

History



Here, children thrive...

History curriculum intent

We intend for our history curriculum to enable pupils to acquire a comprehensive and coherent understanding of the history of Britain, as well as the wider world. We wish to encourage a sense of curiosity and a desire to learn more about the past. In order to achieve this, we strive to equip pupils with the necessary skills to ask insightful questions, think critically, evaluate evidence, analyse arguments, and form perspective and judgement. Through History, we aim to provide pupils the opportunities to understand the intricacy of human existence, mechanisms of change, differences of societies and the relationships between different groups; as well as their identity and challenges of their time.

Through our study of History, we aim 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 structure & sequencing

We structure our history curriculum in such a way that the youngest children study history in the form of concepts understandable to them – via their family and recent living memories. From this we move through key periods of UK and world history focusing on chronological understanding, historical enquiry, historical understanding and historical oracy. Every year group covers prior learning at the start of each unit of study before clear way points navigate pupils' learning towards clearly defined end goals of study. Golden threads run through each year group through themes of legacy, social diversity, monarchy, exploration and invasion.

Content & concepts

We appreciate the study of History is much more than remembering dates and names; firmly believing the study of how we lived in the past is key to successful living in the present and future. We plan a bespoke History curriculum and adopt active learning techniques where children can develop independent and collaborative learning skills which compliment the historical skills we wish to impart.

Enrichment and personal development:

We believe History is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum, whilst also giving children a wealth of opportunity to study local history in order that they see how their area and communities have changed over time. Study is supplemented through engaging educational visits, visits from History experts and people from the past; alongside immersive and innovative digital resources.

Assessment and next steps

We assess History in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Historical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Historical skills will serve our pupils well in their future studies across the wider curriculum.

History in the Early Years Foundation Stage

History in the Early Years Foundation Stage (EYFS) is an integral part of children's understanding of the world, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. History strands are set out in the early learning goal of 'Past and Present'.

At Boughton Heath, we encourage young learners to to explore and discuss the lives of people in their immediate environment, helping them understand the roles individuals play in their community and society. They start recognising some similarities and differences between things in the past and the world they know today, drawing upon their personal experiences and stories read in class.

Development Matters guides educators in facilitating this exploration, suggesting age-appropriate goals and activities that help children to notice differences and similarities between the past and present fostering an early appreciation for how the past has influenced our lives. This lays the foundation for more formal history education as children progress through their schooling, developing their curiosity and fascination about the past.



Understanding the world – Development Matters

Children in Reception will be learning to:

- a) Talk about members of their immediate family and community.
- b) Name and describe people who are familiar to them.
- c) Comment on images of familiar situations in the past.
- d) Compare and contrast characters from stories, including figures from the past.

Understanding the World – Early Learning Goals



- 1. Talk about the lives of the people around them and their roles in society;
- 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- 3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Inclusion within History

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within History. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.





Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and using tools such as targeted resources, working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

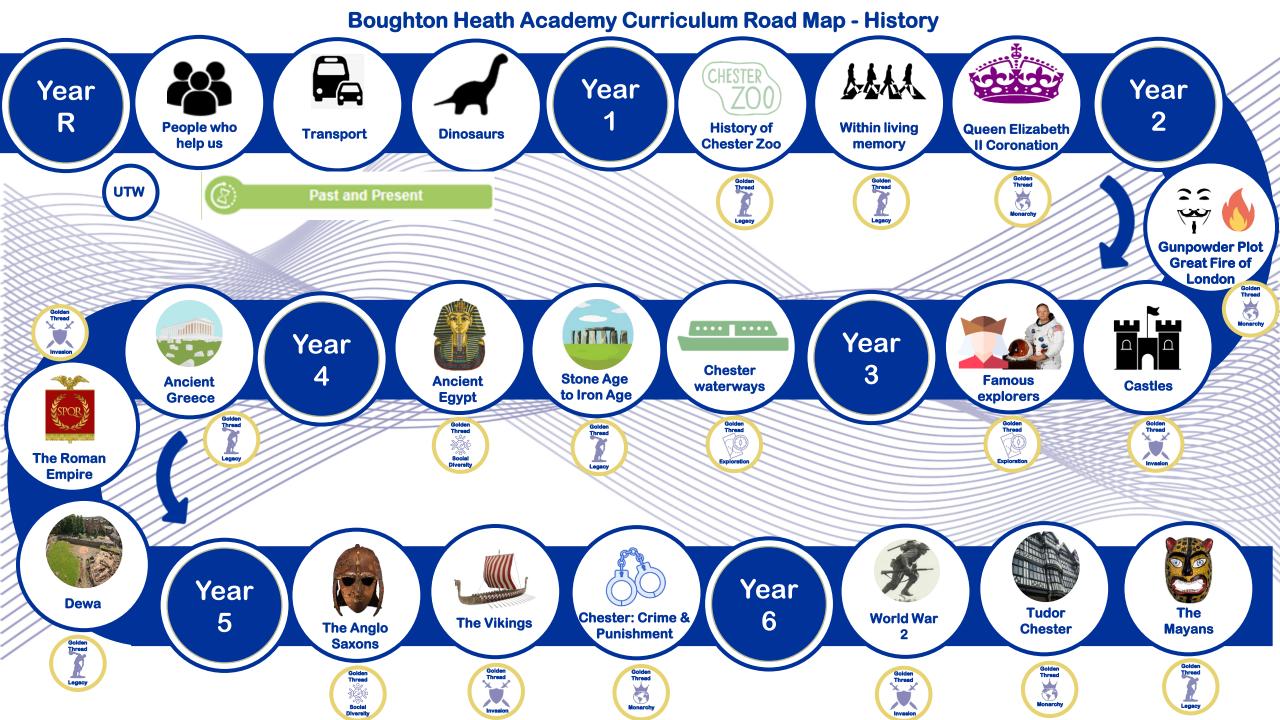


Provide learners with targeted resources to support their learning and understanding such as concept cartoons, prompts and visual aids.

History Golden Threads

We have identified a set of key historical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Boughton Heath. Our golden threads are: legacy, invasion, social diversity, monarchy and exploration. Each unit will have a focused 'thread' which spread are throughout the year groups, For example, in Year 3. children will encounter the concept of social diversity when studying Ancient Egypt. In Year 5, children will revisit this concept when learning about The Anglo Saxons. Children will look at prior learning in order to help them apply their understanding in the new context.





Boughton Heath Academy Curriculum Road Map – History End Points

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
People Who help	CHESTER ZOO History of Chester Zoo	Gunpowder Plot Great Fire of London	Chester waterways	Ancient Greece	The Anglo Saxons	World War 2
To describe jobs past and present – comparing similarities and differences including those of famous people such as Florence Nightingale.	To understand who and how Chester Zoo started and how it has changed over time in size, appearance, what animals it cares for, it's popularity and importance.	To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today. To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it.	To understand why Chester Canal was built and describe its significance on life, trade and society in Chester and how this has changed over time.	To understand and articulate life during the time of Ancient Greece, its influence on the western world and how it's legacy can be seen today through culture, art and society.	Articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.	Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in Chester and the UK during WW2.
Transport	Within living memory	Castles	Stone Age	The Roman Empire	The Vikings	Tudor Chester
To understand and describe the similarities and differences between old and new things, making simple comments about how and why transport has changed over time.	To identify and describe significant events, people and places from our Grandparents life, articulating how things are similar and different to present day with a focus on music and social change.	To develop a knowledge of castles, what they are and why they were built; identifying those in the surrounding area alongside details of their history, construction, and significance.	To develop a knowledge of how Britain changed between the Stone and Iron Ages, what life was like during this time and how relics from the past inform us of this in the present day.	To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain.	To develop knowledge of the Viking presence in England during the time of Edward the Confessor, their beliefs and way of life and how this legacy in the present day.	Using local evidence, develo knowledge of the Tudor era within Chester, when it was, significant individuals and events during this time, and how its legacy still remains to the present day.
Dinosaurs	Queen Elizabeth Il Coronation	Famous explorers	Ancient Egypt	Dewa	Chester: Crime & Punishment	The Mayans
To discuss beings from the past such as dinosaurs which are extinct, making comments about similarities and differences between them and other living things alive today.	To understand why and when Queen Elizabeth II was crowned, what her life was like and how Britain changed during the course of her life and reign alongside the legacy she has left.	To develop a knowledge of significant explorers throughout history, learning of the time they lived in, their achievements and discoveries and how these shaped future generations to the present day.	Describe the achievements of The Ancient Egyptians, when and where they were and how their legacy lives on today; identifying how we know this to be accurate.	To describe and articulate the 'Romanisation' of Chester, how we have learnt of this, its significance to the Romans; and how this legacy remains to the present day.	To understand how UK crime and punishment has changed during history, with a focus on Chester, Chester Gaol and how the definition of crime has changed over time.	To develop knowledge of the Mayan civilization and its contrasts with British History including way of life, belief ar its legacy to the present day

Disciplinary & substantive knowledge

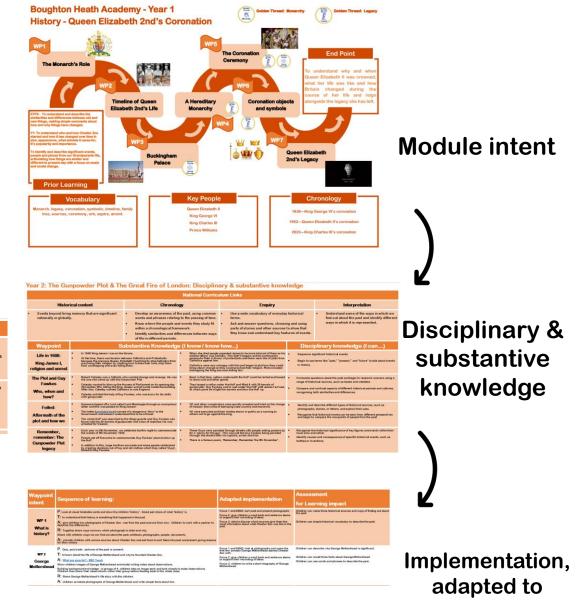
Within lessons, teachers aim to secure knowledge, understanding and progression across both disciplinary and substantive knowledge.

Within History, disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. Substantive knowledge refers to the established facts and knowledge that are specific to the unit being taught.

At Boughton Heath Academy, teachers detail the disciplinary and substantive knowledge they intend to deliver within their teaching, on their teacher planning. For each curriculum way point they list the substantive knowledge they wish to impart, along with disciplinary knowledge and specific skills they wish to develop within pupils (see the example below).

Waypoint	Substantive Knowledg	e (I know / know how)	Disciplinary knowledge (I can)
Life in 1606: King James I, religion and unrest	 In 1606 King James I was on the throne. At the time, there was hencion between Catholics and Protestants because the previous Ouene, Elizabeth I had tried to stop Catholics from practising their religion by creating laws to take their land, stop them from worshipping and even killing them. 	When she died people expected James to be more tolerant of them as his mother (Mary) was Catholic. This didn't happen and he continued to catholics against him. Catholics against him. Catholics were very unhappy with this and began to plot how they could bring about change as they could practise thar religion. Plots included kidnapping the King and even killing tim.	- Dequence agrinicant inscorreat events.
The Plot and Guy Fawkes Who, when and how?	Rohert Catesby was a Catholic who wantletchange and revenge. He was the one who came up with the Gungowder PIol. Catesby wanted to blow up the Houses of Parliamet on its opening day. (November 20th, killing the King, Gueen and all Lords inside the building. After this, Catesby wanted Catholics to rule England. Catesby enlisted the help of Guy Fawkes, who was know for his skills with gunpowder.	to store coal and other goods.	range of historical sources, such as books and websites.

Teachers then plan their lesson activities to cover the disciplinary knowledge, substantive knowledge and specific skills; evidencing how they will amend their implementation of teaching and learning to meet all learners' needs and what the overall focus of their assessment of learning will be.



learner need

Progression of disciplinary knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	 Identify that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents 	 Identify and order events in their own lives, such as birthdays and holidays. Make simple comments about the past Use words like "before," "after," "now," and "then" to describe the order of events in their daily routines. 	 Sequence significant historical events. Begin to use terms like "past," "present," and "future" to talk about events in history. 	 Recognise and sequence key events in local history, e.g., the founding of a nearby town or village. Introduce words like "century," "decade," and "era" when discussing historical time periods. 	 Arrange historical events studied in class in chronological order and use timelines. Describe historical events using terms like "BC" and "AD" (e.g., "The Romans lived in Britain in the past, during the time of BC."). Explain historical events using vocabulary related to periods, such as "Stone Age", "Egyptians", "Romans". 	 Compare the timing of events studied in local history with events from other parts of the UK and the wider world. Explain historical events using vocabulary related to periods, such as "Stone Age", "Egyptians", "Romans". 	 Analyse and create timelines that show the chronological relationship between national and international historical events. Utilise terms like "civilization," "empire," and "revolution" to discuss broader historical contexts and their impacts on society.
Historical Enguiry	 Begin to ask simple questions about people or events from within living memory. Understand that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event. 	 Begin to ask simple questions about the past and explore answers using basic sources and information. Use pictures and simple written sources to find out about the past, such as family photographs or basic historical books. Begin to understand that different people might have different opinions about the past and that stories about the past can vary. 	 Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites. Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses. Recognise that historical events can be seen from different perspectives and begin to compare the viewpoints of people from the past. 	 Develop research skills by identifying and selecting relevant sources and information to ask and answer historical questions. Compare different sources to learn about a specific period in history, for example, comparing a diary entry with a historical photograph. Explore how historical events and figures have been represented in different sources, such as paintings, and discuss how this might affect our understanding. 	 Ask historically valid questions and find answers using reliable sources. Plan and carry out simple historical investigations, presenting findings using basic formats such as drawings or simple reports. Investigate how historical sources can provide different perspectives on the same event or period, such as exploring the viewpoints of people from different backgrounds. Analyse and interpret primary sources, such as historical documents or artefacts, to infer the thoughts and feelings of people from the past. 	 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Conduct more complex historical investigations, including analysing and synthesising information from multiple sources, and present findings in an organized manner. Analyse primary and secondary sources to draw conclusions about specific historical events or figures. Investigate and compare interpretations of historical events and figures from different historians and sources, discussing the reasons for differences in interpretation. 	 Choose reliable sources of evidence to answer questions and compare. Conduct independent historical research projects, critically evaluating sources, and presenting well-structured and evidence-based historical arguments. Evaluate the reliability and credibility of historical sources, considering bias and context, to construct well-informed historical interpretations. Formulate and support historical arguments, drawing on evidence from various sources, and consider the impact of historical events on different groups of people.
Conceptual understanding	 Begin to understand that some events and people from history are important because they have achieved something or had an effect. Identify that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc. Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. 	 Begin to recognise basic changes in daily life over time, such as clothing, technology, or toys. Begin to understand that actions have consequences and can affect daily life. Begin to recognise similarities and differences in clothing, housing, music and daily routines in different time periods. Begin to identify and discuss the importance of special events or people in their own lives and community history. 	 Compare aspects of daily life in the past and present, identifying changes and what has stayed the same. Identify causes and consequences of specific historical events, such as battles or inventions. Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences. Recognise the historical significance of key figures and events within their local area and nation. 	 Explore how historical events and developments have led to changes in communities and societies. Explore how historical decisions and actions have shaped the world, considering both intended and unitended consequences. Investigate how different civilisations and societies have developed unique characteristics and cultures. Explore the impact of important historical figures and events on a national or global scale. 	 Investigate key historical figures or events that have had a lasting impact on their local area. Investigate the impact of key historical figures on the course of history and discuss their motivations. Examine the similarities and differences between various historical empires, including their impact on different regions. Investigate individuals who have shaped history and discuss their contributions to society. 	 Examine significant historical changes in the UK and the wider world, understanding their causes and consequences. Analyse the causes and consequences of conflicts, revolutions, and other significant historical events. Analyse the cultural exchanges and interactions between different civilizations throughout history. Examine the historical significance of major turning points in world history, such as invasions. 	 Analyse major historical shifts, such as revolutions or reforms, and assess their long-term effects on society. Evaluate the long-term consequences of historical actions, discussing their influence on the present and future. Evaluate the complex relationships and interactions between nations and cultures in various historical contexts. Evaluate the historical significance of global events and figures, considering their lasting impact on humanity.

Assessment within History

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within History.

When assessing History, it is first essential to clearly articulate two important areas:

- 1. The specific endpoint for the unit being delivered,
- 2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

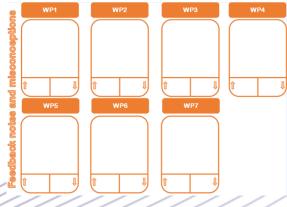
At Boughton Heath Academy, we have clearly mapped out all endpoints for all the History units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

As an organisational tool, the breakdown of this is organised on a single page as can be seen below; with the essential knowledge for each lesson being broken down :

1	National Controluim Links Historical content Okronoloov Izoairv Interrotation						Tear 4: Ancient Greece: Disciplinary & substantive knowledge								
							National Curriculars Links								
Changes within living momory. Where ap- Develop an awareness of the past Ask and answer questions			Identify different ways in which the past is		Historical content		Chronology			Interpretation					
2	programation, these should be used to reveal . Use common words and phrases relating . Use aspects of change in national like to the passing of time the Significant historical events, people and places in their even locality.		Understand some w the past	ershand some ways we find out about represented ast		Ancient Greece – estudy of Greek Me and active ensets and their influence on the western work).		Contract In directing characteristics of the appropulse and the head of thead of the head of		s devise historically a part is Les.	 Understand that different remotes of the post may exist, giving some reasons for this. 				
/	Waypoint	Waypoint Substantive Knowledge (I know / know how)				Disciplinary knowledge (I can)				organising relevant historical eff					
		these arcard are were here.	and all the	 Honew that history can be recent, or a long 		Make alrepte conversely about the past bio words bio "before" "offer " "cone" and "then" to describe the order of events in their daily		Waypoint	Substantive Knowledge (I kr		e (I know / know h	know / know how)		iplinary knowledge (I can)	
	What is history?	Haat is history? How the function of the provide the second the seco		n find * Honow some lancas people and events from history.		radius		Who, when and where were the Assured Greeks?	I have The Ancient Gradie Used's very long time age in a place called General, which is as Turages I have they find anomal 2,000 to 2,000 years age.		Hause some of their important allow more Albana, Sparta, and Cartella. Hause The Arciant Grades none door people also del messing Heige with their minds and ideas.		 Franciscope feature at events disability also in decompositional order and and bearing Franciscope feature at events using the event file. "No" and "No" (e.g., "The Research two in Endedoch the apple, during the lines of BC"." I for a sector transmission and an event and the contract the sector as "Stream and". 		
/	George	to create a zoo began when he in Manufactor when he was 8.	o vierhed is poo	Chester Zoo in June 1931.	information.	 Begin to ask simple questions about the past and explore provers using basic sources and information. 								"Eguliner", "Researd	
/	Mottershead	Mother abandi Consister (938) Consister (938) Consister (938)		ned basic history	 Use pictures and simple antitien sources to find out about the part, such as family photographs or basis featuread basis. 		Life in Ansient Oceans	Orecome . Finne officers could help reducingouted ductions for that ofly and		Hencer Ansteed Greeks loved quarks and had their very one Operate Games, a kill ble are specify compatibles. Hencer Hary Indemat is goods the Jones and Manes and had quarket places to see they before the specific set.		Train out foldersolly valid questions and forducescent using relation assess Train out provide any out simple interview issuedigations, presenting foldings using basis formats such as dissuings or simple reports.			
	-	Zoo had different opinions about the zoo to opinions with specific conditions opining.			 Use pictor es and simple written sources to find act about the past, such as family photographs or basic finderical boots. 			vola, this is called democracy.							
	residents			the ann is April 1931. I know all proving constanting and sed to	a ann in April 1931		Bagen to underschand their different people might have different opinions about the past and dories about the past can very.		Host advantance and everyphy Mi. Lower the Greek against to different lowe own and has Philades, each Thomese has a second and the day of th		 I have Any ord Grants on it all along a barrents on it all along a barrents and any 	despity and find assesses by failing and finding legether. event is per- d Greeks very great of matter and decled generativy, which is failed as agree and generative, transport of the field of the fie		gota hou Vadorical sources can provide different perspectives on the same ball, and an exploring the viewpoints of people trees different techspreads, a and otherpret primary searches, such as holtantial documentors adjusted, imagine and beings of people trees the past.	
/		I know the first assesses of Cher hard Hand year black becam for parts in Matteck, monkeys, che	wher can were .	ready for the queries day of the pos-			past and explore answers using basic sources and	artefacts, callere and achievements	and b achi and data but then		Audit directores like the Pathenies		Least investigate the import of key Notorical Sparse on the ourse of Natury and does they matrixelease.		
	Opening of Chester Zoo			I know that it rained on the opening d ros. I know that not an many people as the for harmed up on opening day.	the ball and an analy number on they beautif		then occurcies he find not about the pasit, such as family photographe or		Linear The Acception in Althonson like a highly with an anexemption colled the Parthernon-dedicated to a goodstare samed informat. Linear Daripti uses a special of plane shares people asked important dentifieres is a second acception of the star.		Linear a ferriors applicar researchistics in Editoreum hand the oby of Tray. The discovered the second view harded ander the growt. Linear the Trajan War was a hyperbolicy our that heppenetic ancient time before the second and the second of the beginned and the		 I can investigate how between a section can provide different perspectives on the or event or period, such as exploring the values/sists of people how different teckpron I can such a be interpret primary sectors, such as historical documents or strate to other the strategies and interpret primary sectors. 		
5		 I know the yeary first around at way a meeting named 'Chico.' charganese and he was very p within the second	chico was a popular with the	However the zos continued through the World War, accepting its first poor of elephants from a circus in 1941.	efformation.		at and explore entrware using basic sources and	Greek archaeology		it as and place called Recover, and if a			Loove by the	na na manga a pagan nan na pan.	
٢,	The first animals	 Lesses the gas also had allow a loss named 'Judy' and a light o These assesses were arening the of the gos. 			 Use pictures basic histori 		find out about the part, such as Servity photographs or	Grock reythe and	Creek regile and Creek regile and		Arrend overything in taxes or responses of grant.	ched into gald, a stary that leastness attend the events or perior toos analyse a toos analyse at toos analyse at toos analyse at toos analyse at the start of the start		have Hydorical sourcest can provide different perspectives on the same such as exploring the viewpoints of pecase from different lockgrounds. Interpret primary searces, such as Initarical documents or Affeldas, the and believes of aeoptic from the period.	
1		1901 Charafer Zan operand to 9 Jame 1905. Large Foler Bear babilitat is be 1901 The first disabilitation article		1978 George Wolfsenhend passed an 2001 The jagsar house opened. 2015 Islands opened to visitors.	commanity h	history.	e of special events or people in their own lives and if and explore answers using basic pources and	Ingenals	lasta binan, dasari aling bi	terreble drough and coming	stranging second	h it haite ant frequencies applied by			
	Significant events	Zoo oo 28th August .			information.	n. es and simple written sources to:	find out about the past, such as family photographs or	Alexander Bo Great		a 200 DOL, was a Macadonian king Insus of Declargeric sequence in Malany in General Incluged, Parsia, and partic disabat Ref general Grant collers.	 developed file intelligence Taking the formation over 20 	calast by the photosystee Aristotic who calast, many reasons frequentics, which because and calibrat brokenings in his amount.	 Loss investigates and etg. 	dilidudi ole has disput hidary are discuss their control conte	
	impact of Chesler	 I know that Chamler 200 has a pol hepper seven if opened. It investig of over 100 defer set a Urrays that samp over 100 defer set as 	Nas 35,000 crecies Lieft Chemiler	I know that new attractions have open the assists of the set people to come and in a pagaser house. [G1] I know the yes has charged from	weit community h	bedary.	e of spacial events or propils in their own lives and	Then and now	 House Assisted Grants community looks, we use various forms of her 	intitionali andia antipagene, atti		new stating the lastic and analysis made of the observations, an way a state valid, of	· Loss and the loss	a stand av Ellen and defleren van betreven net met het tottal angeb en, ged an Bilenert region.	
	Zoo	Zoo because of conservations because the environment was e.g. polar bears.	not suitable .	(C1)11 knows the cross has charged for control of exclusions. The in Courses Reflections in Segarge Reflections for logary in the long he report of conselling from the past.	information.	s. es and simple written sources to	Soil out about the post, such as family photographs or	Comparing Ancient Greece to present day	I know both Ancient Greece and a	and the second se	I know Andlers Grants ratio	ed an ships for transportation antitrade. Association apportation reactions, including for faster and more afficiant travel.			

Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of History, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give opportunities them to address misconceptions develop greater understanding of concepts and what has been taught.



Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

i History: Life when n	ny Grandparanta wara abi - Aasaasmant	Golden Thread:	Y2 History: Castles -	Assessment		Golden Thread:
		The Beatles Inseline Finderstand and this alcost the part by Forders and aband there Gauge Multitachang around Charge and the R fant grown and changed over time.	What are castles? • Gastles	What was life like living in a castle? Windsor Castle	Imation: Attack v Defence	Local study: Beaston Casilie Casilie
Children emerging into the standard	Children working at the expected standard	Children exceeding the standard		National Gum	culum Links	
dree energing into the standard are likely to require more support and aromating to recall essential	outraining money - money	Click'res exceeding the standard will be able to independently and confidently recall all essential knowledge lated, supplementing the	Historical contant	Chronology	Enquiry	Interpretation
whedge, and will likely not recall all of it. They will learninging their skills but will recover exponent and coording to apply I decompt at these.	 I harver that the past and prevent are different, and things link technology, clothing, and trys have charged over time. I know the Mole, dhanged over time, I know the Mole, dhanged link the hinser. Period and new whether plants is the Mole, the Mole, dhanged link the hinser. Period and new whether and plants and the mole of the Mole, dhanged in the hinser link found and new whether and the hinser is the mole of the Mole, the mole of the Mole and the Mole and the Mole and the mole and its and the Mole and the Horner tops changed from single ones like wooden dots to tarcy ones because of the Mole and Revolution, and Molar's types changes extended to implied 	with their own. They will be able to independently apply the Inited skills without exposed.	Events beyond long monory that are significant advicatly or glabulay	Oensity as permanent of the part, using common works and phrases indefing to the paramag of ten- News where the people and reach they which it willing a characterized framework. Intendity sectorizing of framework.	Use a wide weakbalary of energide, balt better, Ank and answer specifiers, choosing an parts of storms and other sources to al- they know and understand key features	out about the gast and identify different u of among which it is represented. we that
	by movies or TV shows.		Children emerging into the standard	Children working at the ex	spected standard	Children exceeding the standard
	 [GT] I know in the 1980s, there were big changes in music, and The Beatles, a famous band, made catchy tures and meaningful messages that influenced 		Children energing refe file standard are Marty to require energing and prime log to recall ensemble towahedge, and will lakely not recall all of it. They will be devolution they is shift but will read in another another and	Substantine Knowledge I know e and/an wore of ong-homen for important propiet eramine areas.	in, with walls, known, and a recall to know	Children exceeding the standard will be able to independent containedly recall all escendiations independently app this with that size. They will be able to independently app labels (4.5) in 40-bas to appoint.
	Disciplinary Knowledge - I can		conding to apply i domonstrate from.	 I know kings, queens, knights, and others lived in cash by a person researd James of Saint George. 		and the strettingport.
	 Identify and order events in their own lives, such as birthdays and holidays. 			 House caribas were made of shows, bricks, and even ord Casimartan caribas, was unique. 	, and each one, the Windsor, Edinburgh,	
	 Make simple comments about the past Use words like "before." "after." "now." and "then" to describe the order of 			 (GT) I know castles were built on hills or max rivers if white disk with unlers. In make it hand for exercise too 		
	 One words into beingre, aner, now, and being to describe the order or events in their daily routines. 			. I know inside a cashle, it rought be clock and cold, and p	scepts shuft as show mattreases. But they	
	 Begin to ask simple questions about the past and explore answers using basic sources and information. 			also had big feasts, dancing, and places for fan game • Ukane castles had strong walk and traces to anotest		
	 Use pictures and simple written sources to find out about the past, such as family photographs or basic historical books. 			uned seapore like catapada, battering rana, or ange • I know casibes became less important when batter was	pore were reads. Beseton Castle, perchad	
	 [GT] Begin to understand that different people might have different opinions about the pant and that stories about the past can very. 			high on a full, was a furthese used by a king to stay safe Disciplinary Knowledg		
	 Begin to recognise basic changes in daily life over time, such as clothing. 			 Sequence agenticant historical events. Beganto use terms bits "past," "present," and "future formulate questions obsult for past and begin to re- sources, such as body and weather. 	e" to talk alread events in history. search answers using a range of historical	
	technology, or toys. Begin to understand that actions have consequences and can affect daily life.			 Identify and describe different types of historical so influences and another the second solution. 		
	 Begin to recorprise similarities and differences in clothing, housing, and daily routines in different time periods. 			 Reception a that bacterized executs carries assert from a the memorical of people from the past. Compares aspects of daily life in the past and present the past. 	d, identifying changes and what has alayed	
	 Begin to identify and discuss the importance of special events or people in the own lives and community history. 			 (CT) Identify causes and compositions of specific investigates. Compares and contrast sequences of different historics sender/taxe and differences. Receiption the historic of sequences of lay figures. 	Eperiods and cultures, recognizing balls	

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.