

INTENT



History at Ashlands



Ashlands offers a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our Historians using a range of historical sources to be able to explain how these sources give us an insight into how people used to live and how interpretations may differ. It inspires pupils' curiosity to know more about the past. We teach the skills needed to ask perceptive questions, think critically, weigh evidence, pose arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background.

Our History curriculum has been designed to cover all the skills, knowledge and understanding as set out in the National Curriculum.

IMPLEMENTATION

Our History curriculum is based on Kapow units and has been personalised to support the learning of our pupils from EYFS to Year 6. Our curriculum allows opportunities for local area studies, making cross curricular links to ensure children have many opportunities to apply their knowledge and understanding. We include national historical focus topics such as Black History Month and VE day.



We use timelines to show the chronology of history covered as well as a hands-on approach using artefacts, visiting places of historical significance and inviting outside visitors to school. Our historians are given a variety of experiences both in and outside the classroom where appropriate, to create memorable learning opportunities and to further support and develop their knowledge and understanding of History.



Children are taught about British history prior to 1066, as well as studies of the wider world. We have several local (including studies of Ilkley and Bradford) history topics which are covered from years 1-6 and endeavour to make history relevant to the way we live today through comparing and contrasting people and places throughout time, with ourselves.




History assessment is ongoing throughout the topics taught.

IMPACT

Pupils at Ashlands are confident and able to talk about what they have learnt in history. Pupils enjoy history and are able to recall learning over time. Pupils work demonstrates that history is taught at an age appropriate level across each year group. Work is of a high standard and demonstrates pupils knowledge, skills and vocabulary.

History Subject Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	My Colourful World		My World of Stories		My World of Adventures	
	<p>History in Nursery will be addressed through the 'Specific Area' of Understanding the World' and across the year opportunities for children to be taught and practise these specific skills will take place.</p> <p>I can recognise and talk about the changes I see around me. I can talk about myself and my family. I can use the things I know about different occupations in my role play. I can explore how different things work.</p>					
RECEPTION	Marvellous Me	Traditional and Well-loved stories	Our Community	Into the Wild	The Great Outdoors	Ticket Around the World
	History of me – Family trees and sequencing	Stories of the past.	Understanding places are important to the community and why.		Understand and experience a lifecycle for plants and animals	Transition to Year 1, reflecting on the past year in Reception.
	<p><u>Understanding the world</u> Children need a clear understanding and respect for the place they live, the wider world and the environment. They celebrate similarities and differences between people, culture and communities and find out about lives in the past and compare these to the present. Seasonal changes will continue through the year as we look at the weather and important processes taking place and changes in nature.</p> <p><u>LANGUAGE:</u> Before, after, yesterday, last week, last year.</p>					
YEAR 1	<p><u>How am I making History? (KAPOW)</u></p> <p>Look at personal chronology and find out about the past within living memory. Examine photographs and ask questions. Begin to look at a simple timeline extending back to before they were born. Study changes in the way of life since their grandparents. Compare childhood now and childhood in the past.</p>		<p><u>Why did people visit Ilkley and how has it helped to shape the place we know today? (Own local area unit)</u></p> <p>Learn about significant features of Ilkley and why people came to visit the area. Learn about how Ilkley has developed into the place we know it to be today. Compare photographs from times gone by to now. Ask questions to find out more. Discuss similarities and differences between Ilkley now and in the past. Sequence photographs into a timeline.</p>		<p><u>How have explorers changed the world? (KAPOW)</u></p> <div style="text-align: center;">  </div> <p>Find out about events and people beyond living memory. Think about explorers and what makes them significant. Create a timeline and investigate which parts of the world they explored.</p>	

	Sequence toys into a physical timeline, children investigate artefacts from the past and begin to pose questions.	Use a range of local historical sources to find out about the past. 	Comparing explorers and discuss ways in which these significant people could be remembered.
	Visit from Grandparents	Local Area History Walk	
YEAR 2	<u>History detectives (Own unit) (Autumn 2)</u> What was life like in the 1660s? Compare aspects of daily life e.g. homes, jobs, clothes and food. Learn about the reign of King Charles II Look at the cause of the Great Plague or Great Fire of London. Learn about a significant event beyond living memory	<u>How did we learn to fly? (KAPOW) (Spring 1)</u> Develop knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learn about the individuals who contributed to the history of flight. 	<u>What is a monarch? (KAPOW) (Summer 1)</u> Describe what a monarch is. Explain why coronations take place. Know who William the Conqueror is and how he became King of England. Identify how and why William the Conqueror built castles, including the key features. Investigate what monarchs were like in the past
	Plague Guest Speaker	Yorkshire Air Museum - Elvington	Skipton Castle
YEAR 3	<u>British History 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (KAPOW)</u> <i>NC: changes in Britain from the Stone Age to the Iron Age</i> Look at the chronology of mankind, in Britain's story. The role of the archaeologist and how artefacts help us to understand pre-history Use archaeological evidence to find out the difference between the stone, bronze and iron ages and where they fit in History.	<u>British History 2: Why did the Romans settle in Britain? (KAPOW)</u> <i>NC: the Roman Empire and its impact on Britain</i> Investigating why the Romans invaded Britain and the reaction of the Celts Understand why the Roman army was so successful. Learn how the Romans changed life in Britain. 	<u>What did the ancient Egyptians believe? (KAPOW)</u> <i>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</i> Find out about Egyptian belief. Make inferences about beliefs about the afterlife using primary sources. Investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.



YEAR 4

How have children's lives changed? (KAPOW)

Investigate the changes in children's lives through time. Children learn how children's spare time, health and work have changed. Explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.



British History 3: How hard was it to invade and settle in Britain? (KAPOW)

NC: Britain's settlement by Anglo-Saxons and Scots

Develop an understanding of why people invaded and settled. Learn about Anglo-Saxon beliefs and the spread of Christianity. Assess the contribution of the Anglo-Saxons to modern Britain.



How did the achievements of the Ancient Maya impact their society and beyond? KAPOW (2024-2025)

NC: A non-European society that provides contrasts with British History-AD 900 Maya civilization

Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.










Industrial museum – Victorian classroom

Danelaw Murton Park

Leeds Museum

Manor House Museum Ilkley

<p>YEAR 5</p>	<p><u>What did the Greeks ever do for us? (KAPOW)</u></p> <p><i>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p> <p>Investigate the city-states of Athens and Sparta and identify similarities and differences between them. Learning about democracy. Identify the achievements of Ancient Greek philosophers. Assess the legacy of the Ancient Greeks.</p> 	<p><u>British History 4: Were the Vikings raiders, traders or something else? (KAPOW)</u></p> <p><i>NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>Investigating what the Vikings were really like, creating a Viking trade route game. Writing their version of a Viking saga. Evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a ‘Viking achievement gallery’.</p> 	<p><u>British History 5: What was life like in Tudor England? (KAPOW)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p>  <p>Comparing Henry VIII and Elizabeth I. Learn about the changing nature of monarchy. Examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor. Children learn what life was like for people in Tudor times.</p>
<p>YEAR 6</p> <p>2024-2025</p>	<p><u>How did the Maya civilisation compare to the Anglo-Saxons? (KAPOW)</u></p> <p><i>NC: a non-European society that provides contrasts with British history</i></p> <p>Compare the Mayas and the Anglo-Saxons. Learn about the Maya civilisation. Investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, examine theories into how the Maya cities declined.</p>	<p><u>British History 6: What was the impact of World War 2 on the people of Britain? (KAPOW)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p> <p>Investigating the causes of WW2. Learn about the Battle of Britain. Investigating the impact of the Blitz and evacuation on people’s lives. Investigate the impact of the war on women.</p>	<p><u>Oakwell Hall</u></p> <p><u>Crime and Punishment (Own unit)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; changes in an aspect of social history, from the Anglo-Saxons to the present.</i></p> <p>Explore how British law and punishment has changed since Anglos-Saxons. Gain a clear understanding as to why we have the laws we have today</p>

		<p>Evaluate the effectiveness of primary sources.</p>  <p>Text - Goodnight Mister Tom</p>	
<p>Year 6 2025-2026</p>	<p><u>What does the census tell us about our local area?</u> (KAPOW)</p> <p><i>NC: a local history study Victorians</i> Text – Street Child</p> <p>Investigate local history during the Victorian period Carry out an enquiry using census and factory records. Learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Plan their own historical enquiry, they research a local family or street.</p> 	<p><u>British History 6: What was the impact of World War 2 on the people of Britain?</u> (KAPOW)</p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Investigating the causes of WW2. Learn about the Battle of Britain. Investigating the impact of the Blitz and evacuation on people's lives. Investigate the impact of the war on women. Evaluate the effectiveness of primary sources.</p>  <p>Text - Goodnight Mister Tom</p>	<p><u>Ripon Museums</u></p> <p><u>Crime and Punishment</u> (Own unit)</p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; changes in an aspect of social history, from the Anglo-Saxons to the present.</i></p> <p>Explore how British law and punishment has changed since Anglos-Saxons. Gain a clear understanding as to why we have the laws we have today</p>
	<p><u>Saltaire Local Area study</u></p>	<p><u>Eden Camp</u></p>	<p><u>Ripon Museums</u></p>