Ranvilles Junior School – our History Pathway

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National Curriculum statement		The National Curriculum History aims						National Curriculum History subject content								
	★ 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'.*	**H1:** 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	**H2:** 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	**H3:** 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	**H4:** 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	**H5:** gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	**H6:** 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	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 fo 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: **The Ancient Mayans**	✓	✓	✓	✓		✓							✓		✓
Year 5	Autumn ★ Context: **Ancient Greece**	✓	✓		✓	✓	✓								✓	
	Spring Context: **The Vikings**	✓	✓	✓		✓	✓				✓					
	Summer Context: **Tudor England and the Monarchy**	✓	✓	✓		✓	✓						✓			
Year 6	Autumn Context: **The Census**	✓	✓				✓					✓				
	Spring ★ Context: **The Second World War**	✓	✓	✓	✓		✓					✓	✓			
	Summer ★ Context: **Signficant Historical Figures**	✓	✓	✓	✓		✓						✓			

The History Pathway – Year 3 and Year 4

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Year 3

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *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'.*	
Autumn Context: **Stone Age, Bronze Age and Iron Age Britain** **British History 1**		*In order to understand how people have shaped society through innovation, adaptation and cooperation, pupils explore how prehistoric communities responded to challenges, developed new technologies, established trade networks and created settlements, helping them recognise that many features of modern life have their roots in humanity's earliest achievements.*		Autumn 1: **Making a difference as an individual is more important than as a team.** Autumn 2: **Making a positive contribution in the world is your responsibility, not mine.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To recognise the chronology and significance of prehistory.	To use archaeological evidence to learn about prehistoric dwellings.	To use archaeological evidence to investigate the Bronze Age.	To use deductions 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 by exploring continuity and change.
Spring ★ Context: **The Roman Empire and its impact on Britain** **British History 2**		*In order to understand how invasion, leadership and cultural exchange have shaped modern Britain, pupils explore the Roman Empire's influence through its army, settlements and lasting legacy, learning how different people responded to change and how the decisions of powerful societies continue to affect the world around us today.*		Spring 1: **What we have achieved in this century is more significant than the past.** Spring 2: **What is more important, physical, social, emotional or mental well-being?**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To investigate life in Ancient Rome by looking at its buildings.	To explore the causes of the Roman invasion of Britain.	To investigate the different responses to the Roman invasion using a range of sources.	To explore how the Roman army was so successful, using a range of sources.	To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.	To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.
Summer Context: **The Ancient Egyptian Civilisation**		*In order to understand how beliefs, geography, communication and leadership shape civilisations, pupils investigate the achievements of Ancient Egypt through its use of the River Nile, writing system, religious beliefs and changing burial practices, learning how people make sense of their world and leave lasting legacies that continue to influence our understanding of human society today.*		Summer 1: **Embracing diversity enhances understanding and appreciation of the world.** Summer 2: **I'm Ok – You're OK! Differences are good.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To ask questions about sources from ancient civilisations.	To explain the importance of the River Nile to ancient Egyptian civilisation.	To explore the importance of ancient Egyptian hieroglyphics.	To explore the importance of gods and goddesses in ancient Egypt.	To investigate beliefs about the afterlife in Ancient Egypt.	To identify continuity and change in pharaoh burials across the Old, Middle and New Kingdoms.

Year 4

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *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'.*	
Autumn ★ Context: **Changes in Social History: Children**		*In order to understand how childhood, health, work and rights have changed over time, pupils investigate the lives of Tudor and Victorian children, exploring how society's attitudes, reforms and living conditions shaped young people's experiences and recognising how individuals can bring about positive change to improve the lives of others.*		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 the continuities and changes to children's lives using a range of sources.	To investigate why Tudor children worked and what working conditions were like.	To research and record the working conditions of Victorian children, using reports and images.	To evaluate Lord Shaftesbury's significance to children's lives.	To explore the changes in children's leisure time, using a range of sources.	To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.
Spring Context: **Anglo-Saxon Invasion and Settlement** **British History 3**		*In order to understand how migration, belief systems, leadership and cultural change shape a nation's identity, pupils investigate the Anglo-Saxon period through settlement, religion, invasion and historical sources, learning how different groups influenced Britain's development and how evidence can be used critically to evaluate the people and events that continue to shape our society today.*		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 evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	To identify change and continuity in Iron Age and Anglo-Saxon settlements.	To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	To identify how Christianity spread in Britain in the Anglo-Saxon period.	To explore bias by evaluating sources. Context: Alfred the Great	To evaluate how and why Anglo-Saxon rule ended.
Summer Context: **The Ancient Maya Civilisation**		*In order to understand how societies are shaped by their environment, beliefs, innovation and decision-making, pupils investigate the Ancient Maya civilisation through its relationship with the rainforest, religious practices, achievements, trade and eventual decline, learning how evidence is used to interpret the past and how different civilisations have contributed to our shared human story.*		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 understand how the rainforest influenced Maya life.	To make inferences about the ancient Maya from the remains of their cities.	To describe the role of gods in ancient Maya life.	To develop recording skills through exploration of ancient Maya inventions.	To understand the importance of cacao to the Ancient Maya.	To evalute historians' claims on the decline of ancient Maya cities.

The History Pathway – Year 5 and Year 6

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Year 5

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *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'.*	
Autumn Context: **Ancient Greece** ★		*In order to understand how ideas, government, culture and inquiry continue to shape the modern world, pupils investigate Ancient Greek society through its geography, beliefs, democracy and philosophy, learning how people's decisions, values and ways of thinking can leave lasting legacies that influence everyday life today.*		Autumn 1: **Belonging - we should all be free to move between countries.** Autumn 2: **Being remembered for making a difference is more important than making a difference.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explain how geography influenced life in Ancient Greece.	To investigate what Greek gods reveal about life in Ancient Greece.	To use secondary sources to compare life in Athens and Sparta.	To explain how Athenian democracy has influenced modern democracy.	To explain the significance and legacy of Ancient Greek philosophy.	To evaluate the legacies of the ancient Greek civilisation.
Spring Context: **The Vikings: raiders, traders or something else?** **British History 4**		*In order to understand how migration, trade, exploration and cultural exchange can transform societies, pupils investigate the Vikings through their journeys, beliefs, trade networks, stories, settlements and achievements, learning how evidence can challenge stereotypes and how the actions of different peoples have helped shape Britain and the wider world.*		Spring 1: **Making a difference to the world is critical for the future.** Spring 2: **The voice of a child is as important and valuable as that of an adult.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explain when and why the Vikings came to Britain.	To evaluate ideas about the Vikings using sources.	To understand the importance of Viking trade and trading routes.	To compare different versions of Viking sagas.	To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	To evaluate achievements of the Vikings.
Summer Context: **Tudor England and the Monarchy** **British History 5**		*In order to understand how power, leadership and belief can shape people's lives and influence society, pupils investigate Tudor England through the actions of Henry VIII, exploring monarchy, propaganda, punishment and everyday life, while learning how historians use evidence to build interpretations of the past and how the decisions of influential individuals can have lasting consequences.*		Summer 1: **Being financially safe is just as important as being emotionally safe.** Summer 2: **Learning together and from our mistakes leads to significant personal growth.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To interpret sources to understand more about the character of Henry VIII.	To explore why Henry VIII had many wives. Context: using secondary sources	To make deductions about power and punishment, using a range of sources.	To explore the use of propaganda by a Tudor monarch.	To make deductions about people in Tudor England using inventories.	To create an inventory for a person from the Tudor times.

Year 6

Focus The contextual focus for the pupils' learning.		**Purpose** The importance of the topic in our curriculum.		**Our SMSC 'Big Debate' Links** *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'.*	
Autumn Context: **What does the census tell us about our local area?**		*In order to understand how evidence can reveal the lives of ordinary people and drive social change, pupils investigate census records to explore work, family life, and local history, learning how data helps us explore communities past and present, while developing the enquiry skills needed to make informed decisions about the world around them.*		Autumn 1: **It is important that some personal information is in the public domain.** Autumn 2: **Change always has a positive impact.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explore the purpose and creation of a census.	To create questions about Victorian children using a range of sources.	To explore jobs available in the past using the census.	To make inferences about women's lives in the 1900s using the census.	To investigate how the census changed by following the life of Evelyn Dove.	To conduct an enquiry about my local area using the census.
Spring Context: **The Second World War** ★		*In order to understand how conflict, resilience and social change shape the world we live in today, pupils investigate the causes and consequences of World War 2 through the experiences of pilots, civilians, evacuees, women and post-war migrants, learning how ordinary people responded to extraordinary challenges and how their actions helped create the diverse society and freedoms enjoyed in Britain today.*		Spring 1: **It is possible to break the cycle of injustice.** Spring 2: **Together we can make our world more sustainable for everyone.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To identify the causes of World War 2 using a timeline.	To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.	To make inferences about the Blitz using photographs.	To investigate evacuation experiences using oral and printed records.	To investigate the impact of World War 2 on women's lives using visual and written sources.	To explore the lives of migrants after World War 2 through podcasts, posters and photographs.
Summer Context: **Signficant Historical Figures** ★		*In order to understand how individuals can shape society and leave lasting legacies, pupils investigate the significance of monarchs, reformers, healthcare pioneers, politicians and sporting figures, learning how historians assess impact and importance while recognising how courage, leadership and achievement can inspire positive change in their own communities and beyond.*		Summer 1: **Fair trade is fair.** Summer 2: **Every individual can leave a positive legacy.**	
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**
To explain the significance of people on banknotes.	To explore what makes a monarch historically significant.	To evaluate the significance of historical figures. Context: Ellen Wilkinson and Betty Boothroyd	To evaluate the significance of historical figures. Context: Mary Seacole	To evaluate the significance of historical figures. Context: Lily Parr and Betty Snowball	To evaluate the significance of different historical figures by applying criteria.