
HISTORY



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

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.

- **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**.

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.

01

A circular collage of various icons representing different fields of study: architecture, history, geography, science, art, and general knowledge.



A stylized illustration of two children, a boy on the left and a girl on the right, standing on a stack of blocks. The boy is wearing a blue shirt and shorts, and the girl is wearing a pink dress. They are both smiling and have their arms raised. The blocks are stacked in a way that the boy is standing on a block with a circle, and the girl is standing on a block with a diamond. A block with a triangle is placed on top of the circle block.

HISTORY IMPLEMENTATION



The Long Term Planning, for History has the following focus.

Key Stage 1:



our local area



significant
historical figures

Key Stage 2:



local study



changes in
Britain



an early
civilisation



an ancient
civilization

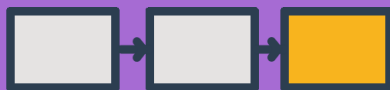


a study that
extends
beyond 1066

In each unit of planning pupils will be taught
how to:



Compare
similarities and
differences



Sequence events
in chronological
order



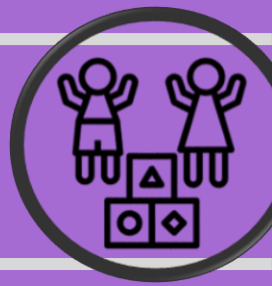
Ask
questions



Research
events

HISTORY

Early Years Foundation Stage



How History fits within the Early Years Curriculum:

History is taught predominantly through play and exploration. The children start by looking at themselves and their families, introducing new vocabulary about change and the passing of time. The class role play areas are used to help imbed the children's knowledge and vocabulary. The children will begin to have an understanding of the passing of time and how this affects them.

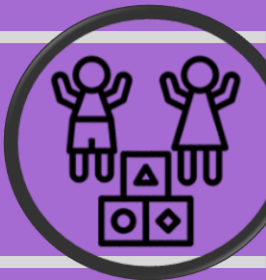
In Nursery we begin with each individual child's 'All about me' booklet. This is a booklet that is completed by the parents before their child starts nursery and includes photos of the child's family. This enables the child to talk to their key worker and friends about their loved ones.

In Year R the children start the year by filling in an 'All about me' box, which contains a few objects that are special to them, such as a photo of their family, a cuddly toy, their favourite story or a photo of their pet. They then share their box with their friends. This allows the children to get to know each other and to begin understanding the process of similarities and differences.

Later on, in the year they look at how toys and games have changed since their parents were their age. This builds on their previous work on appropriate vocabulary and knowledge through hands on exploration of the toys.

HISTORY

Early Years Foundation Stage



How is History assessed within the Early Years Curriculum:

History is assessed through the areas of Understanding of the World and Communication and Language. Within each of the age bands there are statements that the children are assessed on to make sure that they are on track with their development.

There is a large emphasis on talking about what they see, hear, feel and experience which is why the teaching of the appropriate vocabulary needs to be taught explicitly and regularly. This is why we also assess using the expectations for Communication and Language.

This is broken down into age related expectations, which enables staff to have clear understanding of what each child’s next steps are.

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.

HISTORY

Early Years Foundation Stage



How History prepares children to entry into Key Stage 1:

So that the children are ready for Year 1 and have the appropriate skills to be able to access the National Curriculum we assess each child against the Early Learning Goal.

Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of 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 storytelling.
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HISTORY

Early Years Foundation Stage



The key skills of History within the Early Years Curriculum (including links to KS1 programme of study):

The children will be taught about:

- Changes within living memory, where appropriate these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally, for example the sinking of the Titanic, making comparisons to the liner Oceana.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality, for example Florence Nightingale.

Our History curriculum enables children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories.

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 - KS1.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Now and Then Changes within living memory		Titanic Significant historical events, people and place in own locality	
Year 2		Florence Nightingale Lives of significant individuals in the past who have contributed to national and international achievements			Castles Significant historical events, people and place in own locality Events beyond living memory that are significant nationally or globally	Great Fire of London Events beyond living memory that are significant nationally or globally

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.			South-ampton 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 then 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



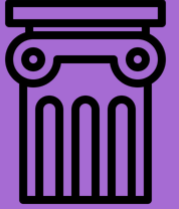
Year 6 Victorian Life

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

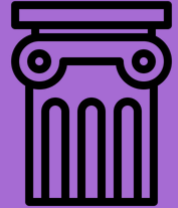
1. To explain what hieroglyphics were and why Egyptians chose certain symbols.
2. To understand what the river Nile was used for and why Ancient Egyptians depended on it.
3. To be able to name Egyptian gods and to explain why they were important to the Egyptian gods.

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.



Children can use their knowledge of the past to sequence historical events chronologically. The children use picture sources and artefacts to question historical evidence. They know that the evidence does not always tell us everything about the past and they need to use inquiry skills to question the reliability.

History skills are revisited throughout the school. Examples of these include ordering chronologically, developing questioning and using artefacts to understand historical periods and events. Differentiation is being used well throughout the school and purposeful feedback is given.



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.

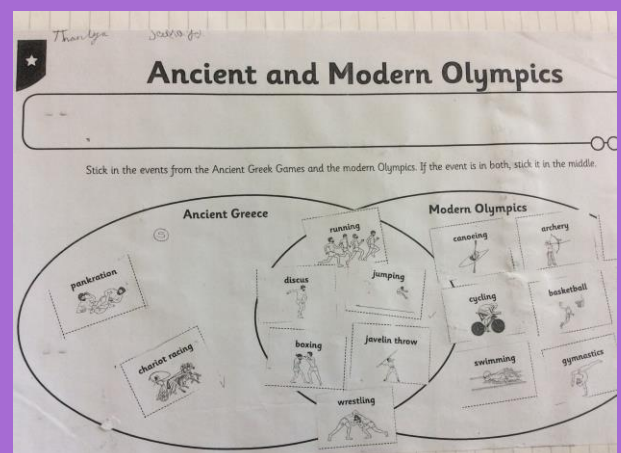
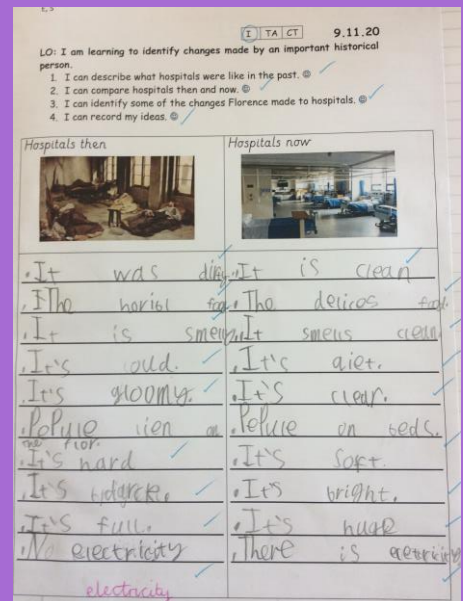
The children will often speak about these trips or visitors as highlights of learning. History weeks, such as Greek Week in Year 3 and Roman Week in Year 4 allow learning to be developed over longer periods of time and allows cross-curricular projects to be undertaken. Children are immersed in learning 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 compare similarities and differences and understand how things change.



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.

Phidippides, 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.

Phidippides 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, Phidippides 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.



Handwritten posters and drawings illustrating historical events and concepts, including:

- THE ROMAN AND SAXONS
- THE RAID
- THE BATTLE OF MARATHON
- THE BATTLE OF TRENCH
- THE BATTLE OF TRENCH
- THE BATTLE OF TRENCH



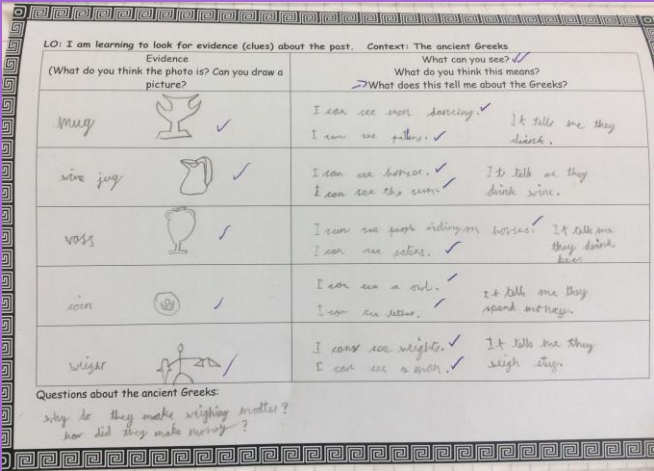
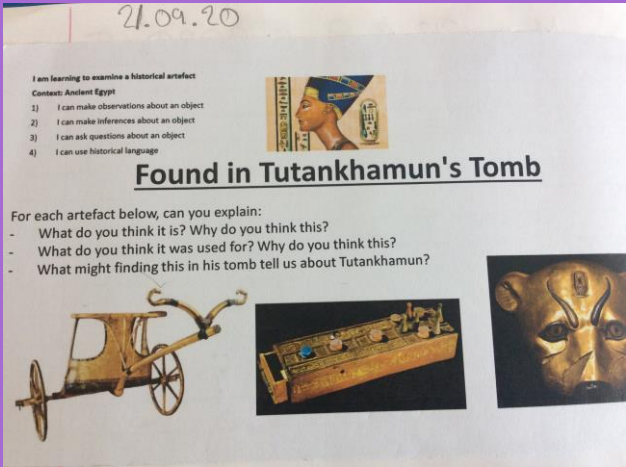
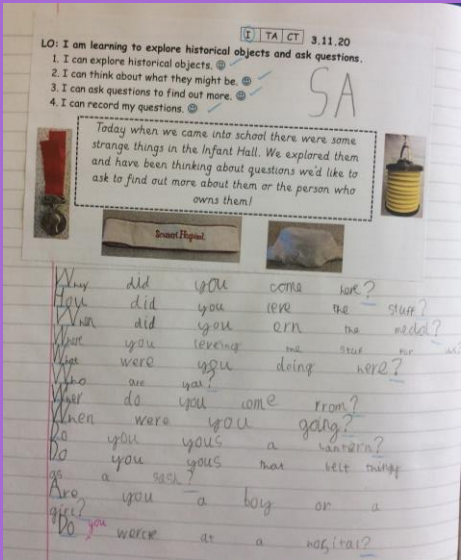
I am learning to place periods on a timeline. HA
Context: Different parts of History
Success Criteria

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.

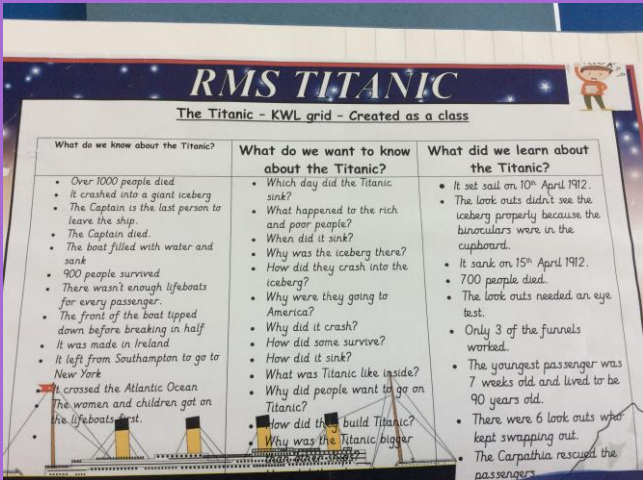
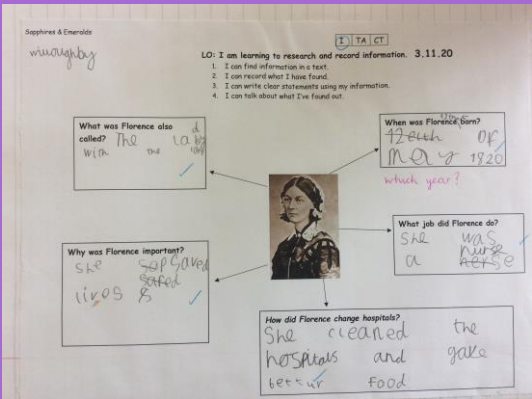
Timeline:

- 3500BC-3000C: Ancient Egypt
- 500BC-430AD: Celts
- 410AD-1066AD: Anglo-Saxons
- 1485-1603AD: The Tudors
- 1939-1945AD: WW2
- 800BC-100BC: 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.



By the time children leave Portswood Primary School, they are able to research historical periods and events.



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

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

I liked playing with the old toys and Milestones museum. They were so old!

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

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