
HISTORY



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

HISTORY INTENT



At Portswood Primary School we encourage children to develop a passion for learning about the past, use inquiry skills to question evidence and gain a chronological understanding of different historical eras.

History learning is **creative** and **engaging**. The children are **hooked** into learning through **excitement** and **curiosity**. Across the school, **real life contexts** are used to underpin the **skills** and **knowledge** children need to be a **successful** historian.

Our **aims** for history, reflect the **aims** of the **National Curriculum**. The curriculum should:

- **Inspire** pupils' **curiosity** to know more about the **past**.
- History helps pupils to **know** and **understand significant** aspects of the history of the **wider world**.

We **embed** the teaching of history using a **cross-curricular** approach. This **enriches** the wider curriculum that children access.

At PPS **local studies** are used to teach children about their '**own backyard**' which develops children's understanding of history in their **local area**. Through teaching a variety of **historic events** and **significant historical figures** children learn about the world around them and how it has **impacted** their life.

Expert teachers create **engaging** and **inspiring** lessons that are **memorable** for the children whilst also **equipping** them with skills and **knowledge** as they become **lifelong learners**.

HISTORY IMPLEMENTATION



These are key elements of the study of history that all children will experience.

KS1

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals
- Significant historical events, people and places in their own locality

KS2

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that provides contrasts with British history

HISTORY IMPLEMENTATION



Whole school provision for History – KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3			Ancient Greece A study of Greek life and achievements and their influence on the western world.			Southampton A local history study
Year 4	Invaders and Settlers <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Vikings and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor 					
Year 5	Egyptians The achievements of the earliest civilizations				Mayan Civilization A non-European society that provides contrasts with British history	
Year 6		Victorian Era A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				Stone to Iron Age Changes in Britain from the Stone Age to the Iron Age

HISTORY

Key Stage 1 - IMPLEMENTATION



Key Element – Changes within living memory



Year 1: Then and Now

1. Identify similarities and difference between new and old toys.
Able to sort toys into new and old categories.
2. Understanding the language past and present
3. Compare a Victorian school to a modern school

HISTORY IMPLEMENTATION



Key Element

events beyond living memory that are significant nationally or globally

YEAR 2 Great Fire of London

1. To understand the cause of the fire and impact it had on the City of London.
2. To make direct comparisons including firefighting now and then, how the buildings changed and London before and after the fire.
3. Order and sequence the events of the Great Fire of London.

Key Element

The lives of significant individuals



YEAR 2 Florence Nightingale

1. To understand the impact Florence Nightingale has had on modern hospitals.
2. Children to be able to chronologically sequence the events of her life.
3. Describe life in the war as a soldier in camps, on the battlefields and the in the hospital (Scutari Hospital where FN worked).

HISTORY IMPLEMENTATION



Key Element

Significant historical events, people and places in their own locality

Year 1 Titanic

1. Knowledge of the journey of the Titanic voyage including chronological events of the route of the Titanic.
2. Understand the importance of the link between the Southampton and the Titanic.
3. Comparison between Titanic and the Oceana (Past and present ships) and identify the similarities and difference between the ship, classes and activities.



Year 2: Castles

1. Identify similarities and differences between castles.
2. Know why castles were built, why they were used and who they were used by (discussion position of peasants, lords, knights and religious leaders)
3. Children to know people live differently a long time ago.

HISTORY

IMPLEMENTATION



Key Element

The Roman Empire and its impact on Britain



Year 4 - Invaders and Settlers

1. Develop a chronological understanding of the past and place the period of the Roman Empire accordingly.
2. To develop knowledge of Roman life such as entertainment, armies, weapons, armour and food.
3. To understand the British resistance of the Roman invasion such as Boudica.

Key Element

Britain's settlement by Anglo-Saxons and Scots

Year 4 - Invaders and Settlers

1. To be able to sequence events in medieval history.
2. To understand the difference between ancient, medieval and modern history.
3. To understand what village life was like in Anglo-Saxon times including art and culture.

Key Element

The Viking and Anglo-Saxon struggle for the Kingdom of England

Year 4 Invaders and Settlers

1. To be able to sequence events in medieval history.
2. To understand the term invasion and identify reasons why the Vikings and Saxons invaded Britain (why the Romans invaded and left).
3. Children can compare the how the Roman and Viking invasions were similar and different.

HISTORY IMPLEMENTATION



Key Element –A local history study



Year 3 Maritime History in Southampton

1. To be able to discuss events in Southampton's past.
2. Chronologically order the history of maritime Southampton.
3. Evaluating the importance of each event and the impact it had on Southampton.

Key Element

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



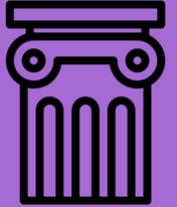
Year 6 Victorian Life

1. To explain the range of jobs carried out by children in Victorian Britain.
2. To know about significant historical figures.
3. Children to understand why the Victorian period was significant.

HISTORY IMPLEMENTATION



Key Element –The achievements of the earliest civilizations



Year 3 The Ancient Greeks

1. Understand the differences between Sparta and Athens e.g. in Athens boys went to school at 7 and studied reading writing, music, and poetry. In Sparta very basic training was given.
2. To investigate and understand facts about Greek gods/goddesses and be able to explain why certain gods were important.
3. Children to know what a Greek myth is, to be able to explain the main events and compare representation of the past.

Year 5 – Ancient Egyptians

1. To explain what hieroglyphics were and why Egyptians chose certain symbols.
2. To understand what the river Nile was used for and why Ancient Egyptians depended on it.
3. To be able to name Egyptian gods and to explain why they were important to the Egyptian gods.

HISTORY IMPLEMENTATION



Key Element --A non-European society that provides contrasts with British history

The Mayans

1. Children to place Mayans in a historical context.
2. To understand the nature of ancient civilization.
3. Use artefacts to develop understanding of Mayan life.



Key Element

Changes in Britain from the Stone Age to the Iron Age

Year 6 - The Stone Age to Iron Age

1. Children to understand what archaeology is and how an archaeologist works.
2. To know events in the pre-history timeline.
3. To develop the skills needed for an archaeological dig.



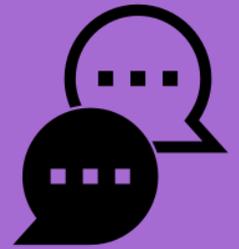
HISTORY IMPLEMENTATION



At Portswood Primary School we have created a range of Wonder Boxes which include artefacts, sources and information about an historical period. The sources allow children to understand what it would have been like and create a sense of awe and wonder.



There should be an emphasis on the teaching and modelling of asking questions, exploring artefacts and making a judgement about the reliability of the source.



Throughout a child's history journey at PPS they will experience school trips, history weeks and visitors. These events enrich a child's history learning and 'make the history come alive'.



History weeks allow the children to dress up and spend time taking part in inspiring activities resulting in children's great engagement and high levels of enjoyment. This makes the learning memorable for children.



School visits are purposeful and children use them to deepen their understanding of historical periods being studied. At Portswood Primary School the children in Year 1 visit Milestones Museum as part of their unit on Then and Now and Year 4 visit Butser Hill as part of their learning on Invaders and Settlers. These visits support children's understanding of significant aspects of history and the wider world and a wide range of enriching, memorable experiences.

Visitors can be used as a powerful hooks for learning or as consolidation. A visit from Florence Nightingale provides children with the opportunity to ask questions about what it would have been like as a nurse. This visit allows children to understand how Florence Nightingale's work has impacted their life today.

The children will often speak about these trips or visitors as highlights of learning. History weeks, such as Greek Week in Year 3 and Roman Week in Year 4 allow learning to be developed over longer periods of time and allows cross-curricular projects to be undertaken. Children are immersed in learning based around one time period and teachers provide practical experiences such as tasting Greek food or making roman soldiers. Children also have the opportunity to act in role. For example the Athens vs Sparta debate as part of Greek week.



History is celebrated at Portswood Primary School with high quality displays showing examples of learning from a range of history units studied. Displays are often seen in opposite key stages which provides opportunity for children to reflect on their previous learning or excite them for learning yet to come. Children's learning is also celebrated in assemblies.



By the time children leave Portswood Primary School, they are able to sequence events chronologically within the period studied and in a wider context of events learnt.

Wednesday 17th March

I am learning that modern events may have connections to the past
Context: Battle of Marathon

1. I know the main events of the battle of Marathon
2. I know which events are the most important
3. I can order the events

King Darius of Persia wanted to invade Athens to increase his empire.

The Athenians were not trained fighters but followed orders to run to the Persian army.

Pheidippides, who was a runner, was sent to Sparta to ask for help as they were legendary fighters. It took him 2 days to run the 150 miles.

Pheidippides arrived in Sparta, but the Spartans refused to help.

The Athenians began to prepare after seeing King Darius' ships approaching.

The Athenians surrounded the Persians. Many Persians died.

6400 Persian soldiers died, while only 192 Athenian soldiers died.

After the battle, Pheidippides ran all the way back to Athens to tell the Athenians they had won. He then sadly died.

5.11.20

LO: I am learning to sequence events from an important person's life.

1. I can read dates.
2. I can work well in a group.
3. I can order key events from an important person's life.

Group work

Today we worked in groups to order the key events from Florence Nightingale's life. We learned how to read dates and also talked about which events we thought were most important.



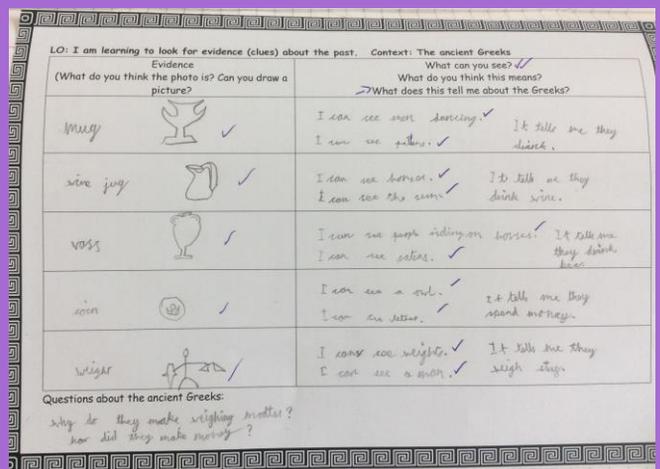
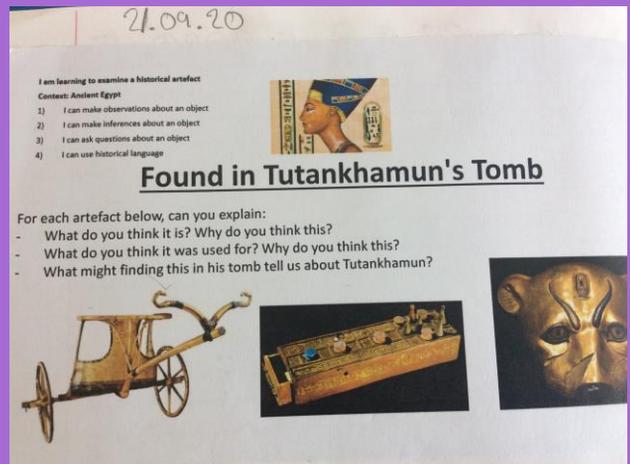
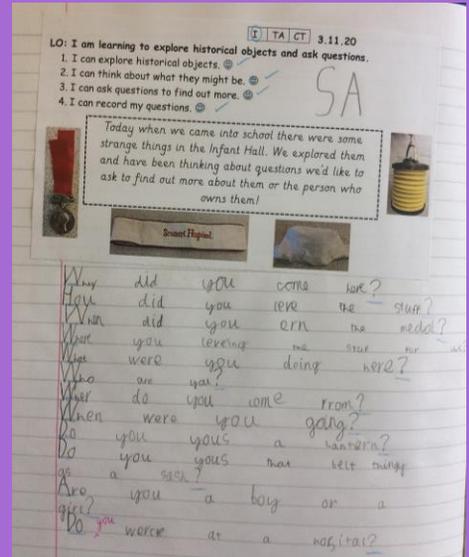

I am learning to place periods on a timeline. HA
Context: Different parts of History

Success Criteria

1. I can recall some different parts of History.
2. I can explain what BC and AD mean.
3. I can order different periods of history.

3500BC-300BC Ancient Egypt	500BC-430AD Celts	410AD-1066AD Anglo Saxons	1485-1603AD The Tudors	1939-1945AD WW2
800BC-100BC Ancient Greece	430AD-410AD The Romans	1066-1154 AD The Normans	1837-1901AD The Victorians	

By the time children leave Portwood Primary School, they are able to be curious, look at evidence and ask questions.



HISTORY

IMPACT – Pupil Voice



What our children say about history.

I enjoy history, especially using artefacts. Like the helmet. It made me feel like I was in the battle.

I enjoying improving my knowledge about events that have happened.

I was proud of my costume for Greek Week researching with my mum what to wear and sewing it.

I use artefacts to understand how people lived at that time. E.g. palaeontologists looks at plates and then can work out what people ate.

I enjoy history because it is fun knowing what people did. There is lots to find out about.

I have learnt about old and new toys. New toys like Lego and old toys like a cup and ball.

I liked finding out information about the Romans and Celts.

I use artefacts as it makes it real. We can see what they did with the artefacts and know what they used them for.