



# The Ribblesdale Federation of Schools

## Curriculum Handbook

(Updated for 2023 -2024 Curriculum)



### Long Term Plan – Cycles of Units of Study

Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
<b>Reception and Year 1</b>	<b>History</b>	Toys  <i>Changes within living memory</i>	How Am I Making History?			Monarchs – Famous Queens  <i>The lives of significant individuals</i>			Great Fire of London  <i>Events beyond living memory</i>	Famous Explorers?  <i>The lives of significant individuals</i>		Travel and transport  <i>Significant historical event in own locality – building of railway</i>	
<b>Year 2 and 3</b>	<b>History</b>		How was school different in the past?		Would you prefer to live in the Stone Age, Bronze Age or Iron Age?  ...		What is a Monarch?  <i>A study of an aspect in British History</i>		Explorers ?  <i>The lives of significant individuals</i>		Romans  <i>The Roman Empire and its impact on Britain</i>		Skipton Castle  <i>Local study</i>
	<b>History</b>	Atlantic Slave Trade  <i>A study of an aspect in British History beyond 1066</i>		Early Islamic Civilization  <i>Non-European Society</i>		Ancient Greece		Anglo Saxons and Scots		Vikings and Anglo Saxons		The impact of the railway  <i>Local study</i>	

Year 4, 5 and 6		Year C Stone Age to Iron Age		Year C Early civilisations Overview		Year C Ancient Egypt								

# History

## Intent

In our Federation of Schools, we intend:

- to instil a love of history in our children
- to inspire our children’s curiosity to know more about the past in their locality and beyond
- to promote an understanding of the way people lived in the past including their values, beliefs and attitudes and how this compares with our own
- to help our children to become aware of what is involved in understanding and interpreting the past – to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment
- to establish each child’s awareness of the passing of time, acquiring a knowledge of chronology.
- to develop questioning skills, empathy and an understanding of why people acted the way they did, why events happened and what happened as a result
- to develop each child’s understanding of historical vocabulary

## Pupils with SEND

To support pupils with SEND to access a full history curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary, including vocabulary relating to the passing of time; use of visual aids and historical artefacts which can be explored practically; scaffolding resources, such as writing frames and timelines; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; task breakdown plans; use of vocabulary mats, and; targeted questioning.

## Implementation

- We implement a curriculum that is progressive throughout the whole school/Federation.
- History is taught as part of a termly or half termly topic.
- Planning for History is a process in which all teachers are involved, to ensure that the school gives full coverage of the objects set out in The National Curriculum and the Early Learning Goals for 'Understanding the World' in EYFS.
- History teaching in our federation involves adapting and extending the curriculum to match all pupils' needs. Where possible, History is linked to class topics.
- Due to mixed age classes within our schools, History units are taught on a 2, or 3 year rolling programme. This ensures skill progression between year groups and ensures content coverage, working on the notion of end points in learning.
- Teachers use the federation's History Progression and Sequencing document to ensure progression is planned in for each year group within the mixed aged classes.
- History teaching focuses on enabling children to use evidence to draw conclusions about the past. Educational visits and visitors are another opportunity for the teachers to plan for additional history learning.
- Children's history learning starts with the history that is closest to them before examining history further back in time.
- More in-depth studies allow children to develop their understanding of the parts of history beyond the living memory from The Great Fire of London in KS1 to Ancient Greeks and Romans in KS2.
- Progression in using sources of evidence is incorporated into the units, with theme-based visits where possible, seeing artefacts first-hand.
- Key historical vocabulary is mapped and used within the planning; allowing children to build a rich bank of language.
- History topics are organised so that maximum links can be made with other subjects, predominantly, but not exclusively with reading, writing, art, music and geography.
- Time-lines are permanently displayed in each KS2 classroom to develop the children's understanding of chronology.
- Topics are made vibrant by the provision of good quality information books, museum loans and visits or visitors.

## Impact

- Children will be able to talk enthusiastically about their work in history.
- History books will reflect the range of activities covered in each topic.
- The children's understanding of the complex nature of history (chronology, finding and interpreting evidence, arguing a point of view etc.) will develop as the children move through school.
- Standards in history will be good and will match standards in other subjects such as English.
- SLT are kept informed through feedback, subject reports and annual history action plans.

# Year A - Toys

## **In EYFS we...**

- Begin to make sense of our own life stories and our families' histories (Nursery)
- Comment on images and objects of familiar situations in the past.
- Discuss events within our own family. (Can describe toys that they played with when they were younger)
- Understand that the past is the time before now.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.**

## **In Year 1 we...**

### Knowledge

- know that some toys were different in the past to how they are today
- know that some of the toys that my parents and grandparents played with are different from the toys we play with today

### Chronology

- can identify toys that are old and toys that are new.
- can order the decades (from 1950s to 2020s)

### Historical Enquiry

- describe features of different toys
- can compare old and new
- ask and answer questions
- identify different sources we can use to find out about the past

### Communication

- Explain how we can find out about toys from the past
- Use words and phrases relating to the passing of time

## **Suggested enrichment ideas**

Class toy museum  
 Visit by parents or grandparents to talk about the toys they played with – bring old toys if possible  
 Museum loan box

# Year A – How Am I Making History?

## In EYFS we...

- begin to make sense of our own life stories and our families' histories (Nursery- Recall experiences linked to Bonfire night)
- comment on images of familiar situations in the past
- compare and contrast characters from stories including figures from the past

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.**

## In Year 1 we...

### Knowledge

- To know some similarities and differences between the past and their own lives..
- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened.

### Chronology

- Place events on a simple timeline.
- Being aware that some things have changed and some have stayed the same in their own lives.
- Describe simple changes and ideas/objects that remain the same.
- Understanding that some things change while other items remain the same and some are new.

### Historical Enquiry

- To use simple texts and images to find out about the past
- To use knowledge of the past to guess how people at the time might have felt

### Communication

- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as – old, new, long time ago.
- Asking how and why questions based on stories, events and people.

## Suggested enrichment ideas

# Year A - Monarchs

## Prior Learning

### **In EYFS we...**

- Begin to make sense of our own life stories and our families' histories (Nursery)
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.**

### **In Year 1 we...**

#### Knowledge

- know basic facts about Elizabeth I, Queen Victoria and Elizabeth II such as when they lived, where they lived and who they married
- know that traditionally the throne passed from father to son
- know some of the features of life during the Tudor period
- know some of the changes that took place under the rule of Queen Victoria
- compare aspects of British life in the Tudor, Victorian and modern periods

#### Chronology

- identify when Queen Elizabeth I, Queen Victoria and Queen Elizabeth II lived on a time line
- match dates a monarch reigned to the correct queen
- order dated events on a timeline

#### Historical Enquiry

- use photographs and other historical sources to help us find out about life in different periods
- use pictures to ask and answer questions about time period
- match pictures to their correct time period

#### Communication

- talk about how we know about the lives of some significant people in history, such as Elizabeth I, Queen Victoria and Elizabeth II and use historical facts to support their opinion about them
- talk and write about the information we have found out about the significant monarchs studied in this unit
- show what we know and understand about the past in different ways (Speaking, role-playing, drawing, writing)

## **Suggested enrichment ideas**

## Year A – How was school different in the past?

### In Year 2 we...

#### Knowledge

To know a decade is ten years.

To know that beyond living memory is more than 100 years ago.

To know that daily life has changed over time but that there are some similarities to life today.

To know that changes may come about because of improvements in technology.

To know that there are explanations for similarities and differences between children's lives now and in the past.

To know that we can find out about how places have changed by looking at maps.

To know that historians use evidence from sources to find out more about the past.

#### Chronology

- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.

#### Historical Enquiry

Making comparisons with their own lives.

Using artefacts, photographs and visits to museums to ask and answer questions about the past.

Making simple observations about a source or artefact.

Using sources to show an understanding of historical concepts

#### Communication

### In Year 3 we...

#### Knowledge

To know a decade is ten years.

To know that beyond living memory is more than 100 years ago.

To know that daily life has changed over time but that there are some similarities to life today.

To know that changes may come about because of improvements in technology.

To know that there are explanations for similarities and differences between children's lives now and in the past.

To know that we can find out about how places have changed by looking at maps.

To know that historians use evidence from sources to find out more about the past.

#### Chronology

- Correctly order and date four photographs on a timeline and add some dates.
- Ask one question about schools in the past.

#### Historical Enquiry

Making comparisons with their own lives.

Using artefacts, photographs and visits to museums to ask and answer questions about the past.

Making simple observations about a source or artefact.

Using sources to show an understanding of historical concepts

#### Communication



Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

**Suggested enrichment ideas**

## Year A – Would you prefer to live in the Stone Age Bronze Age or Iron Age?

In Year 2 we...	In Year 3 we...
<p><u>Knowledge</u></p> <p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.            To know that BC means before Christ and is used to show years before the year 0.            To know that AD means Anno Domini and can be used to show years from the year 1AD.            To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.            To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</p> <p><u>Chronology</u></p> <p>Place the time studied on a timeline.            Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• know about some sources and how they can be used to find out about schools in the past (e.g. photographs, log books, personal memories)</li> <li>• ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>• use different sources to draw conclusions about school life 100 years ago or beyond living memory</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• use appropriate vocabulary and terminology associated with schooling</li> <li>• pose questions to find out about schools in the past</li> <li>• use relevant terminology relating to generations within and beyond living memory</li> </ul>	<p><u>Knowledge</u></p> <p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.            To know that BC means before Christ and is used to show years before the year 0.            To know that AD means Anno Domini and can be used to show years from the year 1AD.            To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.            To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</p> <p><u>Chronology</u></p> <p>Place the time studied on a timeline.            Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient            Identify important similarities and differences about schools across three different time</p> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>• use sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>• identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• use appropriate vocabulary and terminology associated with schooling</li> <li>• pose questions to find out about schools in the past</li> <li>• use relevant terminology relating to generations within and beyond living memory</li> </ul>
<b><u>Suggested enrichment ideas</u></b>	

## Year A – What is a Monarch?

In Year 2 we...	In Year 3 we...
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<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country</li> <li>begin to understand the importance of an heir to the throne through comparing different generations of monarchy</li> <li>begin to see why these six monarchs have been identified as being significant to understanding events in British history</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>recognising the distinction between past and present</li> <li>place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)</li> <li>identify some similarities and differences between ways of life in different periods</li> <li>know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...)</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>raise questions for King Charles III in order to understand life as a modern monarch</li> <li>ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources</li> <li>identify some of the basic ways the past can be represented</li> <li>to begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Understand and use simple historical concepts such as now/then and same/different</li> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing)</li> <li>Understand historical concepts and use them to make simple connections and draw contrasts</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country</li> <li>understand the importance of an heir to the throne through comparing different generations of monarchy</li> <li>see why these six monarchs have been identified as being significant to understanding events in British history</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...)</li> <li>making some links between and across periods, such as the differences between clothes, food, buildings or transport (relating particularly to the monarchy)</li> <li>identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</li> <li>raise questions for King Charles III in order to understand life as a modern monarch</li> <li>understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past</li> <li>use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>use specialist terms like monarchy, dynasty and vocabulary linked to chronology</li> <li>produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b></p>	

## Year A – The Atlantic Slave Trade

In Year 4 we...

In Year 5 and 6 we...

### Knowledge

- explain the difference between being a servant and being a slave
- understand that slavery has been existence in many historical periods
- know that the slave trade was triangular – Britain, West Africa, The Americas – and that each area had something to gain, though not equally
- describe aspects of a slave’s journey from Africa to the Americas, including coffles, factories, the Middle Passage and slave markets/auctions
- describe some of the expectations and experiences in the life of enslaved people
- explain the reasons that some people wanted to end slavery and that slave trade was abolished
- explain the significance of Harriet Tubman
- understand that slavery still exists, even though it is illegal
- are aware that people still debate issues around slavery

### Chronology

- use specialist dates and terms, and place topics studied into different periods
- identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

### Historical Enquiry

- understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance

### Communication

- construct informed responses that involve thoughtful selection and organisation of relevant historical information

### Knowledge

- explain the difference between being a servant and being a slave.
- understand that slavery has been existence in many historical periods
- know that the slave trade was triangular – Britain, West Africa, The Americas – and that each area had something to gain, though not equally
- describe aspects of a slave’s journey from Africa to the Americas, including coffles, factories, the Middle Passage and slave markets/auctions
- describe some of the expectations and experiences in the life of enslaved people
- explain the reasons that some people wanted to end slavery and that slave trade was abolished
- explain the significance of Harriet Tubman
- understand that slavery still exists, even though it is illegal
- know that people still debate issues around slavery

### Chronology

- use appropriate vocabulary when describing the passing of time and historical concepts
- analyse connections, trends and contrasts over time

### Historical Enquiry

- understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed
- use sources as a basis for research from which they will begin to use information as evidence to test hypotheses

### Communication

- produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

### **Suggested enrichment ideas:**

Visit to Lancaster Maritime Museum to look at Lancaster’s involvement in the slave trade

# Year A Early Islamic Civilisation

## In Year 4 we...

### Knowledge

- know that the Islamic civilisation began with the prophet Muhammed and was ruled by a series of caliphs after his death
- explain that the civilisation expanded to become an empire
- understand that Baghdad was a great city where important developments took place in mathematics and science
- know that Baghdad was a circular city with palaces, mosques, gardens, parks, and a hospital.
- explain that the House of Wisdom contained libraries which preserved knowledge from ancient Greek and Roman times that would otherwise have been lost.
- know that this Golden Age of Islam left a legacy of things we use today including algebra, Arabic numerals, mechanical clocks
- describe some factors that led to the decline of the Islamic empire, including the siege of Baghdad

### Chronology

- make some links between and across periods, such as the differences between clothes, food, buildings or transport.
- identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

### Historical Enquiry

- understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

### Communication

- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- use specialist terms and vocabulary linked to chronology

## In Year 5 and 6 we...

### Knowledge

- know that the Islamic civilisation began with the prophet Muhammed and was ruled by a series of caliphs after his death
- explain that the civilisation expanded to become an empire
- understand that Baghdad was a great city where important developments took place in mathematics and science
- know that Baghdad was a circular city with palaces, mosques, gardens, parks, and a hospital.
- explain that the House of contained libraries which preserved knowledge from ancient Greek and Roman times that would otherwise have been lost.
- know that this Golden Age of Islam left a legacy of things we use today including algebra, Arabic numerals, mechanical clocks
- describe a range of factors that led to the decline of the Islamic empire, including the siege of Baghdad

### Chronology

- sequencing events and periods through the use of appropriate terms relating to the passing of time
- analyse connections, trends and contrasts over time

### Historical Enquiry

- use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries
- begin to recognise why some events, people and changes might be judged as more historically significant than others

### Communication

- produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

## Suggested enrichment ideas:

# Year A - Ancient Greece

## In Year 4 we...

### Knowledge

- know that Ancient Greece was made up of city states, such as Athens, Corinth and Sparta; that they often fought each other but also fought together to defend themselves from other threats
- know that towards the end of the period, Ancient Greece became an empire, that Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it
- know that many objects produced in Ancient Greece were made by enslaved people
- explain that the Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.
- know that Ancient Athens is where democracy began
- know that The Olympics were first held in Ancient Greece and that the idea for the marathon also originates from this time
- describe how the Ancient Greeks worshipped many gods and goddesses and that festivals and ceremonies were held to please them
- retell some myths that originate from this time

### Chronology

- use specialist dates and terms
- make *some* links between and across periods, such as the differences between clothes, food, buildings or transport

### Historical Enquiry

- understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past
- use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance
- understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this

### Communication

- produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

## In Year 5 and 6 we...

### Knowledge

- know that Ancient Greece was made up of city states, such as Athens, Corinth and Sparta; that they often fought each other but also fought together to defend themselves from other threats.
- know that towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.
- know that many objects produced in Ancient Greece were made by enslaved people.
- explain that the Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.
- know that Ancient Athens is where democracy began.
- know that The Olympics were first held in Ancient Greece and that the idea for the marathon also originates from this time.
- describe how the Ancient Greeks worshipped many gods and goddesses. And that festivals and ceremonies were held to please them.
- know that there are lots of myths that originate from this time, including the Trojan War, and retell some of them

### Chronology

- sequence events and periods through the use of appropriate terms relating to the passing of time
- identify when the Ancient Greek people lived and how this period fits into a chronological framework by noting connections, trends and contrasts over time
- use appropriate vocabulary when describing the passing of time and historical concepts

### Historical Enquiry

- understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed
- use sources as a basis for research from which they will begin to use information as evidence to test hypotheses
- understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this

### Communication

- produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence

## **Suggested enrichment ideas:**

