



History at Amington Heath

How is this subject taught?

Children learn history through our mini adventure approach to the curriculum. Children become historians for three week mini adventures where they learn the historic knowledge and skills set out in the national curriculum in a purposeful and inspiring way. Throughout their time at Amington Heath, children will go on at least 15 adventures where they are historians.

Is it covered anywhere else?

In addition to the specific history lessons, children also learn about history within other subject areas such as RE and citizenship. Children share their historical knowledge and skills with the whole school community through fantastic finishes and sharing assemblies.

Plan for progression

The curriculum has been mapped to ensure that knowledge and skills build upon prior learning from knowledge and understanding of the world in Nursery to Year 6.

What enrichment opportunities are there?

History lessons are enhanced with enrichment activities such as trips to Tamworth castle and Shrewsbury Prison.

Mini Adventure outcomes Whole School progression in History

EYFS

| What the children will be learning to do: | How to support/ teach this: |
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| <p><u>UTW-0-3 –</u></p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> | <p>Encourage toddlers and young children to enjoy and explore the natural world.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and minibeasts • visiting the beach and exploring the sand, pebbles and paddling in the sea. <p>Encourage children’s exploration, curiosity, appreciation and respect for living things.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • sharing the fascination of a child who finds woodlice teeming under an old log • modelling the careful handling of a worm and helping children return it to the dug-up soil • carefully planting, watering and looking after plants they have grown from seeds. <p>Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.</p> |
| <p><u>UTW- 3-4-</u></p> <p>Begin to make sense of their own life-story and family’s history.</p> | <p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p> |
| <p><u>UTW- Reception-</u></p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> | <p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p> <p>Present children with pictures, stories, artefacts</p> |

and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

Show images of familiar situations in the past, such as homes, schools, and transport.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling.

Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Year 1

| Mini adventure | Outcomes |
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| Memory Box | <p>Summary Children will study changes to daily life in living memory. This time period covers starting school to present day and should be studied from the perspective of the child and their parents.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none">1. Change within living memory. Where appropriate these should be used to reveal aspects of change in national life.2. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods |
| Towers and turrets | <p>Summary Children will study Tamworth Castle as a local place of historical significance. They will begin to learn about how evidence is found from the past and ask relevant question about it.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none">1. Learn about significant historical events, people and place in their own locality2. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.3. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. |

Year 2

| Mini adventure | Outcomes |
|--------------------------|--|
| Moon Zoom | <p>Summary Children will research and explore Neil Armstrong as a significant historical figure and how he contributed to national and international achievements. They will use evidence to ask relevant questions and carry on historical enquiry.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none">1. Learn about events beyond living memory that are significant nationally or globally2. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.3. Learn about the lives of significant individuals in the past who have contributed to national and international |
| The Great Fire of London | <p>Summary Children will explore the Great Fire of London as a significant historical event beyond living memory with a focus on cause and consequences.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none">1. Learn about events beyond living memory that are significant nationally or globally2. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.3. Learn about the lives of significant individuals in the past who have contributed to national and international achievements |

Year 3

| Mini adventure | Outcomes |
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| Stone age | <p>Summary Children will focus on the changes that took from the Stone Age to the Iron Age with a focus on primary and secondary evidence. They will use evidence to develop historical enquiry skills.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none">1. Understand changes in Britain from the Stone Age to the Iron Age2. Use first hand and secondary sources of evidence to find out about Bronze age religion, technology and travel3. Use first hand and secondary sources of evidence to find out about Iron age hill forts, farming and culture |
| Gods and Mortals | <p>Summary Children will study Ancient Greek life and achievements and their influence on the western world. Look at different accounts of this time and understand why these viewpoints differ.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none">1. To know the achievements of the earliest civilisations including studying Greek life and achievements and their influence on the western world.2. Discern how and why contrasting arguments and interpretations of the past have been constructed |

Year 4

| Mini adventure | Outcomes |
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| Romans | <p>Summary</p> <p>Children will build an understanding of the Roman Empire and its impact on Britain. They will show and understand the concept of change over time on a timeline throughout the Roman Empire.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Knowledge and understanding of the Roman Empire and its impact on Britain 2. Knowledge and understanding of Julius Caesar’s invasion in 55-54BC 3. Knowledge and understanding of the Roman Empire by AD 42 and the power of its army. 4. Know how people’s lives have shaped this nation |
| Invaders | <p>Summary</p> <p>Children will study the British settlements by Anglos Saxons and Scots and the Viking and Anglos Saxon struggle for England and use evidence to develop historical enquiry and chronology skills.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Understand methods of historical enquiry 2. To learn about the expansion and dissolution of empires 3. To discuss Britain's settlements by Anglo-Saxons and Scots 4. To describe Vikings raids and invasions |
| Peasants and Princes | <p>Summary</p> <p>Children will explore crime and punishment changes in history beyond 1066. They will describe the historical features from the past including beliefs, attitudes and experiences of men, women and children.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. To study an aspect of British history beyond 1066—changes in an aspect of social history—crime and punishment from Anglo Saxons to the present 2. Gain and display a historically understand of terms such as empire/civilisation/ parliament/ peasantry |
| St.Editha’s | <p>Summary</p> <p>Children will study the history of a local area. They will link the historical events in this area to other national historical events.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Take part in a local history study 2. Study an aspect of history that is significant in the locality 3. Gain a historical perspective by placing the growing knowledge into different contexts understanding connections between local |

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| | and national religious and social history on short and long term scales |
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| Mini adventure | Outcomes |
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| The Plague | <p>Summary Children will place the Plague on a British historical timeline and study this period in history with a focus on how the Plague impacted on society with reference to social diversity.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. A study of an aspect or theme in British History that extends pupils chronological understanding 2. Learn about changes in an aspect of social history |
| Egyptians | <p>Summary Children will study the early civilisation of Egypt and use a wider range of sources to construct knowledge of this area. They will look at validity of sources and use reliable sources to develop historical enquiry skills.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Learn about the achievements of the earliest civilisations—an overview of where and when they first civilisation appeared and a study of Ancient Egypt 2. They should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. 3. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 4. They should understand how our knowledge of the past is constructed from a range of sources. |
| Mayans | <p>Summary Children will research the Mayan culture and its contrast to British history studied so far. They will question the validity of sources and develop historical enquiry skills.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. Learn about a non-European society that provides contrasts with British history – . AD 900; Mayan civilization 2. They should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. 3. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 4. They should understand how our knowledge of the past is constructed from a range of sources. |

| Mini adventure | Outcomes |
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| Fallen Fields | <p>Summary Children will study WW1 as a significant turning point in British history. Focus on the causes and consequences of this war and the impact it had on the Britain and compare this to the impact it had elsewhere.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066—World War One 2. They should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. 3. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. |
| | <p>Summary Children will study WW2 and look at the causes and consequences of the war and how these differ from those that took place during WW1. They will devise and find answers to historical questions and construct responses by selecting from information that they have learnt.</p> <p>Key adventure outcomes;</p> <ol style="list-style-type: none"> 1. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066—World War Two 2. They should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. 3. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. |