

# Malvern Wyche C of E Primary School History Education Document

*Together We Soar*

## 1 History Vision

At the Wyche, our motto is 'Together we Soar', based on the verse from Isaiah "they will soar on wings like eagles". In history this means that we will support each other to explore the past, learning from the significant mistakes and achievements of others and understanding their impact of people's actions, conduct and behaviour on the lives of others and subsequent events. We will not only construct a sense of the past and evaluate its impact, at the time and on the present, we will consider our role in the future, in building a better society.

Our history curriculum will give pupils knowledge and understanding of the past and help them relate it to their own present and future. They will begin by creating an understanding of their own culture and society, and understanding where this has come from and how it has changed and why. They will go on to develop a sound understanding of the events connected with Great Malvern and Worcestershire, alongside deepening knowledge and understanding of the significant events, developments, individuals and civilisations in the UK and across the world.



### 1.1 History at The Wyche will:

- Equip pupils with the necessary historical knowledge and skills to prepare them for the next stages of education and employment.
- Deepen understanding of Great Britain's past and that of the wider world and relate it to the present.
- Build knowledge and understanding of the history of Great Malvern and the Malvern Hills and its place in events of national and global significance. (e.g. the second world war and the Water Cure).
- Make connections between different events and time periods, constructing theories and narratives.
- Develop curiosity, interest for historical sites, artefacts and sources.
- Understand how the mistakes and success of the past relate to how we live today, and how we should live tomorrow.

### 1.2 Relevance of Christian Values in History







<i>Safety</i>	<i>Trust</i>	<i>Respect</i>	<i>Inspiration</i>	<i>Value</i>	<i>Engagement</i>
We will create a safe risk-taking environment where people can share their views and be heard with respect. We will use artefacts safely and risk assess topics or subjects which may be sensitive to vulnerable learners.	We will develop our concept of truth and reliability by verifying accounts and sources. We will consider concepts of honour, truth, trust, deceit, loyalty and betrayal in the light of significant people and events.	We use history as a lens to view our connection to each other. We will show respect to others in discussion and write about cultures and ethnicities other than our own with considerate and inclusive language and attitudes.	We will identify people, events and historians which may inspire us to grow and improve, and when practicing history, will increasingly model good social and learning behaviour to each other.	We will treat sources, evidence and objects with care and develop a sense of the value and fragility of historical artefacts and sites. We will evaluate the lessons of the past and treasure the wisdom this gives us.	We will understand that engaging with history means learning lessons about our place in the world. We will attempt to apply the good of what others have done in the past to society, but to avoid their mistakes.

## 2 History Curriculum

History Long Term Plan EYFS & KS1 National Curriculum (Hodgehog & Fox Class)

Reception, Year 1 & Year 2

Year A

Term	Substantive Knowledge: "I know that" ( <i>What we are learning about</i> )		Disciplinary Knowledge "I know how to" ( <i>What we are learning that historians do.</i> ) [See history progression of skills for age-appropriate descriptors.]	
Aut	<p><b>Time to Eat</b> Pupils will explore and understand changes between the past and now, within living memory, by looking at the changes in mealtimes, food production, diet, advertising, packaging and routines since the Second World War. They will develop a sense of the past and a sense of self, by examining their own mealtimes, eating and cooking routines and familiar foods through the lens of history, adding cultural capital around related music, art, illustration, books and media. They will interview relatives and sequence objects, pictures and events on a timeline.</p> <p><b>I know that:</b></p> <ul style="list-style-type: none"> <li>Some of today's meals, products and routines are different to those used by our parents and grandparents, but some are the same. Some have changes names, (Opal fruits) some have vanished (Spangles).</li> <li>Materials, decoration and packaging of food has changed over time, for specific reasons (we can name some).</li> <li>Mealtime routines and rule have changed over time (giving examples)</li> <li>We can plot these changes on a timeline.</li> </ul>		<p><b>I know how to:</b> <b>H1 Time &amp; Chronology</b> Sequence pictures and objects from the present, recent and distant past, (now, parents' childhood and grandparent's childhood) talking about their features and using simple time vocabulary relative to history, dating and chronology. [30 years ago, my granny never used a microwave and made chips in a deep fat fryer].</p>  <p><b>H2 Sources &amp; Evidence</b> Ask and answer questions about mealtimes and food, now and then, responding to, and retrieving evidence from simple fiction or non-fiction texts, pictures, recordings or artefacts. [What are kippers and why were they for breakfast? / I can buy as many sweets as I want now but in 1950, they were rationed.]</p> <p><b>H3 Cause &amp; Consequence</b> Explain why and how mealtime routines and resources were developed, and why some have disappeared, and the impact on ordinary people.</p> <p><b>H4 Change and Continuity</b> Identify the key features of past and present mealtimes and food which have which have stayed the same in their own lives and homes, and those aspects which have changed or stopped. [We still drink tea every day, like in the past, but we only really have tea with teabags but in the 1950s and 60s it was loose tea in teapots, every time.]</p>	
Spr		<p><b>The Titanic</b> Pupils will explore and understand the significance of the sinking of the Titanic. They will build the concept of global travel by boat before affordable air travel and understand the time this took, the risks and the impact on people's lives. They will know how and why this "unsinkable" ship sank and engage with eyewitness accounts and a range of sources. This informs the 3/4/5 unit "Vikings and Anglo-Saxon Struggles" and the Year 6 unit "Antarctic Exploration".</p> <p><b>I know that:</b></p> <ul style="list-style-type: none"> <li>Before affordable air travel, ALL overseas voyages were by boat, for exploration, holidays and work.</li> <li>Titanic built in 1911 and was the largest ship ever built at the time.</li> <li>It was supposed to be "unsinkable" but it sank the first time it ever sailed from Liverpool and never reached New York.</li> <li>It sank because it hit an iceberg and the hull filled with water.</li> <li>The wreck of Titanic is still at the bottom of the Atlantic Ocean. It is considered a grave and has been blessed.</li> <li>All kinds of people were going to America, some died in the water but some were saved.</li> </ul>		<p><b>I know how to:</b> <b>H1 Time &amp; Chronology</b> Describe Titanic's manufacture, voyage and sinking, sequencing events and describing it using time and chronological vocabulary.</p> <p><b>H2 Sources &amp; Evidence</b> Ask and answer questions about Titanic, responding to, and retrieving evidence from simple non-fiction texts, pictures, recordings or artefacts. [How many people were on board Titanic; Titanic took three years to build]</p> <p><b>H3 Cause &amp; Consequence</b> Explain why and how the Titanic sank and what happened as a result. [The Titanic's hull was too thin and not suitable for an iceberg. After the disaster ships were built differently.]</p> <p><b>H4 Change and Continuity</b> Identify the key features of ocean crossing which have remained the same and those which have changed since 1911. [If you were going to New York now you would probably fly in an aeroplane, but people still go on boats to and there is a kind of holiday called a cruise.]</p>
Sum	<p><b>Castles</b> Pupils will explore castles, beginning to tell historical fact and fairy-tale conventions apart. They will explore and understand the reason we have castles in Britain, learn about the people who built and lived in them the causes for their construction and unpick misconceptions which may arise from modern culture and entertainment. They will compare and contrast Elizabeth I and Elizabeth II, and learn about their lives and their relationship with castles we can still see today. This informs the 3/4/5 unit "The History of Broadcasting" and the Year 6 unit "Power &amp; Justice".</p> <p><b>I know that:</b></p> <ul style="list-style-type: none"> <li>Castles exist in real life as well as in stories and that not all stories are historically accurate.</li> <li>Castles were used for shelter (as homes and palaces) and defence (as fortresses and barracks).</li> <li>A medieval castle in our area is Goodrich Castle.</li> <li>I know Elizabeth I lived in Kenilworth Castle and Elizabeth II lived in Windsor Castle almost 400 years apart.</li> </ul>			<p><b>I know how to:</b> <b>H1 Time &amp; Chronology</b> Sequence pictures and toys of dwellings from the present, recent and distant past, talking about their features and using simple time vocabulary relative to history, dating and chronology. [This castle is 500 years old but my house is quite new, only 50 years old.]</p> <p><b>H2 Sources &amp; Evidence</b> Ask and answer questions about castles and medieval lives responding to, and retrieving evidence from simple fiction or non-fiction texts, pictures, recordings or artefacts. [I think it must have been cold in a castle and smell like a rabbit hutch; did the rain come in the windows?]</p> <p><b>H3 Cause &amp; Consequence</b> Explain why castles were built (how and where) and the impact of castles on the surrounding area and inhabitants. [Castles were for defence so they were always built high up with a good view]</p> <p><b>H4 Change and Continuity</b> Identify aspects of life in a medieval castle which have stayed the same in their own lives and homes, and those aspects which have changed or vanished. [We have a log burner, and Elizabeth I stayed warm by burning logs too. But we have glass in our windows, not just slits in the wall.]</p>

Year B

**Term** Substantive Knowledge: "I know that" (What we are learning about)



**Time for Bed**

Pupils will explore and understand changes over time in bedtime routines and resources, how teddies, pyjamas, toothbrushes and bedtime drinks have changed and stayed the same since the Second World War. They will develop a sense of the past and a sense of self, by examining their own bedtimes, through the lens of history and adding cultural capital around related music, art, illustration, books and media. They will interview relatives and sequence objects, pictures and events on a timeline.

**I know that:**

- Today's bedtime resources and routines are different to those experienced by our parents and grandparents.
- Pyjamas has changed over time (can discuss styles, colours and materials).
- Teddies and cuddly toys have changed over time (giving examples including texture, colour, size and species).
- We can plot these changes on a timeline.

Aut

**Disciplinary Knowledge** "I know how to" (What we are learning that historians do.) [See history progression of skills for age-appropriate descriptors.]

**Time for Bed** I know how to

**H1 Time & Chronology** Sequence pictures and objects from the present, recent and distant past, (now, parents' childhood and grandparent's childhood) talking about their features and using simple time vocabulary relative to history, dating and chronology. [Granny's teddy is 50 years old, mum's is 25 and mine is 5 yrs old].

**H2 Sources & Evidence** Ask and answer questions about bedtime routines, now and then, responding to, and retrieving evidence from simple fiction or non-fiction texts, pictures, recordings or artefacts. [What did Ovaltine taste like? Why didn't they have plushy Pikachus in the 50s?]

**H3 Cause & Consequence** Explain why and how bedtime routines and resources were developed. [People started using cotton for pyjamas because nylon could catch fire].

**H4 Change and Continuity** Identify the key features of past and present bedtime routines and aspects which have which have stayed the same in their own lives and homes, and those aspects which have changed or stopped. [We still brush our teeth, but my gran had a wooden toothbrush. I have an electric one with Frozen on it.]



**The History of Pop!**  
Children will explore changes over time in the 2<sup>nd</sup> half of the 20<sup>th</sup> century, by exploring the development of pop music and the formats on which it was recorded and distributed. From Elvis to Oasis, on vinyl, cassette and CD, children will learn about what has changed and what has stayed the same, sequencing objects images and events and creating a timeline of late 20<sup>th</sup> century music, understanding significance of "the birth of rock 'n' roll". This informs the 3/4/5 unit "The History of Broadcasting".

**I know that:**

- Popular music began in rock 'n' roll in the 50s and styles changed decade by decade throughout the 20th Century.
- Some artists from the past are still popular today, like Elvis Presley, The Beatles and The Spice Girls.
- Music has been recorded and sold on a range of formats and played on a range of devices over the years, including Vinyl LP, cassette tape, Compact Disc and MP3 download.
- Changes in format went alongside changes in device, which included the record player, cassette player CD player and mp3 player.



Spr

**I know how to**

**H1 Time & Chronology** Sequence formats and records from the present, recent and distant past, (1950's – 2020s) talking about their features and using simple time vocabulary relative to history, dating and chronology. [My grandad only listened to vinyl records in the 1970s and my dad manly had CDs in the 1990s. I have MP3s on my mums' phone today]



**H2 Sources & Evidence** Ask and answer questions about the history of music styles and formats responding to, and retrieving evidence from simple fiction or non-fiction texts, pictures, recordings or artefacts.

[e.g. Why did they stop making cassettes? The Beatles stopped playing live after Revolver.]

**H3 Cause & Consequence** Explain why and how music formats were developed and the impact they had on people. [You could not listen to an LP in the car but you could have a tape in the car and through your headphones walking around].

**H4 Change and Continuity** Identify the key features of past and present rock and pop music and aspects which have which have stayed the same homes, and those aspects which have changed or stopped. [Bands still use drums, bass, guitar and keyboard; it's really hard to buy cassettes anymore, they have been replaced by Mp3]



**Over the Hills and Far Away! Local Study Part 1**

Pupils will learn about the development of travel and transport within Great Malvern and understand how, over time, transport has developed, vehicles have changed design and be able to suggest reasons why. They will visit sites of interest, and sequence objects, pictures and events on a timeline. This informs the 3/4/5 unit "The Water Cure".

**I know that:**

- Our village of 'Wyche' is named after an ancient route over the Malvern Hills where animals would have carried salt. Wyche means 'salt' in Anglo-Saxon.
- Before the 1970s, only the very well off could afford a family car.
- Most people either walked, cycled or used public transport (bus and train).

- Malvern's Morgan car factory was established in 1909 but these expensive cars were only for the very well-off.
- In living memory, shops were local and people walked or cycled to them.
- Transport played a big part in delivery. Specific heavy or perishable goods were delivered regularly by different tradespeople on foot or on bicycles; later by van. (e.g. Bread van, grocer's boy, milk float, coal man, etc. (Compared with Amazon, Ocado, etc. today which is internet order and general, not specific).

Sum

**I know how to:**

**H1 Time & Chronology** Describe changes in the evolution of modes of transport using a timeline and chronological language, sequencing pictures and objects.





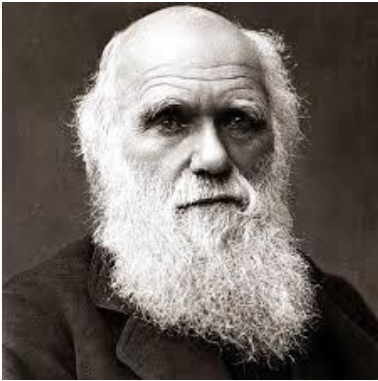

**H2 Sources & Evidence** Ask and answer questions about local transportation, using sources such as fiction, non-fiction, picture and first-hand accounts. [This lady used to walk to school in the rain in 1970, but we come in the car even in the sunshine].

**H3 Cause & Consequence** Identify how local transport and travel has changed in living memory and what has remained the same [I can still get a bus to Worcester like my mum did, but we don't have a bread van any more].







**H4 Change and Continuity** Explain why and how modes of transport changes in Great Malvern and explain its impact on people's lives. [In the 70's there were more cars for sale and people had more money do more people could buy cars. This meant they could travel further and put their shopping in the boot.]









Year C

Term	Substantive Knowledge: "I know that" ( <i>What we are learning about</i> )	Disciplinary Knowledge "I know how to" ( <i>What we are learning that historians do.</i> ) [See <i>history progression of skills</i> for age-appropriate descriptors.]
Aut	<p><b>Time to Play</b> Pupils will explore and understand changes between the past and now, within living memory, by looking at the changes in toys, games and sport since the Second World War. They will develop a sense of the past and a sense of self, by examining their own experiences of playing and taking exercise through the lens of history and adding cultural capital around related music, art, illustration, books and media. They will interview relatives and sequence objects, pictures and events on a timeline.</p> <p><b>Time to Play I know that:</b></p> <ul style="list-style-type: none"> <li>Some of today's games, toys and rhymes are different to those used by our parents and grandparents, but some are the same. (toy vehicles, figurines, bicycles and competitive games, e.g. Marbles, board games)</li> <li>Materials, decoration and packaging of toys and games has changed over time, for specific reasons. (safety, cost, fashion and ease).</li> <li>We can plot these changes on a timeline.</li> </ul> 	<p><b>Time to Play I know how to</b></p>  <p><b>H1 Time &amp; Chronology</b> Sequence toys and games (in pictures and real-life objects) from the present, recent and distant past, (now, parents' childhood and grandparent's childhood) talking about their features and using simple time vocabulary relative to history, dating and chronology. [<i>Granny's teddy is 50 years old, mum's is 25 and mine is 5 yrs old.</i>]</p> <p><b>H2 Sources &amp; Evidence</b> Ask and answer questions about the toys children played with and the games they played, now and then, responding to, and retrieving evidence from simple fiction or non-fiction texts, pictures, recordings or artefacts. [<i>Why can't I play with lead soldiers nowadays? ? My granny and my mum both skipped to salt, vinegar, mustard pepper.</i>]</p> <p><b>H3 Cause &amp; Consequence</b> Explain why and how toys and games routines and resources were developed. [<i>Metal and wood toys started being made out of plastic and it was cheaper, quicker and safer.</i>]</p> <p><b>H4 Change and Continuity</b> Identify the key features of past and present bedtime routines and aspects which have which have stayed the same in their own lives and homes, and those aspects which have changed or stopped. [<i>We still brush our teeth, but my gran had a wooden toothbrush. I have an electric one with Frozen on it.</i>]</p>
Spr	 <p><b>The Great Fire of London</b> Pupils will learn about The Great Fire of London, discovering what led up to the fire, how it started, why it was so devastating and what came next. Through discussion, drama, music and creativity they will bring this significant event from history to life and relate it to modern day buildings and fire safety, constructing a model of London and safely re-enacting the event. This informs the Year 6 unit "Power &amp; Justice".</p> <p><b>I know that:</b></p> <ul style="list-style-type: none"> <li>The Great Fire of London started in a baker's in Pudding Lane in 1666.</li> <li>The fire caused lots of damage to London, but put an end to the Black Death, or bubonic plague.</li> <li>The fire spread because houses were made of straw and wood and were built close together.</li> <li>After the fire, London was rebuilt with stone houses, further apart and London formed the first fire brigade.</li> </ul>	<p><b>I know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Use words and pictures to sequence events before, during and after the Great Fire of London.</p> <p><b>H2 Sources &amp; Evidence</b> Ask and answer questions about the Great Fire of London, retrieving information from simple fiction and non-fiction texts and reliable films and media, including eyewitness accounts, such as Samuel Pepys.</p> <p><b>H3 Cause &amp; Consequence</b> Explain how the Great Fire started, spread and was put out, using key historical and chronological vocabulary.</p> <p><b>H4 Change and Continuity</b> Identify what survives from the Great Fire of London (such as city planning, fire brigades, the monument and the nursery rhyme) and what has changed (building materials and the bubonic plague).</p> 
Sum	<p><b>Darwin &amp; Attenborough</b> Pupils will consider how explorers have shaped the world and how long-distance travel has changed over time. They will learn about the life and ideas of Charles Darwin and contrast him with another great traveller and naturalist David Attenborough, writing letters to David Attenborough and learning about Darwin's presence in our own locality of in Malvern. This informs the 3/4/5 unit "The Water Cure".</p> <p><b>I will know:</b></p> <ul style="list-style-type: none"> <li>Charles Darwin and David Attenborough are both explorers and Naturalists.</li> <li>Both Charles Darwin and David Attenborough travelled the world finding out about living things. Attenborough has visited all 7 continents.</li> <li>Both David Attenborough and Charles Darwin have living things named after them (Darwin's frog, and <i>Attenboroughsaurus</i>).</li> <li>Darwin developed a very important idea that living things change over time because of where they live.</li> <li>Darwin stayed in our own town of Great Malvern because his daughter was ill.</li> </ul> 	<p><b>I will know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the lives of David Attenborough in time and in relation to each other, using chronological language.</p> <p><b>H2 Sources &amp; Evidence</b> Ask and answer questions about Darwin and Attenborough, by responding to sources (pictures, non-fictional accounts and records).</p> <p><b>H3 Cause &amp; Consequence</b> Explain the impact both men have had on ideas and society through their writings and ideas.</p> <p><b>H4 Change and Continuity</b> Identify similarities and differences between Darwin and Attenborough, and reflecting on what that tells us about the time in which they lived. [<i>Darwin and Attenborough both went to South America, but Darwin could not fly like Attenborough because it was before planes were developed. Darwin and Attenborough both changed the way people feel about the Natural world, but in different ways.</i>]</p> 



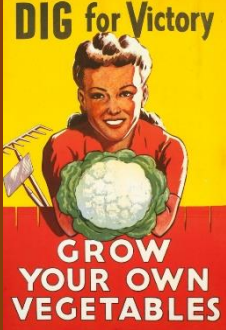

Year A

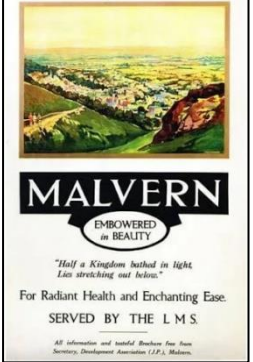
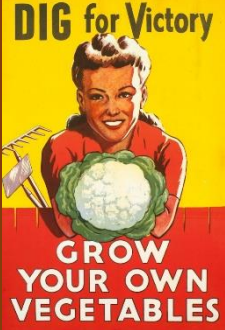
Term	Substantive Knowledge: "I know that". (What we are learning about)	Disciplinary Knowledge "I know how to" (What we are learning that historians do?)
Aut	<p><b>Ancient Greece</b> Pupils will study the great civilisation of the Ancient Greeks and learn about inventions and innovations, their enemies and allies, their beliefs, myths and everyday life. We will learn how we know about the Greek civilisation, what survives of it and how their ideas still impact enormously on us today.</p> <p><b>I know that:</b></p> <ol style="list-style-type: none"> <li>1. Ancient Greek civilisation lasted for thousands of years and was based in modern day Greece and centred around its capital Athens.</li> <li>2. Greek thought gave us <u>philosophy</u> and we still study Plato and Socrates today.</li> <li>3. The Greeks developed <u>democracy</u> which we have adapted as our own parliamentary system.</li> <li>4. Greeks believed in a <u>pantheon</u> of gods about whom they told stories called <u>myths</u> and <u>legends</u>.</li> <li>5. The Greek diet was based on locally available Mediterranean food and we still eat a similar diet regularly.</li> <li>6. Warring and disunity between Greek city states weakened them and led to occupation by Rome.</li> <li>7. Greeks practiced <u>slavery</u> and the status of women was very low.</li> <li>8. Greek civilisation spread from Ancient Greece around the world through the conquests of Alexander the Great, then through Greek literature, and had a huge <u>impact</u> including the UK we know today.</li> </ol> 	<p><b>I know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of Greek civilisation, identifying key events by year, and relate Greek civilisation to other civilisations and events studied. [<i>The Greeks were having the Olympics at the same time as the Maya civilisation.</i>]</p> <p><b>H2 Sources &amp; Evidence</b> Identify and evaluate the sources which tell us about Greek life and civilisation (contemporary Greek art, drama, myths, legends and literature, both fiction and non-fiction) [<i>I know Greek clothes were like this because they were drawn that way on the vases; archaeologists have found items which tell us about everyday life.</i>]</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons why Greek culture spread so far and what impact this had, and discuss the reasons for Greece's strength as a civilisation, and for its downfall when conquered by the Romans. [<i>War spread Greek culture, and war ended it. Alexander the Great conquered many lands and took Greek culture with him. Unfortunately, warring between different Greek city states meant that they forgot about their common enemy Rome, who conquered them in the 1<sup>st</sup> century BCE.</i>]</p> <p><b>H4 Change and Continuity</b> Identify and describe aspects of Greek civilisation which are still important to Western and UK culture (e.g. drama, Greek myths, Olympics, Mediterranean food, democracy) and those which have not survived (slavery, low status of women). [<i>If I have an olive and hummus wrap, vote, then go to a play, I am living a life similar to an Ancient Greek, but if I am a female, I would not have had any of those rights.</i>]</p> 
Spr	<p><b>Anglo-Saxons</b> Pupils will study the culture and legacy of the Anglo-Saxons from the end of the Roman occupation of Britain to the Norman Conquest, Pupils will consider what the Anglo-Saxons left behind as evidence, how we know about them and the mark they have left on our lives today.</p> <p><b>I know that</b></p> <ol style="list-style-type: none"> <li>1. The Anglo-Saxon age in Britain was from around 410 CE to 1066 and the Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands.</li> <li>2. Anglo-Saxons came to Britain to fight, to farm and to live.</li> <li>3. Unlike our modern <u>monarchy</u>, Anglo-Saxon Britain was not one <u>kingdom</u> but five. Great Malvern is in the ancient kingdom of Mercia.</li> <li>4. Anglo-Saxon's were great craft workers and storytellers. Their jewellery styles and stories still influence modern culture.</li> <li>5. The most famous Anglo-Saxon king (<u>monarch</u>) was Alfred the Great.</li> <li>6. The Anglo-Saxons had ancient pagan Celtic beliefs with a <u>pantheon</u> (Tiw, Frig, Woden, Tunor) which gradually gave way to <u>Christianity</u> by 1066.</li> </ol> 	<p><b>I know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of Anglo-Saxon civilisation, including the conversion to Christianity. Relate Anglo-Saxons to other civilisations and events studied. [<i>The Anglo-Saxons arrived with the Romans and stayed after they left. In 1066 Norman became the ruling people.</i>]</p> <p><b>H2 Sources &amp; Evidence</b> Identify and evaluate the sources which tell us about Anglo-Saxon life. [<i>Archaeologists have found features of domestic life but also beautiful decorative art. The burial at Sutton Hoo told us an enormous amount about Anglo-Saxon customs and beliefs. The Anglo-Saxon chronicle tells us a lot.</i>]</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons why Anglo-Saxons came to Britain, and the results of this, and describe the reasons for the change from Celtic pagan beliefs to Christian beliefs and their consequences. [<i>Christian conversion in the UK was a slow takeover; we can see Anglo-Saxon survivals in as Christianity adapted deities, shrines and feast days into Christian practice – Gt Malvern's wells for example.</i>].</p> <p><b>H4 Change and Continuity</b> Describe how Anglo-Saxon settlement changes the landscape of Britain such as building with wood not stone and leaving behind place names (-ham, -tun and -ford), and how religion and belief changed from paganism to Christianity, resulting in the UK is still having a Christian monarch and established church.</p> 
Sum	<p><b>Viking and Anglo-Saxon Struggles</b> Pupils will study the raids of Ancient Britain by the people we call Vikings, learning about the impact these great warriors and navigators had on the UK and how we know this.</p> <p><b>I know that</b></p> <ol style="list-style-type: none"> <li>1. The Vikings were <u>raiders</u> and <u>explorers</u> who travelled to other countries in <u>Longships</u>.</li> <li>2. The Vikings came from modern-day <u>Scandinavia</u>.</li> <li>3. The Vikings worshipped a <u>pantheon</u> of gods.</li> <li>4. The Vikings practiced <u>slavery</u>.</li> <li>5. The Vikings raided Anglo Saxon Britain, targeting rich monasteries and imposing a <u>Danegeld</u>.</li> <li>6. Many Vikings ultimately settled in Britain and co-existed with Saxons, living in the <u>Danelaw</u>.</li> <li>7. The Viking and Saxon struggle and rule ended at the Battle of Hastings in 1066.</li> </ol> 	<p><b>H1 Time &amp; Chronology</b> Describe the time-frame of Viking activity in Britain and relate this to other civilisations and events studied. [<i>The Vikings began by raiding the coast of the UK; the struggles for who would be in charge ended at the Norman conquest in 1066.</i>]</p> <p><b>H2 Sources &amp; Evidence</b> Describe the fact that our sources are one sided, that almost all of the written evidence about the Viking invasions and settlement in Britain comes from the English version of events, mostly from the Anglo-Saxon Chronicles and later medieval sources, such as histories and poems. Vikings also left behind military and domestic items which tell us a lot about their way of life, at home and abroad.</p> <p><b>H3 Cause &amp; Consequence</b> Explain why the Vikings began raiding, and how Anglo Saxons reacted and defended themselves. Explain what the consequences where of Anglo-Saxons and Vikings co-occupying Britain until the Norman Conquest.</p> <p><b>H4 Change and Continuity</b> Discuss how Vikings changed Great Britain (levying the Danegeld and installing their own laws and rulers) and what survives to this day of their occupation (Days of the week - Wednesday, Thursday, Friday) and many loan words (Bug, bull, ransack, cake, egg).</p> 

Year B

Term	Substantive Knowledge: "I know that" ( <i>What we are learning about</i> )	Disciplinary Knowledge "I know how to" ( <i>What we are learning that historians do.</i> ) [See history progression of skills for age-appropriate descriptors.]
Aut	 <p><b>The Romans</b> <i>I know that</i></p> <ol style="list-style-type: none"> <li>1 The Romans came from modern day Italy and were based in its <u>capital</u>, Rome.</li> <li>2 The Roman Army Invaded Britain three times and each time the Celtic tribes put up resistance.</li> <li>3 The Romans had an impact on Britain still felt today.</li> <li>4 The Romans worshipped a <u>pantheon</u> of many Gods, much of it derived from the Greeks.</li> <li>5 The Romans practiced <u>slavery</u>.</li> <li>6 The Romans made many changes to Britain, including houses, roads and religion.</li> </ol>	<p><b>Romans</b> <i>I know how to:</i></p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of Roman attempts to invade Britain and relate it to the wider Roman Empire and other civilisations studied.</p> <p><b>H2 Sources &amp; Evidence</b> Describe the fact that historical sources are one-sided, that almost all of the written evidence about the Roman Invasion of Britain comes from Roman writers (Tacitus and Dio). There are no Celtic or British accounts. Explain we can reconstruct Celtic life from domestic and military artefacts and ruins. Describe life in Roman Britain based on research and a visit to Chedworth Villa.</p> <p><b>H3 Cause &amp; Consequence</b> Explain the reasons for the Roman invasions, for their success and failure, and why the Romans withdrew from Britain at the end of their occupation. Describe the impact of Roman occupation on the lives of native settlers.</p> <p><b>H4 Change and Continuity</b> Discuss how the Roman occupation changed Britain (introducing Christianity and suppressing pagan Celtic religion) and give examples of benefits and innovations it brought which are still in use (viaducts, roman roads, etc.)</p> 
Spr	<p><b>The Shang Dynasty</b> Pupils will learn about the achievements of one of the earliest civilisations, the Shang Dynasty, a powerful ruling family in ancient China. They will find out about inventions and innovations we still use today, and the unique historical records this people left behind in the form of prayers and petitions on animal bones, without which we would not appreciate their society or influence on modern times.</p> <ol style="list-style-type: none"> <li>1 The Shang <u>Dynasty</u> was the earliest well-documented dynasty (family of rulers) in China.</li> <li>2 They worshipped their <u>ancestors</u> and nature gods (Sun and Moon) but their chief deity was Shangdi.</li> <li>3 They believed in fortune telling through animal bones and looking at fire.</li> <li>4 They practiced <u>slavery</u> on prisoners of battle and slaves could be buried alive with their masters.</li> <li>5 They invented writing, wheeled chariots, bronze casting and first <u>domesticated</u> the horse.</li> <li>6 The food they grew and ate was dictated by the wet climate and flooding of ground around the Yellow River.</li> </ol> 	<p><b>The Shang Dynasty</b> I know how to:</p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of Shang Dynasty and relate it to what was happening in the wider world at the time and to other civilisations studied.</p> <p><b>H2 Sources &amp; Evidence</b> Describe the prayers and petitions on animals' bones and explain why they give us the best account of what life was like in the Shang. Identify what Archaeological excavations reveal of Shang culture: Tombs reveal a great deal about life as people were buried with their possessions, such as bronze weapons, carved jade ornaments, bone carvings, pottery, stone sculptures, and even chariots.</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons for the rise and fall of the Shang Dynasty, and for why it was successful (developing bronze casting brought wealth and weaponry.)</p> <p><b>H4 Change and Continuity</b> Discuss the continuity of the Chinese language and how this enables modern Chinese readers to read the writing of the time. Identify innovations which are still used globally today (wheeled chariots, writing, bronze casting, domestic horse) and aspects which have not survived (pyromancy and oracle bone divination).</p> 
Sum	<p><b>The History of British Broadcasting (The BBC)</b> Children will compare the respective coronations of King Charles III in 2023 his mother Elizabeth II in 1953, and her father George VI, understanding the development of broadcast media during the 20<sup>th</sup> Century. This deepens and develops on the previous R/1/2 units "The History of Pop!" and "Castles: Fact or Fiction". <b>I will know:</b></p> <ol style="list-style-type: none"> <li>1 The BBC was founded in 1922 as the <u>British Broadcasting Corporation</u>.</li> <li>2. Until 1936 the BBC broadcast audio only. There was a <u>boom</u> in ordinary people buying radios ("The <u>Wireless</u>", invented by Guglielmo <u>Marconi</u>) to receive the entertainment and news.</li> <li>3. Television was developed and patented by the inventor <u>John Logie Baird</u>.</li> <li>4. In 1936 the BBC began to broadcast visual shows for television. Only the well-off had TV sets in those days,</li> <li>5. There was only one TV channel for 33 years, until ITV began in 1955. BBC2 started in 1964 and Channel 4 in 1982.</li> <li>4. TV went off the air from 1939-1946, due to WW2; people relied on the radio for news, <u>propaganda</u> and <u>entertainment</u>.</li> <li>5. The first true outside broadcast by the BBC (using a mobile van) was George VI's <u>coronation</u> in 1937. Whilst this was broadcast on television most people saw it as newsreel in cinemas or heard it on the radio.</li> <li>6. TV ownership increased enormously when Queen Elizabeth II's coronation was televised in 1953. More than 20 million people watched, and for the first time TV had higher ratings than radio.</li> <li>6. Charles III's coronation was televised, but also streamed live and available on demand. Only 18 million watched on TV but many, many more watched on streaming platforms around the world.</li> </ol> 	<p><b>I know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the BBC's foundation and development within the 20<sup>th</sup> Century, sequencing developments and including the chronology of the three coronations.</p> <p><b>H2 Sources &amp; Evidence</b> Use primary and secondary sources to establish the similarities and differences between the three coronation broadcasts and their impact on ordinary people's lives.</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons why ownership of radios and television boomed during the 20<sup>th</sup> century. Articulate the effect on ordinary people of first radio then television broadcasts in the 20<sup>th</sup> century.</p> <p><b>H4 Change and Continuity</b> Discuss what aspects of these three coronations have remained the same over the 20<sup>th</sup> century, but articulate the changes in broadcast technology and viewing numbers and habits, giving reasons why.</p> 

Year C


Term	Substantive Knowledge: "I know that" ( <i>What we are learning about</i> )	Disciplinary Knowledge "I know how to" ( <i>What we are learning that historians do.</i> ) [See history progression of skills for age-appropriate descriptors.]
Aut	<p><b>The Maya Civilisation</b> Pupils will learn about the Maya civilisation which flourished for thousands of years in what is now modern-day Central America. They will use primary and secondary sources to discover Maya traditions, beliefs, crops and diet, evaluating the impact of the Maya way of life on their own lives today. Pupils will also learn about this civilisation's animistic religion and explore their glyph-based writing system which, expressed in the stunning Maya Codices, is the main source of our knowledge about their way of life.</p> <p><b>I know that:</b></p> <ul style="list-style-type: none"> <li>The Maya were an advanced ancient people of <i>Mesoamerica</i>, rising and falling over 3000 years until Europeans became active in the region in the 16<sup>th</sup> &amp; 17<sup>th</sup> Century.</li> <li>The Mayans were architects who built cities and amazing pyramidal temples; they lived in city states, each ruled by a single ruler. These still exist as <i>ruins</i>.</li> <li>The Mayans had an <i>animistic</i> religion and worshipped a <i>pantheon</i> of hundreds of gods to whom they offered blood <i>sacrifice</i>. Details statues tell us about their gods and priests.</li> <li>The Maya made detailed art, developed a system of picture writing we refer to as Maya Script or Maya <i>Glyphs</i> (similar to Egyptian hieroglyphs) and had a base 20 number system with lines and dots, similar to Roman Numerals. The <i>codices</i> serve as evidence.</li> <li>The Maya have a <i>legacy</i> in cooking and culture – we share corn, avocado and chilli in modern day recipes.</li> </ul>	<p><b>I know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of the Maya civilisation and relate it to what was happening in the wider world at the time and to other civilisations studied.</p> <p><b>H2 Sources &amp; Evidence</b> Identify primary and secondary sources (statues, codices and ruins) which tell us about the Maya and establish what life was like for ordinary people in a Mayan city state.</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons why ownership of radios and television boomed during the 20<sup>th</sup> century. Articulate the effect on ordinary people of first radio then television broadcasts in the 20<sup>th</sup> century. Articulate how and why the Mayan empire flourished and then came to an end (conquistadors).</p> <p><b>H4 Change and Continuity</b> Discuss what aspects of Mayan life are present in modern day Mexico and around the world (cuisine – we still cook with Chilli, corn, avocado etc.) and what has changed (blood sacrifice, number system and writing.)</p> 
Spr 1	<p><b>Worcestershire at War</b> Pupils will learn about the impact of World War Two on the lives of children very much like themselves, be they residents, evacuees or refugees. They will consult primary and secondary sources to establish the main causes and events of the 2nd World War and its enduring legacy, discovering the role played by Worcestershire and Great Malvern in this conflict.</p> <p><b>I know that:</b></p> <ol style="list-style-type: none"> <li>The 2<sup>nd</sup> world war was fought across the entire world, first between Great Britain, led by Winston Churchill, and Germany, led by Adolf Hitler and then between the allied forces (Great Britain, France and the United States) and the axis powers (Germany, Italy and Japan).</li> <li>WW2 lasted from 1939, when the Nazi party invaded Poland, until 1945.</li> <li>Bombing of cities by aeroplane ("The Blitz") resulted in:             <ol style="list-style-type: none"> <li>children being sent from urban to rural areas such as Great Malvern (evacuees).</li> <li>The arrival of Jewish children from continental Europe including those in Great Malvern at Pickersleigh school (refugees).</li> <li>Precautions in cities to survive bombing (the black-out and air-raid shelters).</li> </ol> </li> <li>The government used information posters to encourage and inspire the British people. This was called <i>propaganda</i>.</li> <li>When the war ended there was celebrating and street parties. Soldiers and evacuated children came home again.</li> </ol>	<p><b>I know that</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of the Second World War, sequencing key national and local events, and relating WW2 to other events and periods of study.</p> <p><b>H2 Sources &amp; Evidence</b> Identify primary and secondary sources which tell us what life was like for ordinary people in Great Britain during the second world war.</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons why the second world war started and ended; articulate the reasons for evacuation and it's impact on children and families in practical and emotional terms. Describe the reasons for propaganda and its impact.</p> <p><b>H4 Change and Continuity</b> Discuss what aspects of British life changed during the second world war, and what stayed the same. Describe which areas were affected the most and the least and why. Identify any aspects of modern Britain which are survivals of the second world war.)</p>  
Sum	<p><b>The Water Cure</b> Pupils will learn about Great Malvern's rapid growth and national importance in the 18<sup>th</sup> and 19<sup>th</sup> centuries as a health spa and "Water Cure". They will learn about famous visitors and residents and understand the impact of this significant period in Worcestershire history on local architecture, infrastructure, tourism, commerce, and place names. This deepens and develops on the previous R/1/2 units "Over the Hills and Far Away" and "Darwin &amp; Attenborough".</p> <p><b>I know that:</b></p> <ol style="list-style-type: none"> <li>Great Malvern grew in size and wealth during the 18<sup>th</sup> and 19<sup>th</sup> Century because health treatments were developed using the naturally occurring "Malvern spring water".</li> <li>People came from all over the country to Great Malvern to "take the cure". They came by road (in horse drawn coaches) and by rail. Donkeys became a fashionable mode of transport and people travelled up the hills on them.</li> <li>Great Malvern's station, the railway bridge and the Grand Spa Hotel were all built in 1860 to bring more people more easily to take the cure.</li> <li>Many famous people visited Malvern because of the Water Cure, including American President Theodore Roosevelt, Florence Nightingale and Charles Darwin.</li> <li>The water cure involved drinking, showering and bathing in ice cold Malvern spring water.</li> </ol>	<p><b>I know how to:</b></p> <p><b>H1 Time &amp; Chronology</b> Describe the time-frame of The Malvern Water Cure, it's place in chronology and duration, relating it to other events and periods of study.</p> <p><b>H2 Sources &amp; Evidence</b> Identify primary and secondary sources which tell us what life was like in Great Malvern in the 19<sup>th</sup> Century, and what the experience of patients were like at The Water Cure.</p> <p><b>H3 Cause &amp; Consequence</b> Give reasons why The Water Cure developed as a phenomenon, and the impact of increased travel and residence in Malvern on the town and its inhabitants, and the reasons for its decline.</p> <p><b>H4 Change and Continuity</b> Discuss what aspects of British and Great Malvern life changed during the 19<sup>th</sup> Century (with specific reference to The Water Cure) and how much of this remains in the present day.</p> 



Year A	Year B	Year C
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Term	<b>Substantive Knowledge: "I know that" (<i>What we are learning about</i>)</b>	<b>Disciplinary Knowledge (<i>What we are learning that historians do.</i>)</b>
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**Aut**



**Two Henrys: Father and Son Tudors** Children will consider the rise and influence of the Tudor Royal house, beginning with The Wars of the Roses, the subsequent Tudor monarchy, and it's influence on England. They will consider and compare primary and secondary sources to draw conclusions about the impact of Henry VII and VIII on the nation, what changed during this time. This deepens and builds on the previous R/1/2 unit "Castles: Fact or Fiction".

**I know that:**

- The Tudors were a royal family who came to power following the **Wars of the Roses**.
- Henry **Tudor** (VII) ended the Wars of the Roses by winning the **Battle of Bosworth**.
- Henry Tudor cemented the union between the houses of Lancaster and York by marrying Elizabeth of York.
- The Tudor Rose symbolises the merging of the houses of **York** and the **Lancaster**.
- Henry VII's son, Henry VIII was a powerful and significant Tudor **monarch** and is a well-known historical figure.
- Henry VIII broke England's religious ties with Rome and joined the Protestant **Reformation** movement in order to remarry in his quest for a male heir.

- Henry VIII married six times and executed two of his wives.
- Henry VIII declared himself head of the Church of England and Catholics became a persecuted minority group in England. This is considered a **turning point** in history.


**I know how to:**

**H1 Time & Chronology** Describe the time-frame of the House of Tudor, from the end of the Wars of the Roses to the Death of Henry VIII its chronology and duration, relating it to other events and periods of study.

**H2 Sources & Evidence** Identify primary and secondary sources which tell us about the Tudor monarchs and examine the evidence for the popular interpretations of Henry VIII's character.

**H3 Cause & Consequence** Explore and explain reasons why the Wars of the Roses started and were resolved and why Henry VIII founded the Church of England.

**H4 Change and Continuity** Identify and describe ways in which royal power and monarchy has changed since Tudor times and ways in which is the same.




**Spr**

**The Heroic Age of Antarctic Exploration**

**I know that:**

- Ernest Shackleton was a polar **explorer**, part of the heroic age of polar exploration, which included the journeys of Robert Falcon Scott and Roald Amundsen.
- Shackleton's **Endurance expedition**, whilst unsuccessful, is considered to be one of the greatest stories of exploration and **survival** to date.
- Endurance was trapped in sea ice for several months, meaning the explorers were stranded.
- Endurance was crushed in the sea ice, causing Shackleton and his crew to abandon ship.
- Antarctic Exploration in the early 20th Century was more challenging than today in terms of communications, equipment, supplies and conditions.




**I know how to:**

**H1 Time & Chronology** Describe the chronology of the Heroic Period of Antarctic Exploration and create a detailed timeline of Endurance's voyage, relating this event to other periods studied.

**H2 Sources & Evidence** Evaluate primary and secondary sources which tell us about conditions on Shackleton's voyage and use them to construct narratives and theories about the events studied.

**H3 Cause & Consequence** Construct narratives explaining why Shackleton ran the expedition and why men joined him. Use different sources of evidence to investigate the motivation of crew members to join Shackleton's crew. Describe the consequences of the mission going wrong for Shackleton and the crew.

**H4 Change and Continuity** Make comparisons between Antarctic Exploration in modern times and the early 20th Century, identifying what has changed and what has remained the same.



**Sum**

**Stone Age to Iron Age** I know that:

**I know that:**

- Pre-history refers to the period of events which predate writing. In other words, there are no written sources.
- British pre-history covers a period of almost a million years, starting with the first humans arriving in Britain and ending with the Roman Invasion of Britain in 55 BCE.
- Human pre-history is divided into Stone Age, Bronze age and Iron age.
- The development of stone tools and weapons during the Stone Age was key to human survival. Arrow heads, stone hammers and axes were used for hunting and preparing food.
- Copper mining was developed in the Bronze Age (around 2000 BCE) and resulting in the first metal objects, including axe-heads and spears.



- Hillforts were developed in the Iron Age on high ground to make them easy to defend against other tribes. They could be large settlements with hundreds of inhabitants.
- British Camp is a significant historical site, local to us and was an iron age hill fort.
- There is a legend associated with British Camp and Caractacus, an ancient Briton chief, which may or not be true.

**I know how to:**

**H1 Time & Chronology** Describe the duration and period we refer to as British human pre-history, chronological terms and referring to other periods

**H2 Sources & Evidence** Understand that pre-before written accounts so sources are and theoretical. Explain how historians and build an evidence-based picture of this period.

**H3 Cause & Consequence** Give reasons for the stone, bronze and iron technology and the early Britons; identify the reasons for Iron Age Hill and its impact on everyday lives.

**H4 Change and Continuity** Describe how life for prehistoric Britons changed over the long period being studied, and identify aspects which have continued into the modern day.

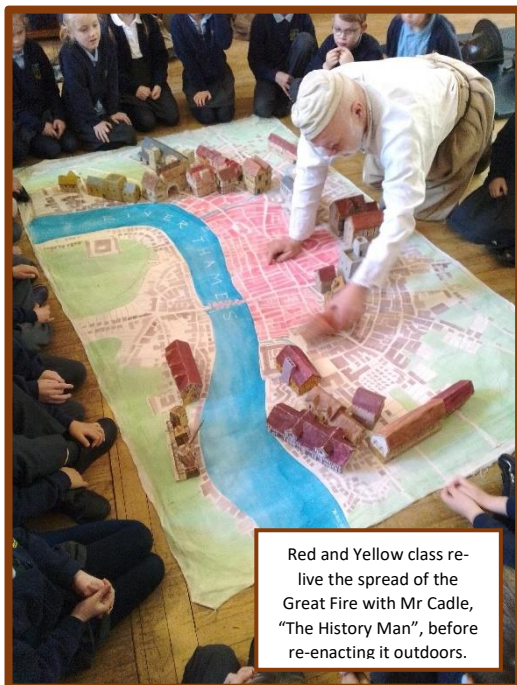


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development consequences for fort development



### 3 Pedagogy: Learning & Teaching History



Red and Yellow class re-live the spread of the Great Fire with Mr Cadle, "The History Man", before re-enacting it outdoors.

3.1 History will be taught as a discrete subject, expressing the National Curriculum's aims and programmes of study in termly themed planning. We will teach and assess the curriculum mapped above (2 Curriculum) and the progression of specifically historical behaviours outlined below (4 Assessment). History learning will be recorded in its own History book.

3.2 In addition to being taught as a discrete subject, History will form part of a rich, cross-curricular curriculum, and other subject disciplines will be strategically used to deepen understanding and widen the context of the subject, for example by painting propaganda posters by hand and using desktop publishing software to add lettering digitally, or by learning about the land use of present-day Great Malvern in Geography as we explore its urban past in History.

3.3 Above all, our pedagogical approach to history will be empathic, answering the question "what was it like to live in these times?" This question will help us to explore the key concepts of time & chronology, sources & evidence, cause & consequence and continuity & change that we have put at the heart of our History education offer.

3.4 Children will explore the past through debate, roleplay, drama, re-enactment, inspirational visitors and immersive visits. By experiencing what it was like to experience the past, they will better understand the reasons for and the results of these events and will more easily make the connections between events and civilisations which will secure a sound and lasting History education. They will also develop a growing sense of chronology by using timelines to place, sequence and compare events, throughout their history education.

### 4 Assessment





Assessment in history will establish the extent to which children are gaining and retaining historical substantive knowledge, and are developing and deepening historical disciplinary skills. This will be done through a range of techniques in line with our assessment policy, but which will include most, but not all of:

- Entry quizzes and assessment tasks.
- Exit quizzes and assessment tasks.
- Questioning in lessons, individual, group and class.
- Marking ongoing history recording.
- Assessment of related content in other subject domains (e.g. historical accuracy of model Castles in Red class D&T)
- Observation of role-play, drama, debates and presentations.
- Judgements will be made as a secure fit, and records kept of pupils who are working **below, just below, at or above** the planned curriculum for their chronological year.



Orange Class enjoy an "immersive" experience as they re-enact the Victorian Water Cure.

 Malvern Wyche C of E Primary School History Progression of skills

Document	EYFS	KS1 National Curriculum		KS2 National Curriculum			
Band	Reception, Year 1 & 2		Year 3, 4 & 5			Year 6	
Year	R	1	2	3	4	5	6
	<i>In an enabling environment</i>	With Support	Competently	With Support	Competently	Reliably	Confidently
<p>H1 Time &amp; Chronology</p> 	<p>Talk about the lives of the people around them and their roles in society, using some basic time vocabulary. [“My nan used to live in Malvern but she moved”]</p>	<p>Sequence events (in words, numbers and/or pictures) in chronological order, based on simple observation in and beyond living memory, using a timeline.  Use simple time vocabulary relative to history, dating and sequencing chronology.</p>	<p>Sequence the events, eras and civilisations studied thus far on a timeline, articulating what came before, at the same time and after, using historical language and accurate dates.  Use time vocabulary to date, sequence and describe historical events over the course of human history.</p>	<p>Sequence a quantity of events, eras and civilisations on a timeline of human history articulating what came before, at the same time and after, using historical language and accurate dates.  Use a range of time vocabulary to date, sequence and describe multiple historical events over the course of human history, finding ways to discuss pre-history.</p>			
Vocabulary	used to, any more, was going to, will, olden days,	before / after / at the same time / ago / long / short / year / decade / century / / generation / vintage / fashion	As R, 1 & 2 <i>plus</i> : / ancient & modern / early, late & mid- / preceded & followed / contemporary / date / year / decade / century / millennium / age / centenary / anniversary / BCE & CE /	As R to 5: <i>plus</i> / era / epoch			
<p>H2 Sources &amp; Evidence</p> 	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. [“It looks cold in the Beasts castle - were all castles cold?”]</p>	<p>Answer questions about the past retrieving evidence from simple fiction or non-fiction texts, pictures, recordings or artefacts.  Respond to pictures, recordings and artefacts with questions about the past. [“That castle looks cold, and I think the straw would smell like a rabbit hutch.”]</p>	<p>Identify and name primary and secondary sources for what historians know about the period.  Construct narratives and theories about the past within and across the periods studied giving evidence from a range of sources, considering a variety of evidence. [Malvern has been a welcoming town for over 100 years, from Jewish refugees in the 1940s to Ukrainian refugees just recently.]</p>	<p>Identify a range of sources identifying them as primary or secondary.  Construct narratives and theories about the past within and across the period studied, giving evidence from a range of sources and considering a variety of evidence.</p>			
<p>H3 Cause &amp; Consequence</p> 	<p>Know some similarities and differences between things in the past and now, giving very simple reasons for events in their own life. [“We moved house so I could get my own room”]</p>	<p>Explain why a significant event happened.  Comment on how the actions of significant people and events from the past impacted on the lives of ordinary people. [When rationing ended children could have lots of sweets but then they needed fillings!]</p>	<p>Answer and occasionally ask questions about why events occurred or why people acted as they did during the period being studied, making connections to prior learning. [The Viking settlers started out as raiders and then stayed, just like the conquistadors in Mexico]  Describe the impact of historical events and circumstances, and the actions of significant people on the period being studied, making connections to prior learning.</p>	<p>Answer and occasionally ask questions about why events occurred or why people acted as they did during the period being studied, making connections with prior learning.  Describe the impact of historical events and circumstances, and the actions of significant people on the period being studied, making connections with prior learning.</p>			
<p>H4 Change and Continuity</p> 	<p>Know some similarities and differences between things in the past and now, acknowledging the fact that some things have changed and some stayed the same in their lifetime, drawing on their experiences and what has been read in class. [“I’ve got a teddy and my mummy had one when she was a little girl”]</p>	<p>Identify in what way the routines and products in my immediate life and surroundings have changed in their parents’ and grandparents’ living memory and how some are the same.  Recognise aspects of events beyond living memory which remain the same in their lives today and those which are very different. [e.g. The Great Fire of London started in a bakery. There’s a bakery in The Link!]</p>	<p>Identify which aspects of the civilisation being studied have changed over time, and which have changed relative to the present day. Begin to relate multiple time periods to each other. [The Maya, the Romans and the Greeks thought sacrificing civilised; nowadays we’d think it barbaric.]  Identify what aspects of the civilisation or period being studied survived throughout its duration and remain to the present day. Begin to relate multiple time periods to each other.</p>	<p>Describe things which changed or have stopped happening over the timescale I have studied, giving multiple relevant examples. [e.g. ‘Although the Mayans, the Greeks and the Romans executed murderers, Great Britain stopped doing this in 1964.’]  Describe what stayed the same or happened consistently throughout the history studied at school, relating Year 6 study to significant prior knowledge, and understanding.</p>			

By the end of...	Progress Statement	The Wyche Way practical (disciplinary) knowledge descriptor for history. (pupils are successful when, by the end of the year ...)
Reception	In an enabling environment	<ul style="list-style-type: none"> <li>• Pupils develop skills, abilities and emergent awareness through formal and informal early learning.</li> <li>• Pupils explore the world around them developing skills and abilities through trial and error.</li> <li>• There are high levels of adult- and peer- interaction and exploratory and experiential learning.</li> </ul>
Year 1	With Support	<ul style="list-style-type: none"> <li>• Pupils will demonstrate <i>many</i> of the end of Key Stage 1 history skills and processes <i>with support</i> from adults.</li> <li>• They make many mistakes and are supported to recognise them and learn from them.</li> <li>• They need repetition, re-iteration and reminders to achieve reliable results.</li> </ul>
Year 2	Competently	<ul style="list-style-type: none"> <li>• Pupils will <i>use &amp; apply</i> end of KS1 history skills and processes with <i>minimal support</i>.</li> <li>• They make mistakes and are beginning to accept feedback and self-correct with support.</li> </ul>
Year 3	With Support	<ul style="list-style-type: none"> <li>• Pupils demonstrate <i>some</i> KS1 &amp; 2 history skills and processes with frequent support and supervision.</li> <li>• They make frequent mistakes and are beginning to accept and respond to feedback.</li> </ul>
Year 4	Competently	<ul style="list-style-type: none"> <li>• Pupils demonstrate <i>many</i> KS1 &amp; 2 history skills and processes with occasional support and reminders.</li> <li>• They are beginning to learn from their mistakes and accept and respond to feedback.</li> </ul>
Year 5	Reliably	<ul style="list-style-type: none"> <li>• Pupils demonstrate <i>most</i> KS1 &amp; 2 history skills and processes with <i>occasional</i> support and supervision.</li> <li>• They achieve mostly reliable results and self-correct, frequently learning from mistakes.</li> <li>• They begin to instruct and advise others with adult oversight.</li> </ul>
Year 6	Confidently	<ul style="list-style-type: none"> <li>• Pupils demonstrate <i>all</i> primary history skills and processes with minimal support and supervision.</li> <li>• They achieve consistent and predictable results, recognising and valuing their mistakes.</li> <li>• They are confident to instruct and advise others.</li> </ul>

## 5 History Glossary

### Cause

Cause in history means identifying “why”: why things happened, why they changed or stayed the same. Pupils need to understand there can be one clear cause for an event, (e.g. the fire in Pudding Lane) or many causes, and that the development of events is complex, with multiple causes (wooden houses packed together, no available water) combining to explain why London burned down in 1666, for example. Sudden change as the result of a single event, is referred to as a *turning point* in history. An example would be Hitler invading Poland in 1939 causing the Second World War.

### Change

Change means when something (a society, styles of architecture, living conditions, etc.) is obviously different from what came before. Change can be both positive and negative, and it can impact individuals and communities in different ways. Change in history usually occurs over a long period of time and it is often hard to pin-point an exact moment of change but comparing two different moments in history can helpfully shine a light on obvious change. For example, comparing the coronations of George VI, Elizabeth II and Charles III shows huge change in how people attended and viewed these events, from cinema newsreel and radio dominating in the early 20<sup>th</sup> century, to live TV and online streaming in the early 21<sup>st</sup>.

### Chronology

A sense of chronology is the key to unlocking the other history skills. Chronology in history not just *when* things happened (although dates are important) but *in what order* they happened. Chronology skills are used by historians to put events in sequence so they can be seen in context and be understood. From this a historian can develop theories and construct narratives, using the concepts of **cause**, **consequence**, **continuity** and **change**. For example, knowing that a town’s natural resources were discovered *before* a railway was built, and that its size doubled *after* the railway was built will lead to theories about the ease of travel, increased commerce and wealth.

### Consequence

Consequence in history can be described as the results of things which happen, or the effect on lives, societies and cultures. For example, the causes and consequences of the Great Fire of London in the first instance were significant damage and loss of life. Consequences can be naturally occurring like the eradication of Bubonic plague after the fire, or deliberate responses, like re-thinking building materials and developing the first fire service. Consequences can be both good and bad, accidental or planned, and can last briefly or endure for generations.

### Continuity

Continuity describes when things stay the same, or are relatively unchanged, over time (such as London being England’s capital city despite its growth and development, or humans wearing clothes, despite changes in fashion). This can include long-standing traditions, cultural values, or political systems that endure over time. Continuity provides a sense of stability and a connection to the past, and it helps to shape the development of societies and cultures over time. Comparing similar events in history can highlight continuity, despite significant amounts of change. For example, the fact that English kings have been crowned at Westminster consistently since William I on Christmas Day, 1066, all the way up to Charles III in 2023.

### Evidence

Evidence describes data which historians use to make decisions and judgements about the past. Evidence can be found in a very wide range of places, like language, place names, ancient sites, ruins, remains, objects and artefacts. There is also lots of evidence in primary **sources** such as letters, diaries and official records. Historians use evidence as clues to construct narratives about the past.

### Source

A source is something that provides information about past. They are the things or places from which historian get their information. There are two kinds of sources: *primary* and *secondary*; depending on when the sources were made in relation to the event being studied. *Primary* sources were made during the historical period that is being investigated, often by eyewitnesses. They can include diaries, photographs, contemporary newspapers, letters, chronicles, radio and TV archives and official records. *Secondary* sources were made after the time period you are investigating. Reliable *secondary* sources should be based on the evidence found in primary sources. *Secondary* sources can be published books, articles, radio and TV documentaries, lectures, essays, podcasts and websites. All sources need to be evaluated and considered in terms of how reliable they are. Historians compare sources to get a consensus and consider the motive and bias of the maker of the source. For example, letters from Shackleton’s crew may be more reliable than the Roman essayist Tacitus’ account of the Roman invasion of Britain. An Oxford lecture on the middle ages may or may not be more reliable than an amateur podcast or an Asterix comic, however well researched they are, *all* sources should be considered with care.

### Time

Time is a difficult, abstract concept which describes the dimension in which things happen and either change or stay the same. Pupils need to develop the idea that time passes, and that we feel this and measure it in different units: (seconds, hours, days, weeks, months, years, decades, centuries, millennia, eras, epochs and infinities). They need to understand what these units mean mathematically, but in history they must understand and feel their duration – which ones have been experienced by them, which ones will be, which ones will never be. It is important to develop an understanding of the time when things happened (the date) the time it took things to happen (duration, timescale,) and the time between events (historical distance), and get a concept of the magnitude of time periods (what does a century, or a millennium feel like – what can happen during that time) and the relevance of time to events (how many monarchs might we have in a century? How many Prime Ministers?)