revisit the concepts of cause and consequence, discovering reasons for the Roman invasion of Britain and its impact. They learn about the first unsuccessful Roman invasion in 55 BC into Iron Age Britain and the reasons for its failure. They learn how Emperor Claudius successfully invaded Britain in AD 43 and how Britain became Romanised. They are introduced to the concept of rebellion and study the story of Boudicca, queen of the Celtic Iceni tribe. They describe the significance of power struggles in Britain and the reasons for Boudicca's rebellion against Rome. They learn about the Roman struggle to defeat the Picts and conquer Scotland. Children revisit the concept of defence, such as Hadrian's Wall, and the purpose of forts, milecastles and turrets. They begin to make deductions and draw conclusions from historical evidence by studying the contents of the Vindolanda tablets found at the fort of Vindolanda. They revisit the concept of Romanisation and explore the invention and ingenuity of Roman culture. Children learn about the significance of Christianity's arrival in Britain, compare paganism and Christianity and how Christianity became the dominant religion in the Roman Empire. They learn about the end of the Roman occupation of Britain and explain the cause and effect of the Roman withdrawal. They are introduced to a new recording method, the historical report, then write a report drawing on written evidence and quotes.



Y3 History Overview

Cross-Curricular Links

History is also referenced over the year through cross-curricular links.

Term	Project	Subject	Links
Autumn	Prehistoric Pots	Art	This art and design project is taught alongside the history project Through the Ages and connects with children's understanding of prehistoric civilisations and their technological capabilities.
Spring	Rocks, Relics & Rumbles	Geog	In this geography project, children revisit Mary Anning from the Y2 project Movers and Shakers and learn about her prehistoric discoveries at Lyme Regis on the Dorset coast. They discover how the legacy of her work and its influence on the history of science made Mary Anning a significant figure. They are introduced to the concept of cause and effect by studying the significant historical event: the destruction of Pompeii by the eruption of Mount Vesuvius. Children develop their understanding of the role of archaeology from the Y3 project Through the Ages by learning about the archaeologist Giuseppe Fiorelli who made detailed, accurate records of his Pompeii finds, which was unusual at the time. Children study contemporary ink drawings of the site and are introduced to the term 'primary source'. The children begin to think about the source's reliability and answer historically valid questions to help them infer information about life in Pompeii.
Summer	Mosaic Masters	Art	This art and design project is taught alongside the history project Emperors and Empires and connects with children's understanding of everyday life in the Roman Empire and Roman arts and culture.

Enhanced By...

Our Y3 History Curriculum is enhanced by a special visitor from Murton Hall, who takes children back in time through drama and hands-on workshops & roleplay. In the summer term, children make their very own Roman shield with the help of an expert shield maker, and use these to create the best defensive formations, as if they were Roman soldiers. They also speak with a Stonehenge expert, first hand, via video call and ask them questions to develop their understanding. Also during the summer term, Y3 take place in their first residential to Castleton, in the Peak District, visiting Pevril Castle and considering why the castle was built in it's location.



Y4 History Overview

Discrete Teaching

History is taught as a driver project in the autumn and summer terms. History is also covered throughout other projects over the year with cross-curricular links.

Autumn – Invasion

In this history project, children revisit the causes and effects of the end of Roman rule from the Y3 project Emperors and Empires. They study the ancient poem *The Ruin* to find out about the disintegration of Romanised Britain and the return of a Celtic lifestyle. Children study the chronology of Britain between AD 400 and 1066, using a timeline that shows the duration, and overlap, of different historical periods. They sequence significant dates and events in chronological order, deciding how a timeline helps them understand the sequence, and cause and effect, of different events. Children learn about the cause, consequence and impact of the invasion of the Anglo-Saxons. They discover why the Anglo-Saxons left Scandinavia and created kingdoms in Britain, linking these ancient settlements with the county names that we use today. Children study primary and secondary sources, analysing artefacts from the Sutton Hoo ship burial to find evidence of the wealth, power and status of the buried person. They learn more about Christianity and paganism, learning how missionaries from Rome and Ireland brought Christianity back to Britain following its decline after the Roman withdrawal. They explore the everyday lives of people in Anglo-Saxon Britain and study primary and secondary sources of evidence. Children are taught about the legacy of Anglo-Saxon life and which aspects still influence the world today. The children complete a historical enquiry and learn about the Viking raids on the monastery at Lindisfarne, deepening their understanding of evidence and viewpoint as they study contemporary accounts. They investigate the conflict between the Vikings and Anglo-Saxons and compare and contrast their everyday lives. Children use primary and secondary sources of evidence to learn about King Athelstan and look at continuity and change in Britain after his reign. At the end of the project, children learn about the cause and effect of the Norman invasion, the final invasion of Britain, and find out if there is any evidence of Anglo-Saxon or Viking life in their local area, using the knowledge and understanding gained throughout the project.

Summer – Ancient Civilisations

In this history project, children study the characteristics of a civilisation. They learn more about artefacts, exploring objects from ancient Sumer and ancient Egypt to find out about everyday life during the earliest civilisations. They study a map and timeline showing the location, dates and duration of early civilisations and learn when civilisations began, ended and coexisted. Children study the rise of ancient Sumer, discovering the importance of the rivers and the nutrient-rich soil of the Fertile Crescent for settlements and technological development. They study the features and achievements of ancient Sumer and write a report to explain its development in chronological order. Children develop an enquiry into farming in ancient Sumer, asking and answering historically valid questions about changes over time. They analyse how inventions changed everyday life, making work more efficient and allowing the civilisation to develop and learn about the legacy of Sumerian technologies in the world today. Children find out about life in the world's first cities and study social hierarchy. They revisit the concept of an emperor and empire as they study the story of King Sargon the Great, the world's first emperor. They identify the causes and effects of his actions and the success of his reign. Children study ancient Egypt, recapping its location, dates and duration and studying the features of the civilisation, including the use of the Nile, cities, architecture, art, writing and inventions. They analyse images of ancient Egyptian art and gather information from secondary sources. Children study a hierarchy diagram to find out about the structure of ancient Egyptian society and compare the hierarchies of ancient Sumer and ancient Egypt. They construct a profile of a pharaoh, understanding the purpose and significance of the role, using new vocabulary, including pharaoh, pyramid, deity, immortal and mummified. They learn about the archaeological discovery of Tutankhamun's tomb, discovering how the design, decoration and materials used to make the artefacts provide information about the pharaoh and life in ancient Egypt. Children compare and contrast the ancient Sumerian and ancient Egyptian civilisations and think about the reasons for these similarities and differences. Children use their knowledge of ancient civilisations to research the Indus Valley civilisation. They explore a range of evidence and use the key features of civilisation to find out about life in the Indus Valley and how it compares to the two earlier civilisations. At the end of the project, the children are introduced to the concept of decline. They study the causes and consequences of decline, finding out how each civilisation ended and which aspects are still part of our lives today.



Y4 History Overview

Cross-Curricular Links

History is also referenced over the year through cross-curricular links.

Term	Project	Subject	Links
Autumn	Warp & Weft	Art	This art and design project is taught alongside the history project Invasion and connects with children's understanding of Celtic culture.
Spring	States of Matter	Science	In this science project, children learn about the significant historical person Anders Celsius and how his contribution to science is still used today.
Spring	Grouping & Classifying	Science	In this science project, children learn about the significant historical person Anders Celsius and how his contribution to science is still used today.
Summer	Statues, Statuettes & Figurines	Art	This art and design project is taught alongside the history project Ancient Civilisations and connects with children's understanding of the importance of sculpture to ancient civilisations.
Summer	Tomb Builders	DT	This design and technology project is taught alongside the history project Ancient Civilisations and connects with children's understanding of the significance of ancient buildings.
Summer	Islamic Art	Art	This art and design project is taught alongside the history project Ancient Civilisations and connects with children's understanding of the interconnections between art, craftsmanship and religion.

Enhanced By...

Our Y4 History Curriculum is enhanced by a visit to Jorvik Viking Centre in the Autumn term, to take a step back in time to a Viking settlement. In the spring term, through the main geography project, children visit the Climbing Works in Sheffield, to speak to a Mountaineer about how equipment has changed over time. In the summer term, children take part in their very own archaeological dig - putting themselves in the shoes of Howard Carter and Joann Fletcher (from Cudworth) to experience the thrill of making a historical discovery, and the importance of the process.



Y5 History Overview



Discrete Teaching

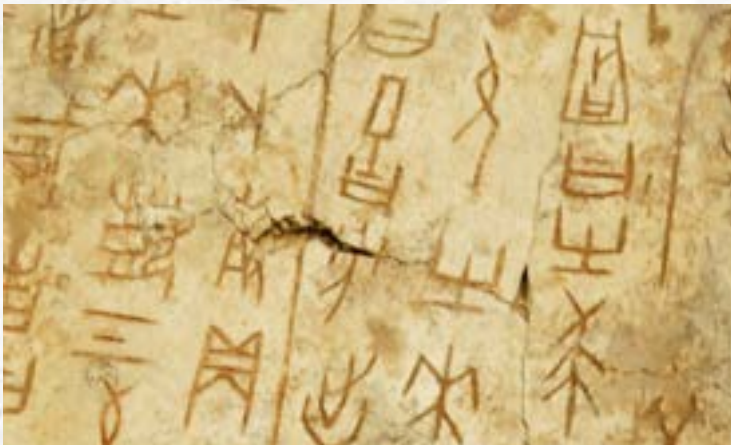
History is taught as a driver project in the autumn and summer terms. History is also covered throughout other projects over the year with cross-curricular links.

Autumn - Dynamic Dynasties

In this history project, children learn about the history of ancient China. They revisit the term 'civilisation' and learn that ancient China was an advanced civilisation that grew without influence from the rest of the world. They make a timeline of the first dynasties of ancient China and learn how the civilisation began. Children study the myth of the Yellow Emperor and the concept of a dynasty. They study archaeological evidence from the lost city of Yin, which proved the existence of the Shang Dynasty. Children infer meaning from archaeological evidence and use their prior knowledge of civilisations to understand the role of belief, craftsmanship, hierarchy and power, everyday life, and warfare during the Shang Dynasty. They encounter new vocabulary, including realm, ancestor, ritual, descendant, spirit and sacrifice. Children study the significance of the unique techniques and craftsmanship used to make bronze ritual objects and learn about the importance of jade carving and silk making. Children study the structure of the Shang Dynasty society, recognising the familiar hierarchical structure showing the king at the top of the hierarchy and peasants and slaves at the bottom. They discover that hierarchy and power influenced everyday life and determined a person's place in society. Children use primary and secondary sources to find out why the people of the Shang Dynasty were successful warriors, studying areas such as social structure, weapons, bronze, chariot technology, wealth and leadership to construct their arguments. They begin to compare conclusions, realising that people may interpret evidence in different ways. Children use historical evidence to build a picture of a significant person, studying the tomb of Fu Hao. They ask historically valid questions about the warrior queen and use secondary sources to find the answers. Children answer the enquiry question 'How did the actions of the last king lead to the downfall of the Shang Dynasty?' and use the Records of the Grand Historian, considering if this is a good source of evidence. Children compare the Shang Dynasty to other Bronze Age civilisations, comparing and contrasting Egyptian, British and Chinese Bronze Age societies. To conclude the project, children learn about life after the Shang Dynasty, focusing on continuity and change as they study the achievements and long-lasting impact of the Zhou, Qin and Han Dynasties. The children then look at Chinese culture today and identify the legacy of these ancient dynasties on China today.

Summer - Groundbreaking Greeks

In this history project, children study a comparative timeline, comparing British, world and Greek history. They compare and make connections between periods of world history, studying civilisations contemporaneous with ancient Greece. They explore an ancient Greek timeline in more depth and learn about the characteristics of each different period. Children study Greek artefacts and consolidate their understanding of the terms 'primary source' and 'secondary source' and discuss the reliability of sources. Children study four different periods of Greek history in depth. They compare the periods and identify continuity and change through time. They revisit aspects of civilisation from the Y4 project Ancient Civilisations and compare the coexisting Minoan and Mycenaean civilisations. Children write historically valid questions about continuity and change during the Greek Dark Age, which they answer through independent research. They compare the Greek Dark Age to the Archaic period and learn about the changes that occurred. Children take a deep dive into the Classical period, learning about Athens and encountering historical concepts, including city states, power and trade. Children learn about direct democracy in ancient Greece, comparing this form of government to tyrannies and oligarchies, and learn about the legacy of ancient Greek democracy today. Children learn about the roles of men and women in ancient Greece and find out how gender, wealth and social status affected their lives. They study the social hierarchy of ancient Greece and continue to see the roles of the rich and powerful at the top of the social hierarchy and peasants and slaves at the bottom. They learn about the achievements and influence of the ancient Greeks in the broader world, exploring how significant people's scientific and personal beliefs affected their actions. They also learn about the lives and ideas of great Greek philosophers and mathematicians and understand how their work influences aspects of our lives today. Children learn about the Olympic Games and Greek arts and culture, including Greek theatre, sculpture, architecture and literature. Children use historical sources and artefacts to complete an enquiry into the life of Alexander the Great, his significance, his achievements and his influence on the world, using primary and secondary picture sources and online research to gather evidence. Children use the knowledge they have gained to debate the ancient Greeks' most influential ideas. They discover how the ancient Greek civilisation ended and Roman rule of Greece began, noting the way that Roman art, religion, education and architecture were influenced by ancient Greece. Children study architecture, art and sculpture in their locality to learn about the influence that neoclassicism had in Britain in the 18th and 19th centuries. They identify aspects of life today that are influenced by the ancient Greeks, including medicine, theatre, philosophy and democracy.



Y5 History Overview

Cross-Curricular Links

History is also referenced over the year through cross-curricular links.

Term	Project	Subject	Links
Autumn	Taotie	Art	This art and design project is taught alongside the history project Dynamic Dynasties and connects with children's understanding of the Shang Dynasty and its significant technological and artistic abilities.
Spring	Sow, Grow & Farm	Geography	In this geography project, children learn about the historical campaign, Dig for Victory, from the Second World War by studying a range of sources of evidence. They learn about the principles behind the campaign and the importance of people growing food to support the war effort.
Summer	Architecture	DT	This design and technology project is taught alongside the history project Groundbreaking Greeks and connects with children's understanding of chronology and architectural styles developed in ancient Greece.

Enhanced By...

Our Y5 History Curriculum is enhanced by a visit from a theatre company in the Autumn term to run a workshop with children on the Shang Dynasty. Children examine the historical context of the Shang Dynasty including how it began and ended. In the Spring term, children explore the history of food production and how this has changed over time through a partnership with Tesco. In the summer term, history is brought alive at the Royal Armouries museum as children come face to face with a range of Greek artifacts.



Y6 History Overview



Discrete Teaching

History is taught as a driver project in the autumn and summer terms. History is also covered throughout other projects over the year with cross-curricular links.

Autumn – Maafa

In this history project, children learn abstract terms including 'rebellion', 'discrimination', 'colonisation', 'diaspora' and 'emancipation'. They learn about Africa as the 'cradle of humankind', study a timeline of African history and discover the richness and diversity of ancient African kingdoms. Children work in research groups to find out about the Kingdom of Aksum, the Kingdom of Benin and the Mali Empire, studying aspects including rulers and government, natural resources and trade, homes, wealth, work, religion, culture and art. Children learn about the significance of the discovery of the New World on African history and study Britain's role in the development and growth of the slave trade over time. They learn about the development of the triangular slave trade and why this was a significant global event. They learn about the journeys, conditions on board slave ships and the human impact of life on a plantation. Children learn that the triangular slave trade created the African diaspora, which is the term for communities of black people living in different parts of the world due to the slave trade. They study a wide range of historical evidence to evaluate the human impact of the slave trade, including artefacts, diagrams and sources written by eyewitnesses. Children develop their understanding of rebellion and divide and rule as they learn about life in enslavement. They think critically, weigh the evidence and sift arguments as they study sources of evidence, understand the authors' viewpoints, why the sources were created, and the contrasting representations of life in enslavement. Children learn the meaning of the terms 'resistance', 'revolt' and 'refusal', and how rebellion played a vital role in the abolition of slavery. Children are taught how the profits of the slave trade affected life in Britain. They learn how money made from enslavement gave Britain wealth and power. They learn about the causes and consequences of the abolition of slavery. They revisit chronology, ordering a timeline of key events leading to the abolition of slavery and discover how religious groups, revolts, the work of abolitionists and economic considerations all affected the campaign. Children learn about life after abolition from different viewpoints. They understand the concept of colonisation and look at the narrative and long and short term causes and consequences of colonisation in the 19th and 20th centuries. Children learn about the lives of black people in Britain in the 20th century, understanding why black people came to live and work in Britain, the contributions they made to society and the difficulties they faced. They learn about the Race Relations Act 1965, why it was passed, and its impact on Britain. The children learn about the significance of inspirational black Britons over the last 500 years and write an account of their learning.

Summer – Britain at War

In this history project, children learn abstract terms, including 'allies', 'civilian', 'genocide', 'persecution' and 'surrender'. They create a chronological timeline of Britain at war and use research to create an overview of significant conflicts. Children are introduced to the long term and short term causes of the First World War. They learn how the declaration of war affected ordinary people, including the millions of men who volunteered to fight. Children learn about events at the beginning of the war in chronological order. They weigh up a range of primary evidence about life in the trenches and build an interpretation of the past from first-hand accounts, letters and photographs. Children learn about the technological advances of the First World War. They build a detailed timeline of significant events during the conflict and answer questions using the organised information. Children evaluate the impact of the First World War on British citizens, using secondary and primary sources to answer an enquiry question. They discover the causes and consequences of the end of the First World War, learning about the turning points that led to Germany's defeat and the terms of the Treaty of Versailles. They learn about the causes of the Second World War, making connections and drawing contrasts between both conflicts. They revisit diamond ranking from previous history projects, organising the causes of the Second World War in a structure from most to least important. They explain their reasoning to others and consider different points of view. The children learn about the warring nations and use new vocabulary, including Axis Powers, Allied Powers, Grand Alliance, fascist, communist, neutral and pact. Children evaluate the impact of the declaration of war on ordinary people. They articulate a clear, chronological narrative of events at the beginning of the Second World War and learn how significant technological developments made it a unique conflict. They learn the term 'turning point' as they study the Battle of Britain. They evaluate the impact of the Second World War on British civilians using online sources, including first-hand accounts. They assess evidence, identify bias and viewpoints and verify information using further evidence and sources. Children are taught about the impact of the war in Europe and learn the term 'anti-Semitism'. They study Anne Frank and her family, discovering how the Nazi regime affected all aspects of their lives. Children explore the actions of world leaders during the war and find out about the causes and consequences of their decisions, including the significant events that ended the Second World War. Children learn about the impact of war on people in the local area and understand the concept of remembrance. At the end of the project, children learn about the post-war world and link changes and developments back to the world wars.



Y6 History Overview

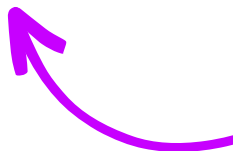
Cross-Curricular Links

History is also referenced over the year through cross-curricular links.

Term	Project	Subject	Links
Autumn	Trailblazers, Barrier Breakers	Art	This art and design project is taught alongside the history project Maafa and connects with children's understanding of black history and equality.
Spring	Frozen Kingdoms	Geography	In this geography project, children revisit the concept of exploration from the Y2 project Movers and Shakers and describe the significant achievements of explorers who sailed to polar regions using their knowledge of chronology to build a timeline. They examine the decision made by Robert Falcon Scott on his ill-fated expedition to the South Pole and describe the causes and consequences of his demise. Children study the expeditions of Ernest Shackleton and his team, describing events from their perspectives. They learn about the sinking of the SMS Titanic and create a detailed narrative of key events.
Summer	Make Do & Mend	DT	This design and technology project is taught alongside the history project Britain at War and connects with children's understanding of the influence of the Make Do and Mend campaign on everyday life during and after the Second World War.
Summer	Evolution & Inheritance	Science	This science project is taught alongside the history project Britain at War and connects with children's understanding of the Nazi regime's ideologies.

Enhanced By...

Our Y6 History Curriculum is enhanced by a the Tower Wood Residential to the Lake District in the Autumn term. Children explore the history of the Lake District, and how it has changed over time in use and look - building on knowledge from the Y4 Misty Mountain project, and Y3 residential trip. In the Maafa topic, children join in on a video call with a Maafa Historian, who introduces them to modern day life in Africa. In the spring term, children visit the National Coal Mining museum, as in their English work they extend the history curriculum by focussing on mining in our area and the impact of the Miners' Strike. In the summer term children visit the National Holocaust Memorial, and we welcome a survivor of the Holocaust into school to share their experiences with children.



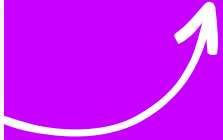
Extended History



We run a number of other themed days and event in school - ensuring that our children have a historical diet that is far-reaching. Below is just a sample of our extended provision!

Black History Day

Every year we hold a 'Black History Day' in school. Each year group focuses on a particular part of history, or a significant individual.



Sticky Questions

Children take home a thought-provoking question that is delivered through a Philosophy for Children approach. Many of these discussions promote conversations about history and how viewpoints may have changed over time..

Assemblies

Every week we have a 'themed' assembly that discusses current affairs, or historical events and other special days. These are linked in to our school values.



Local History

We have a very close working relationship with the Cudworth Local History group, and with our school being over 125 years old - we're steeped in history!

We have special events with the group, and our children work with them to find out more about some of our school artefacts. The picture is our children meeting Dorothy Hyman MBE and looking at all her Olympic Medals and memorabilia before they helped unveil her blue plaque.

History & Our Values

Our school values are a golden thread running throughout our curriculum – we use our values in history lessons to further develop children's ability to compare but to also use the past a lesson for the benefit of the future.



Honesty

Honesty is a key theme in our history curriculum. Children are taught about the power of honesty; how great leaders have spoken openly with people in the face of danger, and how dis-honesty has created further historical conflict – such as propaganda and the illegal miners' strike.



Passion

Passion is a thread through our history curriculum. Children learn about how the passion of an individual for change or a cause can alter the course of history; how passion can mean that to this day we still celebrate the work of others, such as archaeologists' passion for their field.



Respect

Respect is a key theme in our history curriculum. As in our vision, we ensure that children respect the lessons of the past, in order to make better decision in the future. For example, through our Maafa topic, children develop their understanding of respect for other cultures.



Self-Belief

Self-Belief is a thread through all of our work in studying significant individuals, and how their self-belief enabled progress; whether that be the self-belief of Roman engineers, or Neil Armstrong in his belief that man would walk on the moon.



Teamwork

Teamwork is present throughout our approach to history. Children are taught about how the teamwork of different groups of people has changed the course of history, and what impact collective power can have in making change, such as the power of teamwork that Roman armies applied to battle.



Determination

Determination is a key theme in our history curriculum. Children are exposed to the positive determination and resilience of significant individuals such as Rosa Parks, Queen Elizabeth and heroes of Greek myths. In contrast, children are also taught about the negative impact of determination when applied to the wrong cause, such as in studying Nazi Germany.

Scan or click the QR code to see our curriculum in action!



Visit our X to see photos from our curriculum almost every day



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