

History Curriculum at Batchley First School



Our history curriculum is designed to inform how we plan for children to grow their history knowledge year by year and for us to assess how well they are improving.

Progression is a cumulative experience of developing substantive knowledge (the “know what”), whilst using and applying disciplinary and procedural knowledge (the “know how to”) gained and made secure by repeated practice in different contexts.

Learning is further embedded by the application of, and the developing forward from, what has previously been learned and remembered into new concepts and contexts, whilst also revisiting key concepts (such as community and conflict) previously studied in different periods of time.

| | Foundations | Year 1 | Year 2 | Year 3 | Year 4 |
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| <p>Disciplinary knowledge 1</p> <p>Enquiry – delving deep</p> | Coming soon | <p><i>In year 1, children gain a sense of how historians ask questions that can be answered by looking at evidence.</i></p> <p>Learners understand how posing and exploring questions can lead to deeper knowledge. Find answers from a range of given sources, e.g. older people, photos, artefacts, written accounts.</p> | <p><i>In year 2, children pose their own historical questions and begin to suggest methods of answering them.</i></p> <p>Learners pose questions of their own about the past. Learners begin to suggest the sources that could be used to discover answers / build up a narrative.</p> <p>They show understanding of the disadvantages and advantages of at least some of these different sources.</p> | <p><i>In year 3, children speculate about history and use focussed research from different places to select information that is pertinent.</i></p> <p>Speculates about historical events and actions, justifying ideas.</p> <p>Pose questions that seek to prove / disprove their speculations.</p> <p>Use a range of sources to find out about the past.</p> <p>Observe small details in artefacts and pictures.</p> | <p><i>In year 4, children speculate about the likelihood of events, building on their knowledge from previous years. They consider different voices from the past and the reliability of these.</i></p> <p>From evidence, speculates about what is certain, possible / likely or probable, giving reasons for their ideas.</p> <p>Select relevant material to present one aspect of life in the past, considering bias / opinion v fact, etc.</p> |

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| | | | | Select and record information relevant to the enquiry. | |
| <p>Disciplinary knowledge 2</p> <p>Drawing conclusions - Impact & Legacy</p> | | <p>In Year 1, learners begin to use information gathered from sources (as suggested above) to begin to create a clearer picture (e.g. TBC) specific aspects such as daily life, of a period or event from the past.</p> | <p><i>In Year 2, children will begin to create clearer pictures of the past through exploring how and why people acted like they did and by sorting information that may, or may, not be relevant to their enquiry.</i></p> <p>Learners use information to clarify past events and begin to distinguish between relevant and irrelevant information.</p> <p>Learners start to use their factual knowledge to explain the reason for actions or events occurring.</p> <p>Learners begin to explore how these events have shaped the present.</p> | <p><i>In Year 3, children will review their own research to clarify ideas about particular events or periods of history and start to link them into broader chronologies, discussing how these have shaped subsequent events.</i></p> <p>Learners begin to evaluate their own research from different sources to create a coherent picture of particular aspects of the past.</p> <p>Learners begin to make links between particular events or concepts they have studied to create a more cohesive picture of local and world chronology</p> <p>Learners begin to recognise why events from different periods of history have a continuing impact on the world today.</p> | <p>In Year 4, children will use their own research to build a detailed picture of events. They compare varied sources and explore how these can build contrasting narratives. Children make independent links between periods to explore concepts and processes through time and how they continue to shape the modern world.</p> <p>Learners evaluate their independent research from different sources and begin to explore how this may be interpreted to give different views of past events.</p> <p>Learners make links between events and concepts with greater confidence and justify how different sources may be used to create a cohesive narrative of past events.</p> <p>Learners can explain the continuing legacy of particular events or processes in shaping the modern world and begin to speculate about their continuing impact in the future.</p> |

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| <p>Disciplinary knowledge 3</p> <p>Chronology</p> | | <p>Learners begin to differentiate between present and past events, using basic chronological vocabulary.</p> <p>Learners can recall and recount some facts about the past, and to talk about differences and similarities.</p> | <p>Learners differentiate between present and past and begin to place events and objects into time order, justifying their reasoning and using age-appropriate vocabulary.</p> <p>Learners can recall facts about the past and begin to use these to give a sense of a historic period in a variety of ways.</p> | <p>Learners begin to place events and objects onto a timeline using formal dating terminology.</p> <p>Learners begin to group events and processes into historical periods and to recognise defining characteristics of those periods using appropriate technical vocabulary.</p> <p>Learners can recall key facts and use these to explain particular aspects of past societies.</p> | <p>Learners can place events and objects onto a timeline using formal dating terminology to create comparative chronologies.</p> <p>Learners can group events and processes within historic periods, identifying defining characteristics and highlighting similarities and differences within and across periods.</p> <p>Learners can use their chronological knowledge to identify key turning points and to explain their impact on subsequent events.</p> |
| <p>Substantive knowledge 1</p> <p>Concepts to explore</p> | <p>Each year group will participate in a whole-school local history investigation, covering one particular aspect of local history through the study of a particular type of source. The aspects will rotate on a three-yearly cycle so that each pupil will study the same aspect twice, but from a different source perspective.</p> <p>Trips out of school will be based around the particular aspect being studied that year so that children again have a range of different experiences tied to their learning.</p> <p>Aspects to be studied:</p> <ul style="list-style-type: none"> • The world of work • Redditch in a wider world • Forging a community | | | | |

World Of Work – studying changing patterns of employment through Redditch/Worcestershire generally. What sort of jobs do people have now, what did they do in the past? Y1 focus on current and recent past but may look at some (simple) written accounts of working life. in the past. Y2 can investigate different products created in Redditch and conditions they were built in, as well as home artefacts for domestic work. Y3 can look at changing use of buildings (picture houses, factories), building styles and materials, town centre vs newer estates, and disappearing buildings (e.g. Bordesley Abbey). Y4 can focus on mapwork, census records to identify vanished occupations and changing households, and government policy documents for establishing Redditch as a designated new town, together with older documents (Open Domesday etc) to look at the change from agricultural to industrial settlements
Possible trips – Forge Mill, Mary Arden’s Farm, Ironbridge, Black Country Living Museum, Royal Worcester Museum

Redditch In a Wider World – Why do people come to live in Redditch, who has come from Redditch, and how is Redditch interconnected with the wider world (physically and economically). Y1 can start investigating where their relatives live or have come from, where family members travel (or have travelled) to or from, holidays etc. Y2 will examine products from Redditch’s industrial past as well as older objects (Roman coins, Saxon pottery etc) which highlight Redditch/Worcestershire’s place as part of a wider community. Y3 can look at transport infrastructure (canals, railways, roads old and new) and how these have linked the community, together with the specialisation of industry to supply a global market from a single town. Y4 can look at census records to identify birth places for incoming families through time, changing surnames (and their link to occupations), place name suffixes as indicators of settlement patterns, Open Domesday for change from English to Norman overlordship, overseas abbeys etc).
Possible trips – Black Country Living Museum, Forge Mill, Wroxeter Roman Town, Birmingham City Museum,

Forging A Community – focusing on the institutions and factors that bind communities together, either voluntarily or coercively. This might include government, church, local authorities and shared community values, economies and interests. Y1 might look at changing social patterns in older relatives (church, leisure, work); Y2 will study local products from the past and think about the community of a factory, together with monastic goods (Bordesley Abbey) thinking of the power of the Church in Medieval times, coinage (portraits of distant rulers); Y3 can study local churches and manor houses to look at top-down land ownership vs struggle for greater rights (e.g. Chartists at Rosedene); Y4 power and control – Worcestershire in the Domesday book (how was it created, for what purpose, ownership by crown/barons/church), government enactment of New Towns Act to expand Redditch and create Batchley.
Possible Trips – Bordesley Abbey, Worcester Cathedral, Hartlebury Castle, Kenilworth, Birmingham Back-to-Backs and Roundhouse, Middle Littleton Tithe Barn

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| | <p>Community</p> <p>60’s</p> <p><u>Local History</u> <u>(people)</u></p> <p>Key Questions</p> <p>How long has your family lived in Redditch?</p> | <p>Community</p> <p><u>Local History</u> <u>(artefacts)</u></p> <p>Key Questions</p> <p>What is this made from?</p> <p>How was it made?</p> | <p>Community Wealth & power</p> <p><u>Local History</u> <u>(buildings)</u></p> <p>Key Questions</p> <p>When was this built?</p> <p>What did it replace? Why?</p> | <p>Community Wealth & power</p> <p><u>Local History</u> <u>(official records)</u></p> <p>Key Questions</p> <p>When was this compiled?</p> <p>How was it created?</p> |
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| | | <p>What do they do?</p> <p>Why did they come?</p> <p>What is their first memory of Redditch/Batchley?</p> <p>What has changed, and what has stayed the same?</p> | <p>Where was it made?</p> <p>When was it made?</p> <p>Why was it made?</p> <p>What does this tell us about the people who made it?</p> <p>What does it tell us about the people who used it?</p> | <p>Why was it built?</p> <p>Who used this building, and what for?</p> <p>How has it changed over time?</p> <p>What does this tell us about the people who built it?</p> <p>What does it tell us about the people who used it?</p> <p>How might it be used in the future?</p> | <p>What was it for?</p> <p>Who created it and for what purpose?</p> <p>What information does it contain?</p> <p>What has changed since it was created? How can we tell?</p> <p>What does this not tell us? What other sources could we use to fill in the gaps?</p> |
| <p>Substantive knowledge 2</p> <p>Periods / key events to study & explore</p> | | <p><u>Toys through Time</u></p> <p>Need to Know:</p> <ul style="list-style-type: none"> • Dates of earliest toys • Basic types of toys found • How different materials and design can help us order chronologically | <p><u>Slimy Stuarts (17th C)</u></p> <p>Need to Know:</p> <ul style="list-style-type: none"> • Dates of Dynasty • Names of Stuart Monarchs • Dates of principal events on a timeline | <p><u>Stone Age to Iron Age</u></p> <p>Need to Know:</p> <ul style="list-style-type: none"> • Transition from hunter gatherers to farmers • Narrative entirely based on non-written sources • Accelerating rate of technological change • Permanent settlement and stratified society | <p><u>Roman Britain</u></p> <p>Need to Know:</p> <ul style="list-style-type: none"> • Early history of Rome (Kings to Republic) up to Caesar's expeditions • Distinguishing characteristics of Roman civilisation (engineering, rule, army) |

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| | | <ul style="list-style-type: none"> • What toys tell us about the societies that made them <p style="text-align: center;">Chronology</p> <p>Which of these is the oldest? Which is the newest? How can you tell?</p> <p>Can you place these in order from oldest to newest? What clues did you find?</p> <p style="text-align: center;">Cause & consequence</p> <p>Why have the designs and materials of the toys changed?</p> <p style="text-align: center;">Change & continuity</p> <p>What do the toys we look at tell us about children in the past? Were they like you, or different?</p> <p>Is there anything you can't recognise at all? What do you think it might be?</p> <p style="text-align: center;">Similarity & difference</p> <p>Which toys do you recognise?</p> | <ul style="list-style-type: none"> • Ending of absolute monarchy and start of parliamentary rule • Religious division esp. Catholics, puritans <p style="text-align: center;">Chronology</p> <p>When did James I become king? Who did he succeed?</p> <p>When did the Gunpowder plot take place?</p> <p>When did the Civil War begin?</p> <p>When was Charles I executed?</p> <p>When did the Battle of Worcester take place?</p> <p>When was Charles II crowned?</p> <p>When did the Plague of London take place?</p> <p>When did the Great Fire of London take place?</p> <p>When did Queen Anne die?</p> | <p style="text-align: center;">Chronology</p> <p>What were the three main periods of the Stone Age?</p> <p>What order did the Stone Age, Bronze Age and Iron Age occur in and why?</p> <p>How long relatively did the different periods last for?</p> <p>Why is it difficult to date particular events or objects within these periods?</p> <p>How can we build a chronology with no written records?</p> <p style="text-align: center;">Cause & consequence</p> <p>What factors drove the changes from one age to another?</p> <p>How did technological change affect societal structure?</p> <p>How did changing societies drive technological change?</p> <p style="text-align: center;">Change & continuity</p> | <ul style="list-style-type: none"> • Romanisation of Iron Age society • Chronology AD43 - 410 <p style="text-align: center;">Chronology</p> <p>When was Rome founded and (supposedly) who by?</p> <p>How and when did Rome change from a Kingdom to a Republic?</p> <p>When did Julius Caesar first come to Britain?</p> <p>When did Claudius invade?</p> <p>When did Boudicca's rebellion occur?</p> <p>When was Hadrian's wall built?</p> <p>When did the legions leave Britannia?</p> <p style="text-align: center;">Cause & consequence</p> <p>What was British society like before the Romans first came to Britain?</p> |
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| | | <p>What are they made from? Is this the same as now, or different?</p> <p style="text-align: center;">Evidence</p> <p>What are the important clues you can see on this toy?</p> <p>How else could we find out about it?</p> <p style="text-align: center;">Significance</p> <p>What can we learn about how people lived in the past by looking at everyday objects like toys?</p> <p style="text-align: center;"><u>Middle Ages</u></p> <p style="text-align: center;">Need to Know:</p> <ul style="list-style-type: none"> • Date of Norman conquest • Reason for building castles • Aware of some "sources" e.g. Bayeux Tapestry, Domesday Book. • Purpose of castle building | <p style="text-align: center;">Cause & consequence</p> <p>Why did the Gunpowder plotters want to blow up Parliament? Why did they act in 1605?</p> <p>Why did Charles I declare war on his own parliament? Why was Charles I killed?</p> <p>How did Charles II manage to become king after Oliver Cromwell died?</p> <p>What caused the Great Plague, and how did it end?</p> <p>How did the Great Fire break out, and how did it end?</p> <p>Why was James II deposed, and why was his daughter Mary able to become Queen after him?</p> <p>Why did no more Stuarts become monarchs after Queen Anne?</p> <p style="text-align: center;">Change & continuity</p> <p>What was life like for Catholics under James I?</p> | <p>How did the pace of change alter during the Stone Age?</p> <p>Why did the pace of change alter?</p> <p>Where did innovative technologies come from?</p> <p>How did the adoption of farming create a stratified society? Why?</p> <p style="text-align: center;">Similarity & difference</p> <p>How did dwellings change during these periods?</p> <p>How did Mesolithic societies change from palaeolithic?</p> <p>What similarities were there between Neolithic and Bronze Age cultures in Britain? Why?</p> <p>How do settlement patterns change during this period?</p> <p style="text-align: center;">Evidence</p> <p>What evidence is there for what life was like during the Stone/Bronze/Iron Age?</p> | <p>How did the different tribes respond to the Roman invasion, and why?</p> <p>Why did the Romans establish settlements where they did?</p> <p>Why was the Roman road network built?</p> <p>What was the purpose of Hadrian's wall?</p> <p style="text-align: center;">Change & continuity</p> <p>Where did the Romans build towns, and what were they like?</p> <p>How did the Romans organise farming and industry in Britain?</p> <p>How did the location of the defences of Britannia change over time, and why?</p> <p>What does "Romanisation" mean, and what sort of society did it create?</p> |
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| | | <ul style="list-style-type: none"> • Name and purpose of some castle features • Why did castles stop being built? <p style="text-align: center;">Chronology</p> <p>When did the Norman Conquest happen?</p> <p>When were the “middle” ages, and why are they in the “middle”?</p> <p>When were the first castles built?</p> <p>When were the last castles built?</p> <p>What happened next?</p> <p style="text-align: center;">Cause & consequence</p> <p>What were castles built for? Why did the Normans build castles, but the Saxons hadn’t built them?</p> <p>Why were early castles built of earth and wood, but later ones out of stone?</p> <p>Why did castles stop being important?</p> | <p>Does this justify the Gunpowder plot?</p> <p>What was life like in England during the Civil War?</p> <p>How was life different under the Commonwealth? What was better about it and what was worse?</p> <p style="text-align: center;">Similarity & difference</p> <p>How did the Great Plague and the Great Fire change London?</p> <p>Who “ruled” England in 1603? Who “ruled” in 1715? Why had this changed?</p> <p style="text-align: center;">Evidence</p> <p>Why might Guy Fawkes’ account be untrue?</p> <p>How do we know so much about the Great Fire of London?</p> <p>How good is Samuel Pepys as a witness? Why?</p> <p style="text-align: center;">Significance</p> | <p>How can the evidence be interpreted?</p> <p>What gaps do we have in our knowledge, and why?</p> <p style="text-align: center;">Significance</p> <p>How did early societies affect the landscape of Great Britain?</p> <p>What continuities still exist from the early societies?</p> <p style="text-align: center;"><u>Ancient Egypt</u> Need to Know:</p> <ul style="list-style-type: none"> • Agrarian society typical of Fertile Crescent • Particular nature of Egyptian culture determined by Geography • Different sources of evidence from artefacts, ruins and writing • Dateable chronology with specific events <p style="text-align: center;">Chronology</p> | <p>How did religion in Britain change during the Roman period?</p> <p style="text-align: center;">Similarity & difference</p> <p>How had Britain changed by the end of the Roman period?</p> <p>How did the Romans treat different tribes and why?</p> <p style="text-align: center;">Evidence</p> <p>Why did Julius Caesar say he went to Britain, and do you think he was telling the truth?</p> <p>Why are our written sources so useful, and what problems do they have?</p> <p>What other sources of evidence are there for life in Roman Britain?</p> <p style="text-align: center;">Significance</p> <p>What have the Romans ever done for us?</p> <p>How did Roman occupation and settlement affect future British societies?</p> |
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| | | <p>Change & continuity How did castle designs change? Why?</p> <p>What were the “best” sort of castle? Why?</p> <p>Did the reason for building castles change? Why?</p> <p>Similarity & difference What differences can you see between different castles? Why do you think they are different?</p> <p>How was life different living in a castle to living in your home? Which would you rather live in? Why?</p> <p>Evidence How can we try to date castles based on what features we can see?</p> <p>Why are most castles ruins nowadays?</p> <p>Why do we not know more about life during the Middle Ages?</p> | <p>If we still have a monarchy, did the Civil War change anything in Britain?</p> <p>Is it good or bad that religion is less important in politics now? Why?</p> <p><u>WW2</u> Need to Know:</p> <ul style="list-style-type: none"> • Dates and Participants • Why Britain was a participant • Where and how Britain fought in the war • How life changed in Britain during the war • Britain before and after – what changed, what stayed the same <p>Chronology When did the war start?</p> <p>When did Britain first get involved in the fighting?</p> <p>When did the Battle of Britain take place?</p> <p>What happened between the Blitz and D-Day?</p> | <p>What events can we date in Egyptian history, and how can we date them?</p> <p>When and where do archaeologists think the ancient Egyptian civilisation began?</p> <p>How long did the different periods of Egyptian history last for?</p> <p>Cause & consequence Why was Egypt particularly suitable for early farming societies?</p> <p>How did the Nile shape Egyptian civilisation?</p> <p>Why were Pharaohs so powerful, and how did that manifest itself?</p> <p>How did the ancient Egyptian civilisation end?</p> <p>Change & continuity Why did Egyptian society change so little during the Pharaonic period?</p> | <p>How might Britain have been different if the Roman empire had endured?</p> <p><u>Dark Ages</u> Need to Know:</p> <ul style="list-style-type: none"> • Point of origin and context of end of Western Roman Empire • Push/Pull factors and impact on settlement patterns (subsistence farmers) • Why the period is known as the Dark Ages – look at evidence (or lack) • Stabilisation into Anglo-Saxon kingdoms <p>Chronology When did the Romans “leave”? Why?</p> <p>When and where did the first “Anglo Saxons” settle in Britain? How do we know?</p> <p>When did the “Dark Ages” begin?</p> |
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| | | <p>Significance How did England get changed by the Normans?</p> <p>Was the Norman Conquest really important for most people? Why?</p> | <p>When did the fighting end in Europe and in Asia?</p> <p>Cause & consequence Why did Germany start the war?</p> <p>Why did Britain declare war on Germany?</p> <p>Why was the “Battle of Britain” an air battle?</p> <p>Why were children evacuated?</p> <p>How did the Blitz change the way people lived?</p> <p>Why did the Allies attack France in 1944?</p> <p>How was Germany defeated?</p> <p>Change & continuity What was life like in the big cities during the Blitz?</p> <p>How was life different for evacuee children?</p> | <p>What other civilisations influenced the ancient Egyptian way of life?</p> <p>How did writing develop during the Pharaonic period, and why?</p> <p>How did the coming of the Iron Age turn Egypt into an aggressive empire?</p> <p>Similarity & difference How did Egypt change between Old, Middle and New Kingdoms?</p> <p>What beliefs did all ancient Egyptian kings have in common?</p> <p>How did Ahkenaten change Egyptian religion, and why did this not work?</p> <p>Which conventions remained unchanged, and which adapted? Why?</p> <p>Evidence</p> | <p>Cause & consequence How do we know that Britain was threatened by the Anglo-Saxons?</p> <p>Why did the Roman legions leave</p> <p>Why did the Anglo-Saxons start to settle in Britain?</p> <p>Why were they allowed to settle in Britain?</p> <p>Why is this period known as the “Dark Ages”?</p> <p>Change & continuity How did Britannia change when the legions left?</p> <p>What happened to the Roman towns and cities?</p> <p>Where did the Anglo-Saxon settlers live? How do we know?</p> <p>Similarity & difference</p> |
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| | | | <p>How was WW2 different from other wars in the past?</p> <p>How did the war change Britain and the Empire?</p> <p>Similarity & difference What was different about life for evacuee children?</p> <p>What was good and what was bad about life as an evacuee?</p> <p>How was life different in 1945 to how it is now? Why?</p> <p>Evidence What sources of evidence can we use to find out what happened in WW2?</p> <p>Why might some sources of evidence be more useful than others?</p> <p>How do photographs and film help us understand the war, and why might they be misleading sometimes?</p> <p>Significance</p> | <p>What range of evidence tells us about the the ancient Egyptian civilisation?</p> <p>Why was the Rosetta Stone such an important archaeological find?</p> <p>Why was writing such an important invention for the ancient Egyptians? What legacy did that leave?</p> <p>Why is Tutankhamun unique?</p> <p>What do we still not know about Ancient Egypt? How could we find out?</p> <p>Significance How did Egyptian culture shape other societies in the wider world?</p> <p>Why are people still so interested in Ancient Egypt?</p> | <p>What changed and what stayed the same? How do we know?</p> <p>How did settlement patterns change during the Dark Ages?</p> <p>What was early Anglo-Saxon writing like? Why?</p> <p>What was Anglo-Saxon religion like?</p> <p>Evidence How do we know about the Dark Ages without written records?</p> <p>What evidence is there for King Arthur?</p> <p>How do place names help us understand Anglo-Saxon society?</p> <p>What does the Sutton Hoo find tell us about King Raedwald?</p> <p>What does the Staffordshire Hoard tell us about life in Mercia in the Dark Ages?</p> |
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| | | | <p>How did WW2 change life in Britain?</p> <p>How did WW2 change the balance of power in the world?</p> <p>Was Britain right to go to war? Why?</p> <p>Did WW2 change Britain for the better, or the worse?</p> | | <p>Significance</p> <p>Why is England called England, and Wales called Wales?</p> <p>Should the "Dark Ages" have a different name? Why?</p> <p>What has survived from Anglo-Saxon society into the present day?</p> |
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