



Ranvilles Junior School – our History Pathway

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Excel

		The National Curriculum History aims						National Curriculum History subject content									
National Curriculum statement	<p>★ Ambitious Learners Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.</p>	H1:	H2:	H3:	H4:	H5:	H6:										
		<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p>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</p>	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	The settlement of Britain by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor.	A local History study.	Thematic study of chronological knowledge beyond 1066.	The achievements of the earliest civilisations.	Ancient Greece	A non-European society that contrasts with British History.	
Year 3	Autumn Context: Stone Age, Bronze Age and Iron Age Britain	✓	✓	✓		✓	✓	✓									
	Spring Context: The Roman Empire and its impact on Britain ★	✓	✓	✓	✓	✓	✓		✓								
	Summer Context: The Ancient Egyptians	✓	✓		✓	✓	✓						✓				
Year 4	Autumn Context: Changes in Social History: Children ★	✓	✓	✓		✓	✓						✓				
	Spring Context: Anglo-Saxon Invasion and Settlement	✓	✓	✓		✓	✓				✓						
	Summer Context: Anglo-Saxon and Viking Struggle for Britain	✓	✓	✓		✓	✓				✓	✓					
Year 5	Autumn Context: Ancient Greece ★	✓	✓	✓		✓	✓								✓		
	Spring Context: Tudor England & Monarchy	✓	✓		✓	✓	✓						✓				
	Summer Context: Mayan Civilisation	✓	✓	✓	✓	✓	✓										✓
Year 6	Autumn Context: Our Local Area	✓	✓				✓					✓					
	Spring Context: The Second World War ★	✓	✓	✓	✓	✓	✓						✓				
	Summer Context: Significant Historical Figures ★	✓	✓		✓	✓	✓						✓				



	Focus The contextual focus for the pupils' learning.	Purpose The importance of the topic in our curriculum.	Our SMSC 'Big Debate' Links <i>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</i> ★			
Year 3	Autumn Context: Stone Age, Bronze Age and Iron Age Britain	<i>In order to develop the children's knowledge and understanding of the British Isles and how they were settled, raided and traded, reflecting on the people who lived on our Isles in prehistoric times.</i>	Autumn 1: <i>Making a difference as an individual is more important than as a team.</i> Autumn 2: <i>Making a positive contribution in the world is your responsibility, not mine.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To recognise that prehistory was a long time ago and was the beginning of the history of mankind.	To use archaeological evidence to learn about prehistoric houses.	To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	To explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age.	To compare settlements in the Neolithic and Iron Age.
	Spring Context: The Roman Empire and its impact on Britain ★	<i>In order to develop the children's knowledge and understanding of the British Isles and how they were settled, raided and traded, reflecting on the invasion and subsequent rule of the Roman Empire and how the advanced civilisation has left a lasting legacy on our country today.</i>	Spring 1: <i>What we have achieved in this century is more significant than the past.</i> Spring 2: <i>What is more important, physical, social, emotional or mental well-being?</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To understand why the Romans invaded Britain.	To create a visual interpretation of Boudicca.	To understand how Roman soldiers were equipped for war.	To understand Roman army battle formations.	To make inferences about life in Roman times.	To identify the Roman legacy in Britain.
	Summer Context: The Ancient Egyptians	<i>In order to develop the children's knowledge and understanding of an ancient civilisation through learning about the beliefs, practices and customs of Ancient Egypt, before interpreting and evaluating what sources tell us.</i>	Summer 1: <i>Embracing diversity enhances understanding and appreciation of the world.</i> Summer 2: <i>I'm Ok – You're OK! Differences are good.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To know when and where the ancient Egyptians lived.	To explain the importance of the Egyptian gods and goddesses.	To evaluate the challenges of building an Egyptian pyramid.	To explain how and why the Egyptians mummified people.	To make inferences about Egyptian beliefs, using primary sources.	To evaluate significant ancient Egyptian beliefs.

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Year 4	Autumn Context: Changes in Social History: Children ★	<i>In order to develop the children's knowledge and understanding of the history of children over time, allowing them to compare and contrast with how the lives of children were different in the past.</i>	Autumn 1: Identity and self-worth are influenced more by change than by context and culture. Autumn 2: Being powerful is more important than being different.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To identify how children's lives have changed using a range of sources.	To understand why children worked in Tudor times and what working conditions were like.	To understand the types of jobs Victorian children had and their working conditions.	To understand how Lord Shaftesbury changed children's lives.	To understand how and why children's leisure time has changed.	To understand which diseases children caught and how they were treated.
	Spring Context: Anglo-Saxon Invasion and Settlement	<i>In order to develop the children's knowledge and understanding of the British Isles and how they were settled, raided and traded, contextually moving chronologically from the Roman Empire (Y3) to the Anglo-Saxons.</i>	Spring 1: Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online. Spring 2: We have the right to learn from our mistakes without being judged.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To understand why the Anglo-Saxons invaded Britain.	To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	To understand how Anglo-Saxons converted to Christianity.	To create an interpretation of Alfred the Great.	To understand how Anglo-Saxon rule ended.
	Summer Context: Anglo-Saxon and Viking Struggle for Britain	<i>In order to enhance the children's knowledge of the Anglo-Saxon period further through reflecting on the Vikings. Children will explore, interpret and evaluate sources to learn about Vikings in the British Isles.</i>	Summer 1: Our behaviour should always positively reflect how we value others. Summer 2: We are all responsible for our environment and natural world to ensure lives are impacted positively.			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To explain when and why the Vikings came to Britain.	To evaluate the validity of a source.	To explore the features of Viking longboats.	To examine why trading was important to the Vikings.	To extract and interpret information from many sources. Context: consequences of the struggle between Anglo-Saxons and Vikings	To extract and interpret information from many sources. Context: Viking life in Britain



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Year 5	Autumn Context: Ancient Greece ★	<i>In order to explore the British value of Democracy through its origins in Ancient Greece, before contextualising the children's knowledge as they learn about an inspirational ancient civilisation.</i>	Autumn 1 <i>Belonging - we should all be free to move between countries.</i> Autumn 2 <i>Being remembered for making a difference is more important than making a difference.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	
	To understand where and when the ancient Greeks lived.	To understand the importance of the Greek gods.	To identify similarities and differences between Athens and Sparta.	To understand how Athenian democracy worked.	To understand the importance of the ancient Greek philosophers.	To identify and explain the achievements of the ancient Greeks.
	Spring Context: Tudor England & Monarchy	<i>In order to explore the British value of monarchy through learning about two of the most famous monarchs of England, whilst giving children the opportunity to interpret and evaluate sources.</i>		Spring 1 <i>Making a difference to the world is critical for the future.</i> Spring 2 <i>The voice of a child is as important and valuable as that of an adult.</i>		
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	To use different types of evidence to interpret the character of Henry VIII.	To make deductions about Anne Boleyn from a range of primary and secondary sources.	To understand why Henry VIII had many wives.	To extract evidence from primary sources about the Royal Progresses of Elizabeth I.	To reconstruct a Royal Progress using a range of primary sources.	To make deductions about the people in Tudor England using inventories. [2 part lesson]
Summer Context: Mayan Civilisation	<i>In order to develop the children's knowledge and understanding of a non-European civilisation and compare this to Great Britain. Builds on the children's knowledge from our Y3 Egyptians unit.</i>		Summer 1 <i>Being financially safe is just as important as being emotionally safe.</i> Summer 2 <i>Learning together and from our mistakes leads to significant personal growth.</i>			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
To recognise when and where the ancient Maya lived.	To evaluate the challenges of settling in the rainforest.	To compare and contrast Anglo-Saxon and Maya houses.	To explain the importance of Maya gods and goddesses.	To design a map of a Maya city.	To evaluate the reasons for the decline of the Maya cities.	

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Year 6	Autumn Context: Our Local Area	<i>In order to develop children's knowledge and understanding of changes in social history, linked to children, housing and the local area. Links to our Y4 Changes in Social History unit.</i>	Autumn 1 <i>It is important that some personal information is in the public domain.</i> Autumn 2 <i>Change always has a positive impact.</i>				
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
	To use the census to make inferences about people from the past.	To use the census to investigate how the lives of people in the past changed.	To use primary sources to find out about the working conditions of children in factories.	To recreate the thoughts and feelings of Mary Bucktrout.	To reconstruct the lives of people in a household using the census.	To compare census returns and identify continuities and changes in a household.	
	Spring Context: The Second World War ★	<i>In order to develop the children's knowledge and understanding of a significant event within living memory with specific effects and consequences locally, including in the services.</i>		Spring 1 <i>It is possible to break the cycle of injustice.</i> Spring 2 <i>Together we can make our world more sustainable for everyone.</i>			
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
	To understand the causes of World War 2.	To understand how the Battle of Britain was won.	To make inferences about the Blitz using images.	To understand the emotions and experiences of children during the evacuation.	To evaluate the accuracy and reliability of sources.	To identify the impact of WW2 on women's lives.	To explain why migrants come to Britain.
Summer Context: Significant Historical Figures ★	<i>In order to prepare the children for the challenges of Key Stage 3, through developing their skills of inference, extracting information from sources and evaluating for significance.</i>		Summer 1 <i>Fair trade is fair.</i> Summer 2 <i>Every individual can leave a positive legacy.</i>				
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 6	
To explain the significance of people on banknotes.	To decide whether a person is historically significant.	To evaluate the significance of historical figures. Context: Ellen Wilkinson and Betty Boothroyd	To evaluate the significance of historical figures. Context: William Tuke or Mary Seacole	To evaluate the significance of historical figures. Context: Lily Parr and Betty Snowball	To evaluate the significance of historical figures.	To evaluate the significance of historical figures.	