

Ravensfield Primary School – History

The Vision for History

At Ravensfield, we believe that learning about History through significant events, cultures and people can lay the foundations for enquiring and questioning minds. This means our children become Historians. We inspire curiosity to know more about the past and investigate how history can shape the future. Through carefully sequenced and progressive study, we ensure children develop an understanding of how the choices and actions made by humans across time has led us to this moment in history, how differing interpretations can lead to debate and how causes can lead to positive but sometimes negative consequences. This also includes the development of British Values and the Ravensfield school values: love, honesty, forgiveness, respect and hope. Through the development of chronology, children will build a mental map of the past and discover where they fit into the web of time. This learning will provide them with the vital skills that will enable them to succeed in the next steps of studying the discipline of history.

Aim

We want our students at Ravensfield to have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

Domains of knowledge

Dukinfield
Great Fire of London
Stone Age,
Bronze Age
Iron age Britain
Roman Empire
Egyptians
WW2
Homes
Castles
Monarchs
Ancient Greeks
Anglo Saxons
Vikings
Tudors
My Heritage including Victorians and the Industrial Revolution
Transport
Benin Empire
Indus Valley
Toys
Dinosaurs
Significant individuals*

Key Concepts

As children move through the school, key concepts are revisited through different historical periods to deepen their understanding. Units are planned chronologically across the school, and include strong, rich historical links to our local area. Our curriculum is refined yearly but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts or ‘key threads’ that children will repeatedly revisit

Our key threads are:

- **Legacy** (invention, exploration, migration, invention, tools, discovery, progress)
- **Invasion and settlement** (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)

- **Hierarchy and power** (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery)
- **Society and cultural change** (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)

Second order concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of the second order concepts and how they apply to different subjects are provided in the table below

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Chronology	Communication (Oracy & Written)	Historical Enquiry
History	How significant people, places, cultures, events have impacted the modern world	Making comparisons between different cultures, beliefs, laws, art, from the past	Understanding the effect of humans on the past and how the past affects us today	How and why events happened and how and why some things stay the same	Understanding our place in time and building a mental map of the past	Using historical terms, forming arguments and presenting these in a subjective way	Formulating questions, researching, analysing sources, drawing conclusions, presenting findings, debate

End points

1. To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry)
2. To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology)
3. To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance)
4. To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence)
5. To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change)
6. To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)

History LTP – 2023-24

Year	Unit 1 7 weeks	Unit 2 7 Weeks	Unit 3 8 weeks	Unit 4 7 weeks	Unit 5 7 weeks
Year 1		History Local History – Dukinfield		History Homes and Castles	
Year 2		History Great Fire of London		History Monarchs and power	History Transport – including locality
Year 3		History Stone Age, Bronze and Iron age Britain		History The Ancient Egyptians	
Year 4		History Roman Empire – Impact on Britain		History Anglo Saxons and Vikings	History Benin Empire
Year 5		History The Ancient Greeks		History The Tudors	
Year 6		History WW2		History Indus Valley	History My Heritage – Dukinfield (Industrial Revolution)

History Unit LTP overviews

<u>Year 1</u>			
<u>Unit 1</u>		<u>Unit 2</u>	
<u>Unit Title:</u> Local History - Dukinfield	<u>Length: 7 Weeks</u>	<u>Unit Title:</u> Homes and Castles	<u>Length: 7 Weeks</u>
<u>Domains of Knowledge</u> Dukinfield Significant individuals* Significant events		<u>Domains of knowledge</u> Dukinfield Homes Castles Time periods relevant to homes and castles	
<u>Key Concepts</u> Society and cultural change Legacy		<u>Key Concepts</u> Society and cultural change Hierarchy and power Legacy Invasion and settlement	
<u>Relevant End Points Covered</u> 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance) 4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence) 5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change) 6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)		<u>Relevant End Points Covered</u> 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change) 6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)	
<u>Assessments (measuring impact and triangulation of learning)</u> Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz) <u>Subject lead</u> Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching		<u>Assessments (measuring impact and triangulation of learning)</u> Formative (pre-quiz, hinge questions, exit tickets) Summative (small end of unit quiz) <u>Subject lead</u> Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching	
<u>Enrichment:</u> Trip to local care home to speak to residents about life in Dukinfield.		<u>Enrichment:</u>	

<u>Year 2</u>					
<u>Unit 1</u>		<u>Unit 2</u>		<u>Unit 3</u>	
<u>Unit Title:</u> Great Fire of London.	<u>Length: 7 Weeks</u>	<u>Unit Title:</u> Monarchs and power	<u>Length: 7 Weeks</u>	<u>Unit Title:</u> Transport – including locality	<u>Length: 7 Weeks</u>
<u>Domains of Knowledge</u> Great Fire of London and the Gun powder Plot London Stuarts Significant individuals* Significant events		<u>Domains of knowledge</u> Kings Queens Time periods relevant to monarchs Significant individuals* Significant events		<u>Domains of Knowledge</u> Dukinfield (Tameside) Significant individuals* Time periods relevant to transport studied Transport vehicles: boats, planes, trains, cars, trains Significant events	
<u>Key Concepts</u> Society and cultural change Legacy		<u>Key Concepts</u> Society and cultural change Hierarchy and power Legacy Invasion and settlement		<u>Key Concepts</u> Society and cultural change Legacy	
<u>Relevant End Points Covered</u> 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance) 4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence) 5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change)		<u>Relevant End Points Covered</u> 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance) 5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change) 6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)		<u>Relevant End Points Covered</u> 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance) 4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence)	
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<u>Enrichment</u>		<u>Enrichment</u>		<u>Enrichment</u> Portland basin museum Museum of Industry	

Year 3			
Unit 1		Unit 2	
Unit Title: Stone Age, Bronze and Iron age Britain	Length: 7 Weeks	Unit Title: The Egyptians	Length 7 weeks
Domains of Knowledge Stone Age Britain Bronze Age Britain Iron Age Britain		Domains of Knowledge Ancient Egyptians Significant individuals* Significant events	
Key Concepts Society and cultural change Legacy Invasion and settlement		Key Concepts Society and cultural change Hierarchy and power Legacy Invasion and settlement	
Relevant End Points Covered 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 3.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence) 4.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change) 5.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)		Relevant End Points Covered 1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry) 2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology) 3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance) 4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence) 5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change) 6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)	
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Enrichment Stone age visitor coming into school		Enrichment Trip to Manchester museum Egyptians exhibition	

Year 4					
Unit 1		Unit 2		Unit 3	
Unit Title: Roman Empire – Impact on Britain	Length: 7 Weeks	Unit Title: Anglo Saxons and Vikings	Length: 7 Weeks	Unit Title: Benin Empire	Length: 7 Weeks
Domains of Knowledge Roman Empire Roman Britain Significant individuals* Significant events		Domains of knowledge Anglo-Saxons Vikings Significant individuals* Significant events		Domains of Knowledge Benin Empire Significant individuals* Significant events	
Key Concepts Society and cultural change Hierarchy and power Legacy Invasion and settlement		Key Concepts Society and cultural change Hierarchy and power Legacy Invasion and settlement		Key Concepts Society and cultural change Hierarchy and power Legacy Invasion and settlement	

<p><u>Relevant End Points Covered</u></p> <p>1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry)</p> <p>2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology)</p> <p>3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance)</p> <p>4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence)</p> <p>5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change)</p> <p>6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)</p>	<p><u>Relevant End Points Covered</u></p> <p>1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry)</p> <p>2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology)</p> <p>3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance)</p> <p>4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence)</p> <p>5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change)</p> <p>6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)</p>	<p><u>Relevant End Points Covered</u></p> <p>1.To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Historical enquiry)</p> <p>2.To have established clear narratives within and across periods studied and can note connections, contrasts and trends over time (Chronology)</p> <p>3.To identify historically significant people and events from a range of periods, giving reasons for why they are important today. (Significance)</p> <p>4.To identify and give reasons for, results of, historical events, situations, changes. (Cause and consequence)</p> <p>5.To describe /make links between main events, situations and changes within and across different periods and societies. (Continuity and change)</p> <p>6.To describe social, cultural, religious and ethnic diversity in Britain and the wider world. (Similarity and difference)</p>
<p><u>Assessments (measuring impact and triangulation of learning)</u></p> <p>Formative (pre-quiz, hinge questions, exit tickets)</p> <p>Summative (small end of unit quiz)</p> <p><u>Subject lead</u></p> <p>Pupil voice</p> <p>Book monitoring</p> <p>Teacher voice</p> <p>Learning walks</p> <p>Instructional coaching</p>	<p><u>Assessments (measuring impact and triangulation of learning)</u></p> <p>Formative (pre-quiz, hinge questions, exit tickets)</p> <p>Summative (small end of unit quiz)</p> <p><u>Subject lead</u></p> <p>Pupil voice</p> <p>Book monitoring</p> <p>Teacher voice</p> <p>Learning walks</p> <p>Instructional coaching</p>	<p><u>Assessments (measuring impact and triangulation of learning)</u></p> <p>Formative (pre-quiz, hinge questions, exit tickets)</p> <p>Summative (small end of unit quiz)</p> <p><u>Subject lead</u></p> <p>Pupil voice</p> <p>Book monitoring</p> <p>Teacher voice</p> <p>Learning walks</p> <p>Instructional coaching</p>
<p><u>Enrichment</u></p> <p>Roman day in school- Dress like a Roman, try Roman foods, learn Roman numerals.</p>	<p><u>Enrichment</u></p> <p>Tatton park live like a Saxon/Viking for the day</p> <p>Viking Visitor into school</p>	<p><u>Enrichment</u></p>

Year 5			
Unit Title: The Ancient Greeks		Unit Title: The Tudors	
Domains of knowledge Ancient Greece Significant individuals* Crime and punishment Significant events	Length: 7 weeks	Domains of Knowledge: Tudors Significant individuals* Significant events	Length: 7 Weeks
Key Concepts Society and cultural change Hierarchy and power Legacy Invasion and settlement		Key Concepts Society and cultural change Hierarchy and power Legacy Invasion and settlement	
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Enrichment		Enrichment Trip to Ordsall hall	

Year 6					
Unit 1		Unit 2		Unit 3	
Unit Title: WW2	Length: 7 Weeks	Unit Title: The Indus Valley	Length: 7 Weeks	Unit Title: My Heritage – Dukinfield during the Industrial Revolution (Victorians)	Length: 7 Weeks
Domains of Knowledge World War 2 Dukinfield Significant individuals*		Domains of knowledge Ancient civilisation Chronological awareness of world history parallel to Indus Valley Significant events		Domains of Knowledge Industrial revolution Dukinfield in the Victorian era Dukinfield (local history study)	

Significant events		Significant individuals* Significant events
<u>Key Concepts</u> Society and cultural change Hierarchy and power Legacy Invasion and settlement	<u>Key Concepts</u> Society and cultural change Hierarchy and power Legacy Invasion and settlement	<u>Key Concepts</u> Society and cultural change Hierarchy and power Legacy Invasion and settlement
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<u>Enrichment</u> Guest speaker- Possible care home resident who lived during the war/ life after the war, had family who experienced living through the war.	<u>Enrichment</u>	<u>Enrichment</u> Portland Basin museum Dukinfield Library