



Ashdene Primary School –History Curriculum

Purpose of Study	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement . History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.				
Aims	<ul style="list-style-type: none"> To 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 To 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 To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' To 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 To 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 To 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. 				
Curriculum Design	The Ashdene History Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The Ashdene History Curriculum has been designed accounting for chronology. In EYFS, children begin by learning about events in their own memory. Children in KS1 then go on to learn about events in the most recent time periods in history. When children move into KS2, they start by learning about the events set out in the National curriculum that happened the longest time ago and then cover these in chronological order from Y3-Y6. The topics chosen for each year group give children the opportunity to learn about events that happened at similar times in history but in different parts of the world. The curriculum has key themes that run throughout, these include: invasion, settlements, change, empire and the royals.				
Personal development links					
	RESPECT	SMSC	Rights respecting	British Values	Jigsaw
					
					Trips and visits



Topic Overview by Year Group

	HT1	HT2	HT3	HT4	HT5	HT6
Reception	All about me (chronological life cycle)	Celebrations (Guy Fawkes)	Transport (past and present transport)		Discovering UK Wilmslow over time Queen	Explorers Lives of significant explorers Christopher Columbus (People and communities)
Year 1	Lives of significant individuals- Lowry		Queen Victoria (Short study)		Lives of significant individuals Rosa Parks	
Year 2	Events beyond living memory- The Great Fire of London		Gun powder plot and parliament (Short Study)		Historical events and places within their own locality- Quarry Bank Mill	
Year 3	Changes in Britain from Stone age- Iron age		Overview study of Ancient Civilisations (Short study)		Achievements of the earliest civilizations- Ancient Egypt	
Year 4	Changes in Britain from Stone age- Iron age		The Lindow Man (Short study)		Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history.	
Year 5	Britain's settlement by Anglo Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study)		A non- European society that contrasts with British history- Mayans	
Year 6	Local history study – Victorians/ Styal Mill/ Industrial Revolution					



Types of Knowledge

	Chronological understanding and ordering of events, people and objects.
	Cause and consequence-where one event is the cause of another
	Continuity and change-not all things change overtime, some things last across long periods of history.
	Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.
	Significance-caused an important change.
	Interpretations- understand how historians and others form opinions about events, people and situations.
	Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.
	Substantive knowledge

Year 2

Year 2 HT1 - Events Beyond Living Memory (The Great Fire of London)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Revisit of prior knowledge		Children label the images of jobs from 1666.	Children label a Tudor house.	Children write down the key facts from the Great Fire of London. (knowledge)	Children explain what evidence means.	Children mind map the reasons the fire became so great.
Lesson sequence	Introduce the children to the time period of 1666. What was life like in London at that time? Explore the houses, jobs and city. Use a timeline to add on Lowry, Florence Nightingale.	Introduce the children to the time period of 1666. What was life like in London at that time? Explore the houses, jobs and city. Use a timeline to add on Lowry, Florence Nightingale. Compare to Manchester artwork from Lowry. -What is the same? -What is different? -Were people's lives different?	Children look at sources from the time- paintings of the people. What do they show? What were people thinking/feeling? Learn about the Great Fire and the events of it.	Children find out about Samuel Pepys. Who was he and why is he important? Understand that his diary informs us of events that happened.	Explore why the fire happened and if it could have been stopped.	Changes to life today because of the fire. What impact does it have on our lives?
Knowledge						
	Substantive knowledge		Disciplinary Knowledge			
	Personal Development		Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations.		How the children will develop this knowledge.	



1	  <p>An event happened in 1666.</p> <p>London in 1666 was dirty and crowded.</p> <p>Houses were built mainly of wood, and streets were narrow alleyways which were filled with rubbish, animals and market stalls.</p> <p>There wasn't any way to wash up properly as the river was dirty too, yet people still bathed and washed their clothes there – so, it was easy for people get sick.</p> <p>People had different jobs in 1666-</p> <p>Rat catcher, chimney sweep, Chandler, baker, carpenter, blacksmith, spinster and maids.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>We can tell a time period by looking at evidence from that period.</u></p>   	<p>Understand when 1666 was by adding it to a timeline.</p> <p>The children add events and people they have previously looked at- Industrial revolution, Florence Nightingale, Lowry.</p> <p>Look at the information of what the streets were like in 1666.</p> <p>Use and look at paintings of the street to know that-</p> <p>People were on the street.</p> <p>There were markets.</p> <p>It would have been loud and busy.</p> <p>People hung their clothes out of windows to dry.</p> <p>People didn't care about the mess.</p> <p>The dirty streets made people unwell.</p> <p>Children look at sources to find out about the different jobs people had in 1666.</p> <p>The children know-</p> <p>Rat catcher, chimney sweep, Chandler, baker, carpenter, blacksmith, spinster and maids.</p>
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				Answer a simple questions on how life was different in 1666.
2	 <p>The houses in 1666 were called Tudor houses.</p> <p>They were made from wood, they were close together, they had thatched roofs, and they were wider at the top.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p>  	<p>Look at images of a Tudor house and the streets on London.</p> <p>The houses were made out of wood. They were close together. They were wider at the top and not straight. The streets were narrow.</p> <p>The children will compare house to a Tudor house. Look at what is similar and what is different. Compare what they are made out of, the space they have. Children will compare things from their life to 1666.</p> <p>Quill and ink, mangle, carrier pigeon, fire, a coal oven and horse and carriage. These have been replaced with pens, tumble dryer, phones, heating, an oven and a car/bus.</p>	












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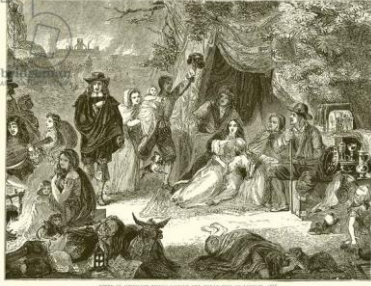


<p>3</p> 	<p>The Great Fire of London happened in 1666. It happened in London. It burnt for 5 days starting on Sunday 2nd September to Thursday 6th September. It started in a bakery on Pudding Lane. The owner of the bakery was called Thomas Farriner. People tried to escape on the River Thames.</p>	<p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Significance-caused an important change.</p> <div data-bbox="801 766 1422 893">     </div>	<p>Children look at paintings from 1666. The children will write historical questions using the images and write down the key points of evidence these paintings tell us about the event. They discuss what they can see-</p> <p>The people are on boats with their belongings. There are lots of people on one boat. There is a big fire. There is lots of smoke. The people have different belongings. Order the events of the fire from Sunday to Thursday.</p> <p>Explain and discuss how the people were feeling from the paintings.</p> <div data-bbox="1489 845 2150 1356">     </div>
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<p>4</p> 	<p>Samuel Pepys wrote a diary during the fire.</p> <p>A primary source is evidence from the event.</p> <p>He wrote what he saw and did.</p> <p>He was the reason we know what happened in 1666.</p>	<p>Chronological understanding and ordering of events, people and objects.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person</p> <p><u>Evidence is used to find out what has happened in the past.</u></p> 	<p>The children will learn about a man named Samuel Pepys wrote about the days. They will find out about him and why he is an important historical figure. The children will find out that he write a diary during the Great Fire of London and is a primary source from the event. From his diary, we know that he was woken by his maid Jane. He thought the fire was far away so went back to bed. He looked out again and saw people running. He hid cheese and wine in his garden. Samuel went to the King and told him the fire was getting out of hand. Samuel Pepys's descriptions helped historians understand the events of the fire. The children will look at sections of his diary and what they explain, pulling out key facts we know about the event directly from Samuel's diary extracts.</p>
<p>5</p> 	<p>The fire spread because it was a hot, dry summer.</p> <p>The houses were made out of wood and wood burns easily.</p> <p>The houses were on narrow streets so the fire could spread to other houses.</p> <p>There were lots of flammable materials around.</p> <p>It hadn't rained.</p>	<p>Cause and consequence-where one event is the cause of another.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Significance-caused an important change.</p> 	<p>The children will look at and explore the reasons the fire became so great. The children will build on their knowledge that fire was used in all houses and buildings because they didn't have electricity or cookers etc. The children will be shown the key reasons the fire became so big and explore what impact they will have had on the fire. The children will then order the events using a diamond 9 based on which is the most important factor and why. The children will explain their choices with evidence. The fire spread because it was a hot, dry summer. The children will be shown the following factors- The houses were made out of wood and wood burns easily, the houses were on narrow streets so the fire could spread to other houses, there were lots of flammable materials around, it hadn't rained.</p>



<div>6</div>	<div></div>	<p>The fire destroyed 13,000 houses.</p> <p>It burnt down St Paul's Cathedral.</p> <p>Christopher Wrenn rebuilt St Paul's Cathedral.</p> <p>London formed the first fire fighters.</p> <p>House insurance was brought in.</p> <p>They invented fire engines.</p> <p>They built a new city with brick houses and more space between them.</p>	<p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Cause and consequence-where one event is the cause of another.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Significance-caused an important change.</p> <p><u>Our lives are impacted by things that have happened in history.</u></p> <div></div>	<p>The children will look at and explore the aftermath of the fire. They will be shown the impact of the fire on London and that 13000 houses were burnt down along with St Paul's Cathedral. The children will look at a painting of the 'Highgate Fields' which shows the people who had left London and escaped camping in a field with their belongings. The children will ask historical questions about the painting then statements about what the source shows. The children will explore the impact of the great fire on London and our lives today. They will look at the changes that happened after the fire and why they were put into place.</p> <p>Houses changed because they became safer. They were made from brick with more space, They introduced the first insurance to help people pay if their house was damaged. Only people with insurance were helped by the first fire brigade. They built fire engines and used them instead of leather buckets. Insurance to help people pay. Fire fighters to help put out the fire. Fire engine- quicker than a bucket. Brick houses don't burn so quickly. Tiled roofs instead of thatched.</p> <div></div>
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