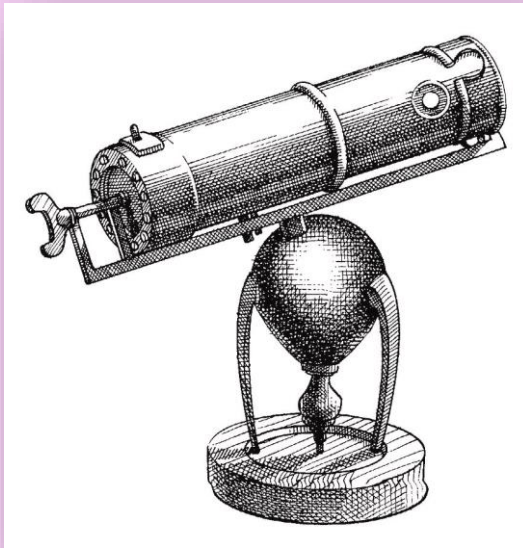
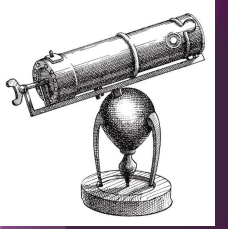


History



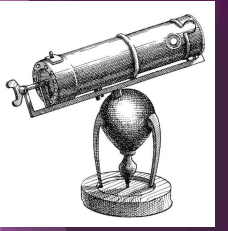
Intent



At Southway, we strive to deliver a History curriculum that inspires children to be critical thinkers about the world we live in. We have developed a curriculum that allows for the acquisition of knowledge and skills as well as the opportunity to apply these new skills in different contexts. Our curriculum:

- Will fire pupils' curiosity about the past in Britain and the wider world.
- Encourage thinking about how the past influences the present, especially developing an understanding of the influence of Britain and also its influence on the wider world – including short – term and long – term implications.
- Appreciate achievements as well as 'mistakes' of mankind in the past.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- Develop a range of historical enquiry skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Aid children in grasping an understanding of abstract historical terms and concepts.
- Allow children to expand their own historical perspective by applying their understanding to new contexts.

Implementation



At Southway, teachers bring the history curriculum to life and engage children through a range of exciting topics and a variety of stimuli, including key texts, historical artefacts and events, theatre workshops and school trips.

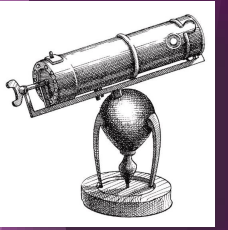
As a staff, we maintain strong links to the National Curriculum and incorporate an enquiry-based approach to children's learning about key historical events and people. This allows the children to develop their respect for what has already happened which shapes where we are today, incorporating the school's values such as kindness and teamwork when learning about the past.

We develop our Medium Term Plans drawing on historical themes in the termly topics, making links with other subjects wherever possible, including: art, science, R.E., English and Geography. Links are made to termly themes and other curriculum subjects where appropriate, and these are identified on a termly individual Medium Term Plan.

Long-term plans identify individual historical units taught across the year group phases. A planned progression of skills built into the history curriculum, means that the children are increasingly challenged as they move through the school, developing their resilience in this area.

History is promoted through our school with specialist enrichment days to mark key events such as Remembrance Day in November. Children's work is celebrated through high quality displays and assemblies. The local area is also fully utilised to achieve the desired outcomes.

Impact

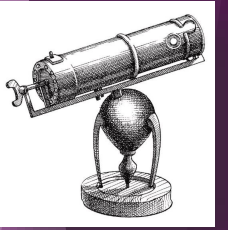


By the end of Year 6 children will be able to discuss and/or demonstrate in books:

- Explain how our historical knowledge is based on information from a variety of different sources.
- Make connections, comparisons and note trends over time and start using historical language.
- Explain their chronological understanding of British, local and world history.
- Regularly address historically valid questions about change, cause, similarity and difference, and significance.
- Develop and form responses that are informed and include thoughtful choice and organisation of relevant historical information.

Southway Three IIs

At Southway our pedagogical approach is based on three key, identifiable elements.



INDEPENDENT LEARNING MEANS...

- Teachers providing structured, well ordered classrooms
- Teachers ensuring clear routines
- Staff having consistent learning behaviour expectations
- Teachers providing high quality resources
- Teachers promoting children as teachers as well as learners
- Teachers providing appropriate tasks and learning for children to access at all levels of ability
- Staff applying the C3B4ME – ‘See three before me’ approach

INTERACTIVE LEARNING MEANS...

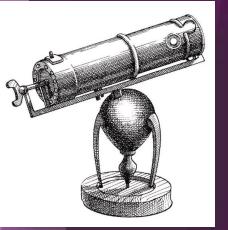
- Teachers finding appropriate opportunities for exploratory learning through hands on experiences
- Teachers using the outdoors as a teaching and learning space



INSIDE-OUT LEARNING MEANS...

- Children working harder than teachers
- Children investigating rather than being told
- Teachers asking more open ended questions
- Teachers focusing on enquiry based learning
- Teachers demanding excellence

Southway's Values



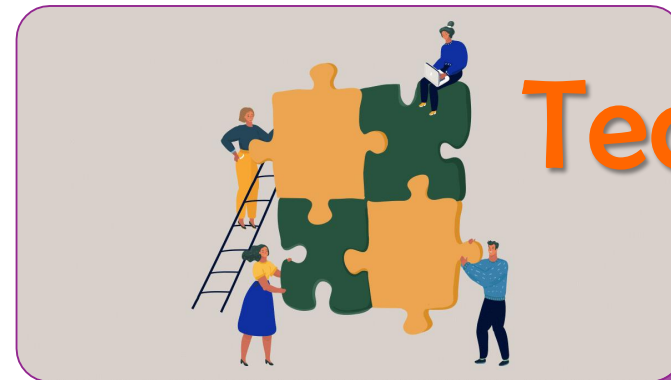
Kindness



Respect

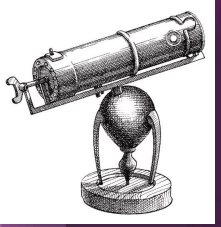


Resilience



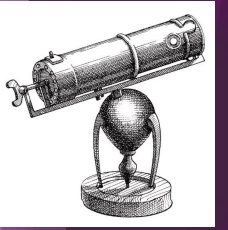
Teamwork

Curriculum Overview





Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me and My World</u>	<u>Me and My World</u>	<u>Invaders & Raiders</u> (Vikings, Anglo-Saxons and Scots)	<u>Invaders & Raiders</u> (Vikings, Anglo-Saxons and Scots)	<u>Battles and Bangs</u> (Roman Empire)	<u>Battles and Bangs</u> (Roman Empire)
Year 4	<u>Victorian Towns and Twisted Tales</u> (Local history: Victorians)	<u>Victorian Towns and Twisted Tales</u> (Local history: Victorians)	<u>Mysterious Maya</u> (Non-European society: The Mayan Civilization)	<u>Mysterious Maya</u> (Non-European society: The Mayan Civilization)	<u>To Infinity and Beyond</u>	<u>To Infinity and Beyond</u>
Year 5	<u>Power and Palaces</u> (British history beyond 1066: Tudors)	<u>Power and Palaces</u> (British history beyond 1066: Tudors)	<u>We'll Meet Again</u> (British history beyond 1066: World War II)	<u>We'll Meet Again</u> (British history beyond 1066: World War II)	<u>Seas, Storms & Survival</u>	<u>Seas, Storms & Survival</u> & <u>Glorious Greeks unit</u> (Ancient Greece)
Year 6	<u>Frozen in Time</u>	<u>Frozen in Time</u>	<u>Walk Like an Egyptian</u> (Early Civilization Achievements: Egypt)	<u>Walk Like an Egyptian</u> (Early Civilization Achievements: Egypt)	<u>Blood, Bones and Body Bits</u>	<u>Blood, Bones and Body Bits</u> & <u>Stone Age to Iron Age unit</u>

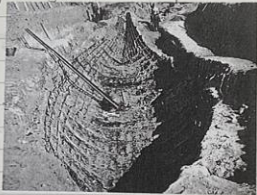
STANDARDS IN YEAR 3





WALT: Make inferences from source

 Sword belt Buckle - this is golden it tells me that they are wealthy and

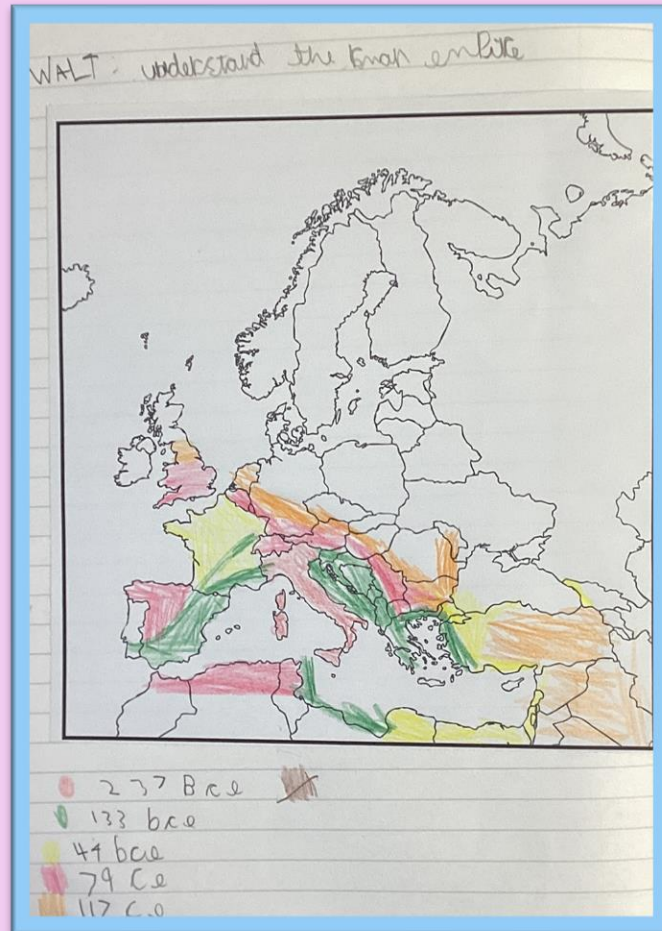
 - Shoulder caps - they are gold so they might be living in a palace



 & silver Bots Bowls and spoons it tells me they are rich.


 Purse lid it tells me that they have a lot of money

I think Sigebert is it because his name sounds rich.




WALT understand what Runes are

Runes are Viking letters used in writing. They were used to label personal belongings and house hold items. In this picture, I used the runes alphabet to create my own word on my own word. The word on my rock is MTTT



WALT: understand who the Anglo-Saxons were



Some things we have learnt about the Anglo-Saxons and Vikings:

- The Romans left England and went back to Italy, which meant the Anglo-Saxons could invade.
- Hengist used his daughter to get Kent.
- Scotland managed to survive and the first father of the Anglo-Saxons.

A detailed black and white illustration of a telescope. The telescope is mounted on a wooden base with a circular platform. It has a large, dark, spherical object (possibly a lens or a decorative element) in the center, supported by two curved metal arms. The telescope tube is long and cylindrical, with a smaller, lighter-colored section at the front. The entire device is set against a plain background.

1941/22

WALT: identifying differences between rich and poor Victorian

Rich











- they had meals such as, ham, eggs, buns and fish
- wore coats under dresses pulled very tight
- shops where went to not work and dance
- even after sanged pocket watches while they usually well fed, clean and well clothed
- went on holidays
- only rich boys went to school

Poor

- very few outfits or whole if lucky better outfit or whole or shirt on sundays
- dark clothes because it was difficult to keep clothes clean


Both (Overlap)


- they both had
- they but diffrent tips
- they both had food but diffrent tips
- few children attended school


Artefact	Prediction	Object name	Object use
	I think it is a jug	Hot water bottle	This hot water bottle is ceramic and could be used in bed or for jamming on trains and coaches. It was good for keeping hands and feet warm.
	I think it is a special alarshon	Zoetrope	Pre-film animation that shows an illusion of a moving picture when you spin it.
	I think it is an iron	Flat iron	Made from solid cast iron and used in pairs so when one was being used, the other could be heated on the fire.
	I think it is a pump	Bellows	Makes a stream of air when pressed together, used for blowing air into a fire.
	I think it is a candle holder	Candle holder	Electricity wasn't available for a long time. People had to light their houses using candles. It showed how to make a room with a candle.
	I think it is a bell	School bell	The school bell was rung at the beginning and end of each lesson. It is made of metal and very heavy.
	I think it is a tea pot	Nelson's inhaler	Filled with hot fluids and medicine. Used to help with breathing.
	I think it is a toy	Diabolo	A juggling toy that a child can play with either alone or with a partner. It catches and returns the spin. The two sticks of the juggler are used to make it spin.
	I think it is a ballcup	Cup and Ball Game	One of the earliest and favorite games played by children is the cup and ball game.
	I think it is a lantern	Oil lamp	Used to provide light continuously for a period of time using an oil lamp.

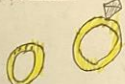
7.9.2024


WALT: Summarise the events of Queen Victoria's Reign on a chronological timeline.


1819

Victoria is born


1825

first railway


1837

Victoria becomes queen


1840

Victoria marries Albert


1851

great exhibition

1861

Victoria's husband Albert dies

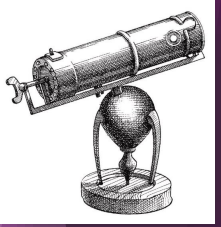
1875

Queen Victoria Empress of India

1887

Golden jubilee

1897

Diamond jubilee




1901

Queen Victoria died

STANDARDS IN YEAR 5



WALT: describe and summarise the key events, causes and consequences of the Battle of Bosworth Field.

1. 1455-1485 The War of the Roses had raged for 30 years before the Battle of Bosworth Field.
2. The house of York was led by the unpopular king Richard III.
3. The House of Lancaster was led by Henry Tudor.
4. In 1485, Henry returned from France to Wales, gathering Lord Stanley and his five thousand men also sided with his stepson Henry.
5. On 22nd August 1485, the armies met in battle in Leicestershire.
6. Richard III was the last English king to die in battle.

WALT: retrieve knowledge about religion in Elizabethan England.

NPP

1. Which Queen was on the throne in the story?
Elizabeth I.
2. Before Elizabeth was born, what had her father (Henry VIII) done to English religion?
He broke from Rome and founded the Church of England.
3. Why were some Catholics plotting against the Queen Elizabeth I?
They wanted to remain Catholic.
4. What were the 'stocks'?
A wooden board with holes for your head and hands.
5. Why were Nicholas's family conducting Catholic prayers in secret?
They loved the Queen but wanted to practice their own religion.

WALT: apply understanding about Henry VIII's reign.

TOP TRUMPS

Catherine of Aragon	Anne Boleyn	Jayne Seymour
Wife Number: 1	Wife Number: 2	Wife Number: 3
Date of Birth: 1488	Date of Birth: 1501	Date of Birth: 1509
Date of Death: 7th Jan 1536	Date of Death: 1576	Date of Death: 23rd Oct 1577
Married for: 24 years	Married for: 3 years	Married for: 1 year
Discarded / Beheaded / Died / Survived: Beheaded	Discarded / Beheaded / Died / Survived: Beheaded	Discarded / Beheaded / Died / Survived: Beheaded
Number of children: 1 - Mary	Number of children: 1 - Elizabeth	Number of children: 1 - Edward
Any other interesting information: Had a son, Prince Henry, but he died.	Any other interesting information: She had 4 fingers on her left hand.	Any other interesting information: She made a necklace for her husband's funeral.

Anne of Cleves	Catherine Howard	Catherine Parr
Wife Number: 4	Wife Number: 5	Wife Number: 6
Date of Birth: 1515	Date of Birth: 1521	Date of Birth: 1542
Date of Death: 12th July 1557	Date of Death: 1582	Date of Death: 1548
Married for: 1 year	Married for: 1 year	Married for: 1 year
Discarded / Beheaded / Died / Survived: Beheaded	Discarded / Beheaded / Died / Survived: Beheaded	Discarded / Beheaded / Died / Survived: Beheaded
Number of children: 0	Number of children: 0	Number of children: 0
Any other interesting information: She had a son, Prince Henry, but he died.	Any other interesting information: She was a poet and a scholar.	Any other interesting information: She was a poet and a scholar.

WALT: hypothesise using a range of historical sources.

1. Portrait of Henry VIII
 - whelky
 - strong and powerful
 - liked pictures of himself
 - showing off
 - expensive outfit
2. Love letters to Anne Boleyn
 - expressive
 - romantic
 - loved Anne alot
 - didn't know whether Anne loved him or not
3. Hampton Court
 - liked dancing
 - a gold lover
 - religious
 - loves food
 - color colourful
4. Sporting Hobbies
 - jousting
 - Brave

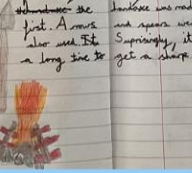
A detailed black and white illustration of a telescope. The telescope is mounted on a wooden base with a circular platform. It has a large, dark, spherical lens at the front, supported by a metal frame. The telescope tube is long and cylindrical, with a smaller lens at the back. The entire device is mounted on a stand with two curved legs.



A drawing of a man with a light complexion, wearing a dark brown loincloth and matching armbands on his upper arms. He has a simple, stylized face with large eyes and a small mouth. The background consists of vertical lines, suggesting a wall or a screen.

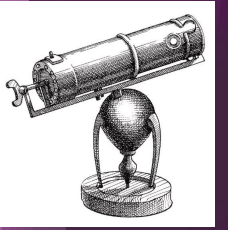
Flat stones to grind grain
or producing flour.

From the evidence found in some of the dwell-
ings, here is what we discovered. Bats were
found in a pile of the skins, bones of sheep,
cattle and goat skins. This must mean they ate
them and used their peltage. We also found
some seeds for eating which means they
were famer. Lastly, we found a pile
made out of pure rats. This must have
satisfied a group of entertainment like what we
have today.



In the stone age era, I know they kept cattle, sheep and dogs as the evidence shows bones of these animals in a room. There were seeds of cereals in another room and this tells me that they grew different types of plants or they used it to make wheat flour to make bread.

Pupil Voice



"I like our history lessons because it tells us about what has happened in the past. I like learning about different houses people lived in and what they ate. I really enjoyed our trip to Butser Farm."

Year 3 pupil

"I really like history at Southway because we learn lots about what has happened in the past and present our work in different ways. We also go on lots of trips and get to learn outside the classroom."

Year 4 pupil

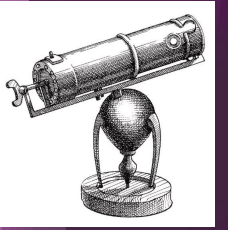
"I like the links between the topics we learn about. I also enjoy all of the trips we go on – particularly Newhaven Fort and the Air Raid shelter experience."

Year 5 pupil

"History at Southway is always fun as we get to go on lots of trips and visits such as Newhaven Fort where we could go in an Air Raid Shelter."

Year 6 pupil

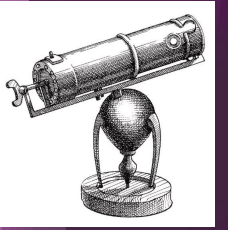
Enrichment Opportunities



Year 3 have visited Butser Ancient Farm, had Roman and Viking days and used the local woods to further enrich their history topics.

Year 4 took a trip to Preston Manor and have gone back in time to teach the children as if they were in Victorian times to bring their history topic to life.

Enrichment Opportunities



Year 5 have had a visit from Sir Teachalot, visited Hampton Court & had a WW2 evacuee day all to enhance their history topics.



Year 6 visited Brighton Museum, dressed up for Stone Age day and made houses in the woods and had an Egyptian themed Escape Room visit school to supplement their history topics.