

HISTORY AT BEIT SHVIDLER

What are we trying to achieve?

Children leaving us will have a strong sense that we cannot understand our present and future without an understanding of the past. At the end of their history journey at Beit Shvidler children will be able to explain and demonstrate the key historical concepts of chronology, change, cause and consequence, similarity and difference and significance. They will leave us with an understanding that these are nuanced and complex subjects. They will be able to talk knowledgeably about early British history and about key civilisations from around the world and their impact on the way we live today. Children will understand through our history lessons that evidence is multi-layered, and that its reliability is not always guaranteed or easy to ascertain. They will know that the same event looks different for different people. In a world where information is easy to access, our children will have started on the journey to questioning the information they receive and building a case for its value or otherwise. Through the study of history, they will be able to present their ideas clearly and logically, using the evidence they have accumulated to make a strong case.

Civilisation and Society Conflict and Invasion Exploration and Invention
Hierarchy and Power Significant Figures and Events

Historical Skills:

- Chronological Understanding
- Similarity and Difference
- Change and continuity
- Cause and Consequence
- Historical Significance
- Interpretation and Evidence
- (Organisation and Communication About the Past - will run throughout all units)

Inclusion in History

At Beit Shvidler, inclusion in History means that all pupils can access, participate in and make sense of the past. We maintain high expectations for every learner, ensuring all pupils engage with the same ambitious, knowledge-rich curriculum.

Our history curriculum is built around enquiry-led learning and key disciplinary concepts such as chronology, cause and consequence, and interpretation. This enables all pupils to develop understanding over time and think as historians.

Learning is supported through:

- Carefully structured enquiry questions
- Use of a range of sources, visuals and real-life contexts to support understanding
- Explicit teaching of key historical vocabulary and concepts

We use adaptive teaching to remove barriers to learning, including scaffolding, pre-teaching and guided analysis of sources, so all pupils can interpret evidence, recognise different perspectives and communicate their ideas clearly. Classrooms are inclusive environments where all pupils are encouraged to ask questions and explore the past. Their different viewpoints and experiences are valued, reflecting the complexity of history. Our pupils develop confidence to discuss, reason and justify their ideas using evidence and barriers to participation in History are identified and reduced where ever possible.

Learning Journey:

Year Group	Topic (Key skill and theme)	Core Coverage	Key Vocabulary
1	How has Cadbury changed over time? Chronological Understanding Civilisation and Society Significant Figures and Events	How do we find out about the past? Discovering Cadbury's history through use of pictures and photos, observations of buildings	Timeline chronology Buildings Past Present

	What was it like to explore in the past? Significance Similarity and Difference Exploration and Invention Civilisation and Society	What does it mean to be significant? What does an explorer do and what does an explorer need? How do we know about Ibn Battuta? Why were Matthew Henson and Robert Peary treated so differently? How is Felicity Aston's exploration different to Matthew Hensons? How is it the same? What adventures did Isabella Bird have? Why is Neil Armstrong more famous than the rest of his exploration team?	Significant Explorer Exploration Journey Evidence Reliable
	How did you bake a cake in the past? Change and Continuity Exploration and Invention Civilisation and Society	What are modern kitchens like now?	Utensils
2	What does it take to be a nurse in Victorian times? Significance Similarity and Difference Significant Figures and Events Exploration and Invention	Who was Florence Nightingale? What is she remembered for? What was life like in Scutari? What did FN do in later life? Who is Mary Seacole? What is she remembered for? How was her experience different to FN and why? What is the difference between healthcare in Victorian times and now?	Crimean War Patient Injury Wound Compassion

	How has life changed in the past 100 years? Change and Continuity Exploration and Invention	Technology and communication Homes Schools Entertainment and leisure Toys Music	Century, Telegrams, Email, Postman, Postoffice, App, Terraced, Detached, Walkman, Semi-detached, Rationing Blackboard, Gramophone, Record player, CD player, Picture house, Internet Iphone
	Was the Fire of London great? Interpreting the Past Significant Figures and Events	London in 17th century - daily life Causes of the Great Fire During the Great Fire After the Great Fire How do we know about the Great Fire? (The Diary of Samuel Pepys)	Bakery, Timeline, Extinguisher, The Monument, Pudding Lane, Samuel Pepys, Source, King Charles II, Tower of London, River Thames
3	How did life change in the Stone Age and the Iron Age and how do we know? Change and Continuity Similarity and Difference Significance Civilisation and Society Significant Figures and Events	Life in the Paleolithic, Mesolithic and the Neolithic. Examination of archaeological evidence and how to use it to find out about life in the past. What was life like in the Bronze Age and how did it change from Stone Age times? What was life like in the Iron Age and how did it change from Bronze Age times?	Paleolithic Mesolithic Neolithic Iron Age Bronze Age Evidence Artefacts Bronze/copper/tin Iron/stone Tools

	What were the greatest achievements of the Ancient Egyptians? Change and Continuity Similarity and Difference Historical Significance Civilisation and Society Hierarchy and Power	When and where? Hierarchical society – how did their lives differ? Importance of River Nile during the three seasons Mummification Howard Carter's discovery of Tutankhamun Hieroglyphics and Rosetta Stone	Pyramid, Pharaoh, River Nile, Hierarchy, Hieroglyphics, Rosetta Stone, Papyrus, Sarcophagus, Mummy, Canopic jar, Tutankhamun, Howard Carter, Priests, Nobles, Scribes, Craftsmen, Peasants
4	Who were the Ancient Greeks and what was their legacy? Change and Continuity Similarity and Difference Historical Significance Civilisation and Society Hierarchy and Power	When and Where? Daily life in Ancient Greece Athens and Sparta – different aspects of life. Comparison of the two cities. History of the Olympics	Democracy Amphitheatre Olympics Mythology
	How did the Romans conquer Britain? What did the Romans do for us? Change and Continuity	The Roman invasion – when and where Roman army Boudicca's rebellion Hadrian's wall Roads, buildings and baths	Romans, Celts, Inceni, Invasion, Boudicca Amphitheatre, Empire, Emperor, Legion, Legionnaire Gladiator

	Similarity and Difference Significance Civilisation and Society Significant Figures and Events Conflict and Invasion		
	Who were the Maya people? Where did the Maya people live? Change and Continuity	Investigate how and when Europeans encountered the Mayan civilisation. Explore how we know about the Mayan civilisation and their way of life. Explore how Mayan society was organised. Find out about what the Maya believed in, including their religious rites and rituals. Use a variety of sources to piece together what life was like for the Maya. Exploring the achievements of the Maya including their number systems and calendar. Investigate the reasons behind the decline of the Mayan civilisation.	Chichen Itza Yucatan, Cacao bean, Maize, Civilisation Ritual Scribe Codices
5	Were the Vikings only interested in fighting? Change and Continuity Significance	Viking invasion Anglo-Saxon Kings Viking longships Viking lifestyle Anglo-Saxon laws and justice Battle of Hastings	Homelands, Settlements, Longship, Longhouse, Danelaw, King Alfred the Great, Runes, Valhalla, Edward the Confessor

	Would you like to work in a Victorian factory? Change and Continuity Similarity and Difference	What was life like before the Industrial Revolution? What made the Industrial Revolution so successful? Important inventions. What was life like during the Industrial Revolution? What were the rights of child workers? Can we compare life now to then?	
	What do we find out when we open an ancient tomb? Change and Continuity	When and where the Shang Dynasty was in existence and describe of its location Social hierarchy of the Shang dynasty and what life was like for different people Discovery, purpose and significance of oracle bones Fu Hao was and why the discovery of her tomb was significant	Shang dynasty, Cheng Tang, Xia Dynasty, Bronze Age, civilisation King, priest, Shang Di, ancestor worship, tomb Oracle bone, divination, pyromancy, scapulae, plastrons, Wang Yirong, Liu E, Luo Zhenyu, Anyang Artefact, bronze, jade, white pottery, zun, ding, jue Fu Hao, Yinxu, archaeology, Zheng Zhenxiang, tomb
6	What were the causes and effects of war in the 20th century? Cause and Consequence Historical Significance and Events	Causes of World War 1 Life in the trenches Causes of World War 2 The Home Front Battle of Britain The Blitz, D Day, VE Day Aftermath of War The Cold War (Causes and major events)	Trench Alliances Allies Dictator Democracy Evacuation Blitz Appeasement Morale

			Propaganda Zeppelins
	Freedom and Slavery Cause and Consequence Similarity and Difference	Definition of a slave Jewish slavery in Egypt Roman slaves Black slavery in the US and Britain Slave Triangle Tobacco, rice and sugar plantations Emancipation of the slaves, Civil rights movement Black rights movement Modern slavery	
	Journeys – where have we come from? Interpreting the Past	Individual Who Am I projects looking at their personal history and how their families arrived in this country.	

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