Ravensden CE Primary Academy History Curriculum

Links to Research		
Publication	**Selected Recommendations**	**How are we applying these to our Curriculum?**
History for All (Ofsted 2010) accessed from: https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/413714/History_for_all.pdf	• Children have a clear understanding of the reliability of sources. • Opportunities to ask questions are encouraged. • Opportunities to use historical artefacts. • Focus on Chronology	• Primary and Secondary sources to be used in lesson – students should be able to explain why certain sources are more reliable than others (i.e., Bias, date of writing etc.). • Children have ample opportunities to ask questions in lessons. • Children have opportunities in appropriate lessons to use historical artefacts • Timeline placed in prominent position in class. All lessons in History refer back to it so students can see where their current topic fits in with previous learnt topics and develop over time in school.
Outstanding History in Primary Schools (Ofsted 2021) accessed from: https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/	• Empire, Tax, Trade and Invasion are crucial elements of the comprehension of new material. • Use of challenging vocabulary in lesson. • Support for SEN pupils in History. • Disciplinary knowledge of History should be taught.	• Specific focus on these elements so they are referenced at least once per 2-year cycle per class (i.e. 3/4 – Saxon/Viking Danegeld (Tax), Roman Invasion, and Roman Empire etc.) • Vocabulary a key focus of lessons. • Differentiated lessons. • Understanding how historians interpret/understand history is taught in lessons. Explanations for why they have reached these conclusions are explained.

What the average student will discover in History at Ravensden CE Primary Academy

	Year 1 starting on Cycle A or B
Yr 1/2	Covers a local history study (Village life, School in living memory) Study of local history in the area (Bedford Castle, Farming in Bedfordshire and the local area) famous people (Astronauts, naturalists, Nurses and medical Staff and Scientists), Famous inventions (the invention of the airplane) and famous events (Great Fire of London and The Barons revolt)
Yr 3/4	Studies of History beyond 1066 involving the locality (History of Ravensden and Bedfordshire from 1066 until WW1), a study of history beyond 1066 (Victorian ironworks and Victorian Brewery, The Romans, The Stone Age, Saxons, Vikings, Normans and changes in the 20th century (Changes in having fun throughout the generations)
Yr 5/6	Studies of History beyond the 1066 that involve the locality (Comparisons of Bedford and Ravensden, History of Ravensden and Bedfordshire from WW1 and beyond), Studies of Britain post 1066 (The rights of the people, the role of the monarch, The Race to the Poles, The Battle of Britain, the role of Bedfordshire in WW2), Development of Medicine, and the legacy Greek art and Culture), Saxons and the earliest civilisations (Mayans).

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Why are units sequenced this way?

Cycle A **Y1/2 Focus**	**Why that, why then?**	**Y3/4 Focus**	**Why that, why then?**	**Y5/6 Focus**	**Why that, why then?**
What was Ravensden like in the past? **What was it like to come to school in Ravensden in 1970?** Changes in Rural Life throughout the centuries Study of the history of Bedfordshire/ Ravensden	Leads onto History of Ravensden taught in Yr 3/4 Sets the basic knowledge ready for KS2 learning about how Ravensden and Bedford changed over the Years	**What was it like in the locality 50,100,1000 years ago?** History of Bedford and the locality How Ravensden has changed over time- ancient Neolithic, Viking, Roman	Builds on the history of Ravensden in 1/2 Links to the history of Ravensden and the locality	**How did people in Ravensden and Bedford make their living in the past?** Study of Bedford in comparison to Ravensden – one mainly farming, the other ironworks and brewing How Ravensden has changed over time- ancient Neolithic, Viking, Roman	Further develops knowledge and understanding from local industry and study of local history in previous years Further builds upon the study of local history in previous years
How do we know what happened to London after the fire? Events commemorated throughout the world – i.e. Great Fire of London, Rio Carnival etc.	Adds cultural understanding to the Y 1/2 learning on towns and cities through history Builds understanding ready for KS2 Tudors (Catholic Festivals, Festivals from Tudor Times)	**Were they really hard times?** Victorian life	Builds upon the previous learning	**The changing powers of monarchs** – Henry VIII to Elizabeth – Comparison of Elizabeth 1 to Elizabeth 2	Builds upon the previous learning about the Tudors
Why did explorers explore? Comparison of Shackleton, Neil Armstrong, Helen Sharman Yuri Gagarin	Adds contextual knowledge to the Y1/2 topic and prepares them for further learning about explorers in KS2	**Why was there a race to Antarctica?** The Race for the Poles	Builds on learning about explorers in Y1/2	**How do medicines change lives in history?** Development of Medicine in history and how it changes lives	Builds on learning about explorers in Y1/2

Cycle B **Y1/2 Focus**	**Why that, why then?**	**Y3/4 Focus**	**Why that, why then?**	**Y5/6 Focus**	**Why that, why then?**
Significant people that changed the world: Pioneers, scientists and inventors who changed the world **(Women whose light has shone for others)** Mary Seacole and/or Florence Nightingale and Edith Cavell – Amelia Earhart Katherine Johnson	Leads onto future historical subjects with an underlying theme (WW2) Develops understanding of role of pioneers, scientists and inventors who changed the world	**What impact did the Roman invasion of Britain have for those who were invaded?** Romans in Britain, Boudicca **What was the wider Roman Empire like?** Life in Rome	Builds on previous years Topics- Comparison opportunities to Y3/4 Late Neolithic learning Adds cultural understanding to the Y3/4 science and geography learning on Earthquakes and volcanoes (i.e. Vesuvius)	The legacy of Greek culture	Builds on previous years Topics- Comparison opportunities
What was it like to be a farmer in Ravensden in the past and what is it like now? Changes in farming between my grandad and me	Leads onto the Year 3/4/5/6 topics on local history learning Builds on cycle As local history	**How should we uncover the past? What can we learn from the discovery of the tombs of the ancients?** Ancient Egypt	Adds context to other KS2 chronological learning e.g Romans	**What role did Bedford and the surrounding villages play in the wining of WW2?** Battle of Britain- WW2 How Bedfordshire changed between 1914-1945	Builds on chronological 1066 unit in Yea3/r 4 – another time Britain was part of a global conflict, subsequent events, comparison of wars. Builds on KS2 human geography Adds further context to the previous WW2 topic in the Year Builds on Magna Carta

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					learning Y1/2
Why did we have to have castles? History of Bedford Castle – comparisons to other castles- Magna Carta	Adds context for following learning about Magna Carta	**Who was worse, Saxons or Vikings?** Vikings and Saxons Viking Raiders from across the sea How the Saxons led up to the end of the era and the start of the Normans	Sets the required knowledge for Vikings and Saxons in Y5/6 Builds on previous learning on Viking Raiders (across sea) Follows on from the Year 3/4 topic on traders and raiders	**What was the contribution of the Mayans to culture and society?** History of the Mayans	Adds context to the Year 5/6 geography learning on Mexico