

History

Jotmans Hall Primary School



Approved by:	Governing Body of Jotmans Hall Primary School
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PENDING

Date approved:	September 2026
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Review due:	September 2028
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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

(The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk)



Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

At Jotmans Hall Primary School, we intend for our History curriculum to inspire curiosity, critical thinking and a lifelong fascination with the past. Through an enquiry-led approach, pupils are encouraged to ask thoughtful questions, investigate evidence, debate ideas and communicate their understanding with confidence through purposeful oracy opportunities. Rooted in the Department for Education National Curriculum, our curriculum is ambitious, inclusive and carefully sequenced to ensure all children develop secure substantive and disciplinary knowledge over time.

Our curriculum is designed to enable pupils to build a coherent understanding of Britain's past and the wider world, making meaningful connections between periods of history, civilisations and significant events. Through carefully planned enquiries, children explore how the past has shaped the present whilst developing their ability to think and work as historians. Learning is enriched through discussion, debate, storytelling, artefacts, educational visits and immersive experiences which deepen engagement and strengthen cultural capital.

Central to our curriculum are our "History Super Skills": chronology, knowledge, enquiry, cause and effect, comparison, and communication. These skills are progressively developed throughout the school, enabling pupils to place events in order, analyse similarities and differences, understand why events happened, evaluate historical sources and communicate ideas using historical vocabulary with increasing confidence and accuracy. Through high-quality talk and collaborative learning, pupils learn to articulate opinions, justify viewpoints and engage respectfully with different perspectives.



We aim for all pupils to leave Jotmans Hall as confident, reflective and knowledgeable historians who can think critically about the past, understand its impact on the modern world and develop a strong sense of identity, diversity and British Values.

History Curriculum Intent

History Intent	Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
At Jotmans Hall, we intend our high quality History curriculum to be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past. We intend to inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living	We intend that, by the end of EYFS, children: • Talk about the lives of the people around them and their roles in society. • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	We intend that by the end of year 2, pupils can: • place events and objects in chronological order. • use common words and phrases relating to the passing of time. • recognise why people did things and why events happen. • identify differences between ways of life at different times. • identify different ways in which the past is represented.	We intend that by the end of Year 4, pupils can: • place events, people and changes into correct periods of time. • develop their understanding that the past can be divided into different periods of time. • use dates and vocabulary relating to the passing of time. • identify and describe reasons for and results of historical events, situations and changes in the period studied. • begin to give reasons for and results of the main events and changes. • identify different ways in which the past is represented and interpreted. • use sources of information including ICT to find out about events, people and changes.	We intend that by the end of Year 6, pupils can: • place events, people and changes into the correct periods of time. • use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decades. • identify and describe reasons for and results of historical events, situations and changes. • give reasons for and results of the main events and changes. • begin to select and combine information from different sources. • use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them.



memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.		- ask and answer questions about the past - select from their knowledge of history and communicate in a variety of ways. - observe and handle a range of sources of information to find out about the past. - recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - recall events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). - identify significant historical events, people and places in their own locality. - understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	- ask and answer questions. - communicate knowledge and understanding in a variety of ways. - study an aspect in a British history that extends pupils' chronological knowledge beyond 1606 (e.g. Tudors, Stuarts, Georgians). - complete a study of an ancient civilisation.	- recognise features of periods and societies studied. - recognise social, cultural, religious and ethnic diversity of societies. - identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - recognise that the past is represented and interpreted in different ways and give reasons for this. - use and evaluate a range of sources. - ask and answer questions. - record information relevant to the focus of the enquiry. - recall, select and organise and communicate historical information in a variety of ways. - study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. - study local history linked to the above era. - study a non-European society that provides contrasts with British history – one study from: early Islamic civilisation,
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				including Bagdad. AD900; Mayan civilisation. AD900; Benin (West Africa). AD900-1300.
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3. Aims and outcomes

Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.



Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

National Curriculum

By the time pupils leave the school, they should:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Be able to use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Have historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales

4. Teaching and learning

History is taught in single/mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks
- Handling artifacts
- Looking at historical photographs
- Individual projects/research
- Role play
- Field trips
- External speakers



5. Curriculum Implementation

	Rolling Programme Year A			Rolling Programme Year B		
Year Group:	1/2	3/4	5/6	1/2	3/4	5/6
Autumn	<i>Childhood Then and Now</i>	<i>Pre-Historic Britain</i>	<i>Saxons & Celts</i>	Houses and Homes	The Mayans	Crime & Punishment
Spring	Travel and <u>Transport</u>	Romans	Explorers	Great Fire of London	The Tudors	The Ancient Greeks (Olympic Year)
Summer	Seaside Holidays	Local Study - Castles	WWII - the Home Front	Explorers	Ancient Egypt	The Vikings

Year A Year 1 Childhood Then and Now coming soon.



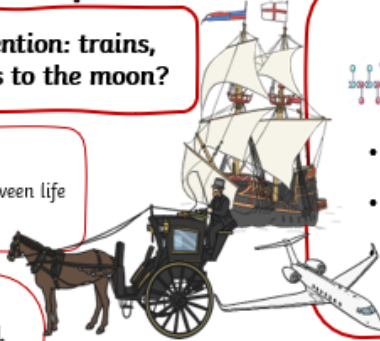
We are Historians – Transport Year 1/2

Which is the greatest invention: trains, cars, aeroplanes, or rockets to the moon?

What we already know:

There are similarities and difference between life now and in the past.

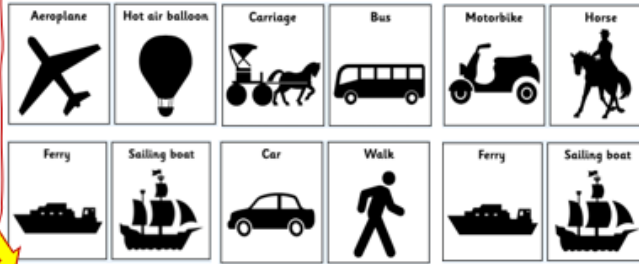
1825: George Stephenson invented the first passenger locomotive in the world.



My skills:



- To compare models of transport from past and present
- To investigate the invention of trains and cars
- To investigate the invention of aeroplanes and the first moon landing.



ERIC's Vocabulary

Travel: to go from one place to another

Transport: the way we get from one place to another

Boat/feet/horse/cart/train/car/aeroplane/bus

Locomotive: an engine that is powered by steam.

Petrol engine: the power for most forms of transport today

Old/new/before/after/past/present/now/then



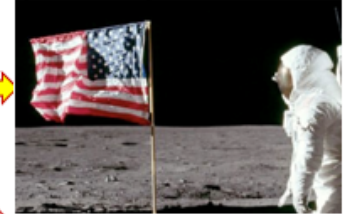
1886: Carl Benz made the first petrol-powered motor carriage.



1903: The Wright Brothers took off on the first ever engine-powered aeroplane flight.



1969: Neil Armstrong blasted into space on the Apollo 11 Rocket.



We are Historians – Seaside Holidays Year

Were Victorian seaside holidays better than seaside holidays today?

1830s - The first seaside holidays start becoming popular as more people can travel.



Bathing machines



My skills:



To explore what a Victorian seaside holiday was like.

To find out when and how seaside holidays became popular.

To compare seaside holidays in the past with seaside holidays now.

ERIC's Vocabulary

Seaside: a place by the sea, especially a beach area.

Holiday: a day of rest from everyday work.

Entertainment: Activities that people do for fun, such as games, shows, or rides.

Bathing Machine: a small shed on wheels used by Victorians for changing in and then entering the water

Promenade: a paved walkway near the sea-front.

Pier: a platform projecting from the beach into the sea.

past



present





Year A Year 3&4 Pre-Historic Britain coming soon.

We are Historians – The Romans Year 3/4

Was Boudica right to fight against the Romans, or should she have tried to make peace?

My skills:



- To understand the terms 'invade' and 'settle'. To place the Romans on a timeline.
- To explore who Boudica was from different points of view. To find out about the results of Boudica's revolt
- To find out about life in Roman Britain and how the Romans have influenced our lives today.



Boudicca

- Leader of the Iceni tribe.
- Romans stole her land and attacked her family
- She persuaded Celts to join her.
- Defeated Romans in Colchester.
- Eventually her forces were defeated.
- Proved tribes could stand up to Romans.



Houses & Towns

- A town was laid out in a square or rectangle.
- There were 2 main axes: North to South and East to West.
- 4 main gates protected each entrance.
- Houses were made out of stone or brick.
- Thick town walls were built for protection.
- Aqueducts brought water into the town.
- The Basilica was in the centre and was where the town was run from.
- Temples were where they worshipped their gods and Emperors.
- Baths were close to the town centre.
- Shops ran along the side of houses.
- Roman villas were for the wealthy and had central heating



Timeline

1. **55 BC:** Julius Caesar makes the first Roman attempt to invade Britain.
2. **43 AD:** Emperor Claudius launches a full-scale invasion, leading to Roman rule in Britain.
3. **61 AD:** Boudica, Queen of the Iceni tribe, leads a revolt against Roman rule.
4. **410 AD:** The Romans leave Britain, marking the end of Roman rule.

ERIC's Vocabulary

Invade: To enter a place in a forceful way to take control.

Settle: To move to a new place and make it your home.

Empire: A group of countries or regions that are controlled by a single ruler or government.

Revolt: A fight or rebellion against rules or authority.

Iceni: A tribe that lived in ancient Britain, where Boudica was queen.

Empire: A group of countries or regions controlled by a single ruler or government.

Resistance: Fighting back against someone or something that is trying to control you.

Empire: A group of countries or regions that are controlled by a single ruler or government.

Legion: A group of soldiers in the Roman army.





We are Historians – Castles

Should castles still be built today, or are they no longer needed?

My skills:



To understand the purpose of castles

To explore life in a castle

To observe changes over time

Why Were Castles Built?

Castles were built to:

- control the surrounding area
- defend against enemy attack
- launch weapons to attack enemies

Motte and Bailey Castles - Key Vocabulary

motte	A tall steep sided mound on which the keep was built.
bailey	An area surrounded by a wooden fence, where soldiers and servants lived.
keep	The strongest part of the castle. This was built on top of the motte and was often lived in by the owner of the castle.



ERICS Vocabulary

Castle: A large strong building, or group of buildings, designed to protect the people inside from attack.

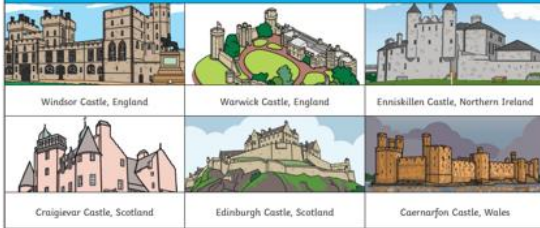
Battlements: Found at the top of a castle's walls, with openings to shoot through and raised sections for protection.

Moat: A deep, wide ditch surrounding a castle, often filled with water.

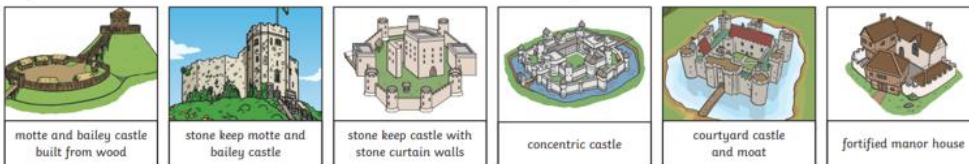
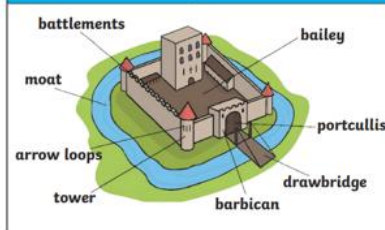
Portcullis: A strong, heavy spiked barrier that can be lowered to block an entrance.

Barbican: Part of the outer defence of a castle. Used to help defend a gateway into a castle.

Examples of Castles in the UK



Parts of a Castle



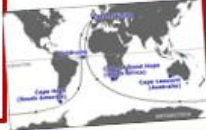
Year A Year 5&6 Saxons & Celts coming soon.



We are Historians – Year 5/6 Explorers.

Did the Age of Discovery do more harm than good?

- Cook's first **voyage** was to the Pacific Ocean in 1768.
- He reached New Zealand in 1769 and made a map of the coastline.
- Next, he landed on the east coast of Australia.
- Cook travelled south on his second voyage.
- He became the first European person to sail across the Antarctic Circle in 1773. He did not find Antarctica but came very close!
- Cook's third voyage began in 1776. He wanted to find a route to link the Atlantic and Pacific Oceans.
- Cook was killed in Hawaii in 1779 before he completed his final journey.



My skills:



- To understand the impact of the Age of Discovery
- To explain key events from Captain James Cook's three voyages
- To study significant modern explorations

On 28th November 2004, Ellen began her attempt to break the solo world record for sailing non-stop around the world. She crossed the finishing line in France on 7th February 2005, beating the previous record by more than a day. On her return home, she was made a Dame Commander of the Order of the British Empire (DBE) in recognition of her achievement. She is one of the youngest people to have ever received this honour.

In February 1953, Hillary was invited to join an expedition to Mount Everest with the British. Only one group was allowed a year on Everest so this was a big deal. There were over 400 people involved in the expedition. With an expedition like this, they had to climb the mountain in stages, moving higher every few weeks. As they got higher, more and more people stayed behind. By the time they got to the final camp, there were only two teams left; one of those was Hillary and his partner Tensing Norgay.

On 29th May, they became the first people in the world to make it to the top. They could only stay at the top for a few minutes due to how thin the air was, before turning back to tell everyone they had made it.



ERIC's Vocabulary

Discovery: The act of finding something for the first time.

Exploration: The action of travelling in or through an unfamiliar area to learn about it.

Voyage: A long journey involving travel by sea.

Explorer: A person who travels to new places to learn about them.

Navigation: The process of planning and controlling the course of a vessel.

Indigenous: Native to a place; originating from a particular region.

Colonisation: The act of establishing control over a foreign territory.

Trade: The action of buying or selling goods and services

We are Historians – Year 5/6 World War II

Should the world have done more to stop the Holocaust before it happened?

What Does Blitz Mean?

The word Blitz is short for the German word 'Blitzkrieg', which means 'lightning war'.

From September 1940 until May 1941, Germany began air raids in which they bombed parts of Britain at night-time. They decided to concentrate on bombing London and on 7th September 1940, London's first night of the Blitz took place, killing over 2000 people.



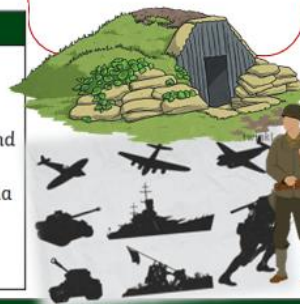
My skills:



- To investigate the causes of World War Two.
- To know about the Blitz and the communities affected by it
- To understand the significance of the Holocaust

How Did the Second World War Begin?

The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 30th September 1938, British, French, German and Italian leaders signed a treaty which allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, Hitler broke the agreement, first invading the rest of Czechoslovakia and then Poland on 1st September. The **Allies** (Britain, France and Poland) had made a pact to support each other, so Britain and France declared war on Germany.



ERIC'S Vocabulary

Allies: The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.

Nazi Party: A German political party with racist and anti-Jewish ideas, led by Adolf Hitler

Evacuation: When people have to leave a dangerous area and move to a safer place.

Rationing: To limit how much of something people can have, such as food and fuel.

Timeline

AD 1900	1914-1918 – World War I	1939-1945 – World War II	1969 – First Moon landing	AD 2000
1901 – Queen Victoria dies	1928 – All women given right to vote	1953 – Coronation of Elizabeth II	1991 – World Wide Web launched	

The Holocaust

The Holocaust was a period of time during the Second World War when millions of people were persecuted and killed in Europe. The majority of the people who suffered during the Holocaust were of Jewish heritage and faith. Other groups were targeted too, including members of the LGBTQ+ community and disabled people. It is thought that over 10 million people died during the Holocaust. This is known as genocide.





We are Historians – Houses and Homes Year 1/2

Would you rather live in a Victorian home or a home today?



To investigate and identify a variety of homes today and from the past.

To explore Victorian homes and identify their features inside and outside.

To summarise and consolidate knowledge about Victorian homes including objects and their uses.



Terraced Houses
These are lots of houses that are side by side in the same style.



Bungalow
These houses have only one floor. They can be terraced, detached or semi-detached.



Cottage
These houses are located in the countryside and sometimes they have a thatched roof.



Detached House
These houses are built on their own. Their walls do not touch the walls of any other houses.



Semi-detached Houses
These are two houses that are side by side.



Flats
Flats are lots of homes, which share one building.



Houses from the past to the present



Stone age



Anglo-Saxon



Tudor



Victorian



Modern Age



Victorian



Modern



We are Historians – Great Fire of London Year 1/2

Did people do the right things when the Great Fire of London started?

The fire spread because...

- houses were close together
- there was no electricity, phone, or internet
- most buildings were made from wood
- there was no fire brigade
- there had been a dry summer
- strong winds spread the flame.

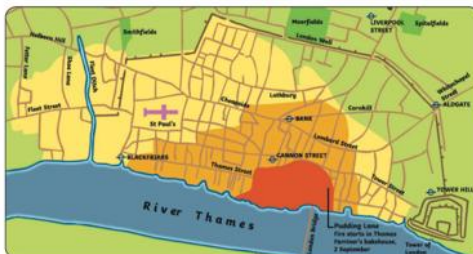


My Skills:

To know when and where the Great Fire of London started and the main events.

To know why the fire spread quickly and lasted.

Know about Samuel Pepys and his diary.



burning



leather bucket



axe



Samuel Pepys



Timeline of Events

Monday 3rd September 1666
The fire gets very close to the Tower of London.

Tuesday 4th September 1666
St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666
The fire starts at around 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his diary.

Wednesday 5th September 1666
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666
The fire is finally put out.
Thousands of people are left homeless.



Monument

ERIC's Vocabulary

bakery A shop where bread is made and sold.

diary Key People
A book that people write about their lives in.

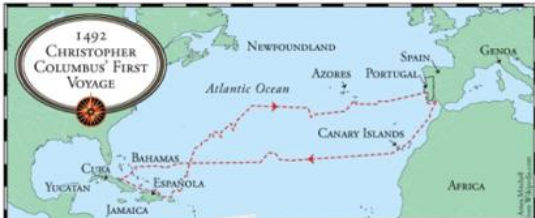
fire engine A vehicle that carries things used to put out fires.

firefighter People who put out fires as their job.



We are Historians – Explorers Year 1/2

Who was the greatest explorer: Christopher Columbus or Neil Armstrong?



Christopher Columbus Neil Armstrong



ERIC's Vocabulary

Explorer: a person who travels to new places to learn about them.

Voyage: a long journey.

Discovery: finding something new that was not known before.

Past: the time before now.

Astronaut: a person trained to travel and work in space.

Moon landing: the event of a spacecraft reaching the moon.

Mission: a special journey or task with a specific goal.

Compass: a tool to help you find North, South, east and West.





We are Historians – The Mayans

Was life better for a child in a Mayan city or for a child today?



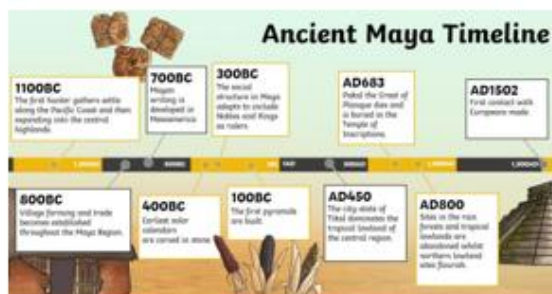
To explore the discovery of the Mayan civilisation.

To understand Mayan society and city states.

To investigate Mayan culture including religion, beliefs, and daily life.

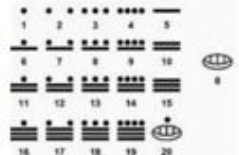


Key Vocabulary	Definition
archaeologist	A person who will study the past which often involves digging up old buildings, objects and bones.
glyphs	Written symbols used to represent spoken words.
hieroglyphics	A system of writing used by ancient Mayas, made up of pictures and symbols that stand for words and syllables.
Mesoamerica	The area extending from central Mexico to Honduras and Nicaragua in South America.
pyramids	Ancient stone monuments where rulers and their treasures were buried.
sacrifices	The offerings of something to a god or other supernatural being.
shamans	Healer in traditional societies who deal with beings in the spirit world.
stelae	Upright stone slabs or pillars with writing or inscriptions serving as monuments or markers.



Top 5 Maya Facts

1. The Mayans predicted that the world would end in 2012.
2. Flat foreheads were fashionable so they would put baby's heads in a press to squash them.
3. It was considered beautiful to be cross-eyed so parents would hang balls in-between their children's eyes to make them look inwards.
4. Mayans sacrificed humans for religious and medical reasons. It was an honour to be sacrificed!
5. Noblewomen would file their teeth into sharp points.



We are Historians Year 3/4 – Tudors

Was life harder for poor people or for rich people in Tudor times?



My Skills:

To know who the Tudors were and when they lived.

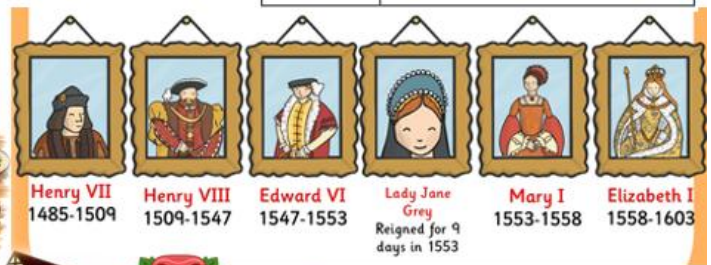
To understand how Tudor clothing showed social status.

To know what Tudors ate and what life, crime, and health were like.

Key Vocabulary

heir	A person who will inherit the throne when the current King or Queen dies.
monarch	A person who rules over a place, usually a king or queen.
reign	To rule over a country as a monarch .
throne	The position of a king or queen.
The Age of Exploration	A time when European nations began exploring the world. Also known as The Age of Discovery. This was from the 1400s to 1600s.

Key Events	
1485	Henry Tudor is crowned King Henry VII.
1509	Henry VII dies. His son, Henry VIII becomes King.
1534	Henry VIII forms the Church of England, separating it from the Roman Catholic Church.
1547	Henry VIII dies. His son, Edward VI becomes King aged 9 years old.
1553	Edward VI dies and the throne is given to Lady Jane Grey (Edward's cousin once removed) for just 9 days before Mary I takes the throne .
1558	Mary I dies. Her half-sister Elizabeth I is Queen of England.
1588	The Spanish Armada is defeated by the English.
1603	Queen Elizabeth I dies ending the Tudor reign .





We are Historians Year 3/4 – Ancient Egypt

Were burial practices more important than daily life in Ancient Egypt?

Tutankhamun

Tutankhamun was a **pharaoh** known more recently as the 'boy king' because he became **pharaoh** when he was 9 years old.

His **tomb** was discovered by Howard Carter and his team in the Valley of the Kings in 1922.

The discovery helped people to understand more about the **Egyptians** **pharaohs**.



Tutankhamun's death mask

Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
the Nile	A river that runs through Egypt . It was essential to life in ancient Egypt .
pharaoh	A ruler of ancient Egypt .
tomb	A sealed room where a person was placed after death.

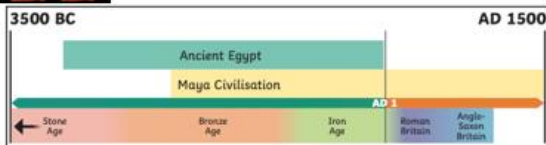


My Skills:

To chronologically place Ancient Egypt; describe landscape and impact.

To understand how artefacts, especially Tutankhamun's, inform us about the past.

To recall and organise information about daily life, tombs, pyramids, burial practices.



Ancient Egyptian Timeline



We are Historians – Crime and Punishment.

Were punishments in the past fairer and more effective than punishments today?

Romans' Rule

Roman laws, written around 450 BC, were called the 'Twelve Tables'. Not following these rules was a crime. Punishments were severe to **deter** people from not following them. People could pay to have their punishment lessened. **Judges** and **juries** were used to decide if someone was guilty or not guilty. There were lots of serious crimes such as murder, and less serious crimes, such as stealing. The worst crime, **treason**, was punishable by being thrown to the lions.



Anglo-Saxon Justice System

Anglo-Saxon people accused of a crime had a **trial**. If a decision as to whether the person was guilty or not guilty could not be made, a **trial** by ordeal would take place. It is thought that God would decide if they were guilty or not by the outcome of the ordeal. There were no prisons to send criminals to so punishments acted as huge **deterrents** and were often very brutal including stoning, whipping and hanging.



My Skills:

- To understand crime and punishment from the Roman era to the Anglo-Saxons.
- To explore crime and punishment methods in the medieval and Tudor periods.
- To compare historical crime and punishment to modern systems.



scold's bridle



branding



the rack



the crank



treadwheel



shot drill



Anglo Saxon Trial of Ordeal Punishments

cold water ordeal	A person's hands and feet were tied together and they were thrown into an ice-cold lake.	If the person drowned, they were innocent. If they floated, they were guilty.
iron bar ordeal	Criminals would have to carry a glowing hot iron bar in their hands.	The person would have their hand bandaged for three days. After three days, if their hand healed without infection, they were innocent. If their hand was infected, they were guilty.
Hot water ordeal	A criminal's hand would be plunged into a pot of boiling water.	

Romans' Rule

Roman laws, written around 450 BC, were called the 'Twelve Tables'. Not following these rules was a crime. Punishments were severe to **deter** people from not following them. People could pay to have their punishment lessened. **Judges** and **juries** were used to decide if someone was guilty or not guilty. There were lots of serious crimes such as murder, and less serious crimes, such as stealing. The worst crime, **treason**, was punishable by being thrown to the lions.



Tudor Torture

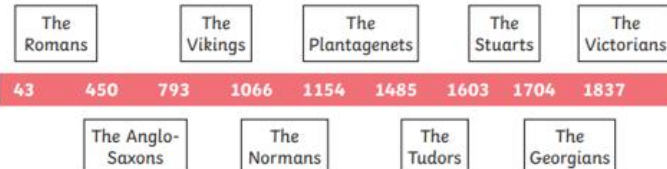
To **deter** people from committing crimes, the Tudors came up with even more terrifying punishments, including public **executions**. Public **humiliations** were common. The scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for **treason**; and the dunking stool to find out if someone was a witch.



Victorians Villains

The Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes. Life in prison was very tough. Prisoners had to do very physically demanding tasks. These included:

- the treadmill - using the steps on a huge wooden and iron wheel to move it
- shot drill - lifting a heavy iron cannonball
- the crank - machinery that victims turned 10,000 times a day



We are Historians – Ancient Greece.

Was life in Ancient Greece better than life today?

Gender Roles in Ancient Greece



Boys were educated to become citizens, soldiers, and leaders. They attended school, learned to read, and trained in sports and music. Men participated in public life, politics, and warfare.



Girls were prepared for home life. They learned weaving, cooking, and childcare from their mothers. Women rarely left home and had no role in politics or education.



My Skills:

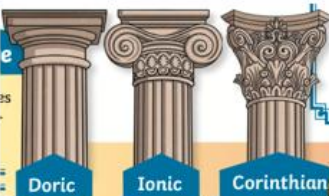
- To understand Ancient Greece's timeline and the Greek alphabet's influence on English.
- To compare daily life in Ancient Greece and today, focusing on education and architecture.
- To evaluate Ancient Greek contributions, including the Olympic Games and scholars.

Greek Alphabet

Α	Β	Γ	Δ
Alpha	Beta	Gamma	Delta
Ε	Ζ	Η	Θ
Epsilon	Zeta	Eta	Theta
Ι	Κ	Λ	Μ
Iota	Kappa	Lambda	Mu
Ν	Ξ	Ο	Π
Nu	Xi	Omicron	Pi
Ρ	Σ	Τ	Υ
Rho	Sigma	Tau	Upsilon
Φ	Χ	Ψ	Ω
Phi	Chi	Psi	Omega

Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
city states	Small areas that ancient Greece was divided into, each with their own governments, laws and army.
empire	A group of countries or states that are ruled by one ruler or country.
legacies	Things that exist after someone dies or after a civilisation or event ends.
democracy	A system where the citizens of a country or state are involved in the way it is run.
myth	A story from ancient times about something that happened long ago that some people believed to be true.



The Olympics

The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece.

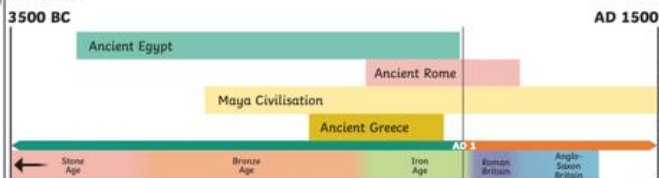
Events included boxing, wrestling, running and chariot racing.

Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms.

The idea for the marathon also originates from this time.



Timeline



Greek vs British Buildings



Ancient Greek

- Temples with columns
- Open-air theatres
- Agoras for public speaking



Modern Britain

- Greek-style museums, courts
- Theatres with stages, seating
- Town squares for markets, gatherings

We are Historians – Vikings

Did the Vikings change Britain for the



The Invasion Journey



To make the journey from Denmark, Norway and Sweden, the Vikings had to make a treacherous journey across the North Sea.

They were expert boat builders. We know what their boats looked like from examples that archaeologists have discovered.



My Skills:

- To understand Britain before Viking invasions, focusing on Anglo-Saxon society.
- To explain Viking invasions and their impact on Anglo-Saxons.
- To analyse the struggle for England and its unification.



A Reason to Invade

Farming was tough for the Vikings. The northern part of Scandinavia was full of mountains. The soil along the coastline was sandy. It was difficult to grow crops. As the population grew they could not grow enough food for everyone. Around 750AD, some Vikings started to explore other places to live and began to settle in Britain where the Anglo-Saxons lived.



Important People

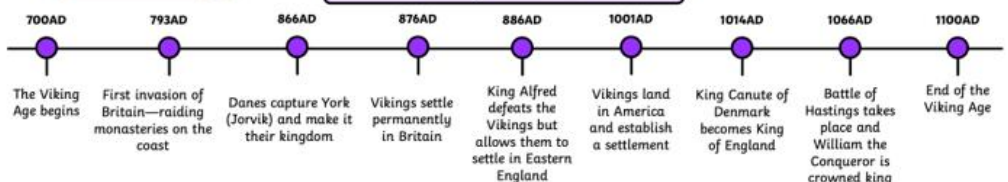
King Alfred—King of Wessex 871AD—899AD. Defended Wessex from Viking invasion.
Aethelstan—First king to unite the English kingdoms in 927AD.
Guthrum—King of the Vikings in Danelaw at the time of the treaty with the Saxons.
King Canute—King of England, Denmark and Norway between 1028AD and 1035AD.
Edward the Confessor—penultimate Saxon King of England (before Harold II who lost at the Battle of Hastings)



Before the Vikings

The Anglo-Saxons were a group of farmer-warriors who lived in Britain. Made up of three tribes who came over from Europe, they were called the Angle, Saxon and Jute tribes. The two largest were the Angles and Saxons which is why we call it the Anglo-Saxon period. They conquered the Romanised Britons who came before them.

Viking Time Line



Word	Meaning
archaeologist	someone who finds items from the past to learn about what life was like
chieftain	the leader of a tribe or community
conquer	to invade and take over a place
Danelaw	an area in the north of England ruled by the Vikings
invaders	people who attack and try to take land from other people
kingdom	an area ruled by a king or queen
myth	an ancient story or set of stories, especially explaining the early history of a group of people
raiders	people who attack, then take what they find away with them
runes	the symbols used as letters of the Viking alphabet
settlement	a place where people establish a community
society	the people who live in a place and their way of life
tribe	a group of people who belong to the same culture
Wessex	an area in the south of England ruled by the Anglo-Saxons



Impact

The impact of our History curriculum at Jotmans Hall Primary School is that pupils develop into confident, articulate and knowledgeable historians who are able to think critically about the past and make meaningful connections to the present. Through our enquiry-led curriculum, pupils demonstrate a secure understanding of historical concepts, build chronological awareness and apply disciplinary skills with increasing independence and sophistication as they progress through the school.

By the end of each key stage, pupils are expected to know, remember and understand the knowledge, skills and vocabulary outlined within the Department for Education National Curriculum. Pupils leave each unit able to answer overarching enquiry questions, justify opinions using evidence and communicate their understanding effectively through discussion, debate and written outcomes. They are able to use historical vocabulary accurately, analyse sources critically and explain similarities, differences, causes and consequences across different periods of history.

Assessment is integral to the teaching and learning cycle and is used purposefully to ensure that all pupils make strong progress from their starting points. Through responsive teaching, retrieval practice, questioning, pupil discussion and low-stakes assessment opportunities, teachers continually identify misconceptions and gaps in understanding to adapt planning and provide appropriate support or challenge. Our curriculum is built on the belief that all pupils can achieve success in history through high expectations, adaptive teaching and a carefully sequenced curriculum.

The impact of our curriculum is evident through pupils who:

- Demonstrate secure historical knowledge and understanding over time;
- Retain and recall prior learning, making links across historical periods and themes;
- Apply the History Super Skills of chronology, enquiry, knowledge, cause and effect, comparison and communication with confidence;
- Engage in high-quality oracy, articulating ideas clearly, debating viewpoints respectfully and justifying conclusions using evidence;
- Show curiosity, resilience and enthusiasm when exploring the past;
- Develop a strong understanding of diversity, identity, British Values and the wider world.

The quality of education in History is continually evaluated through a rigorous cycle of monitoring, evaluation and review led by subject leaders and senior leaders. This includes pupil voice, work scrutiny, lesson visits, climate walks, assessment analysis and curriculum reviews to ensure consistency, progression and high expectations across the school. Subject leaders work collaboratively with staff to identify strengths, address priorities and drive continual improvement through targeted action planning and professional development.

Ultimately, pupils leave Jotmans Hall equipped with the historical knowledge, vocabulary and critical thinking skills needed for the next stage of their education and as informed, reflective citizens in modern Britain.

6. Cross-curricular links

Many subjects will feed into other areas of the curriculum. Provide a list of the other subjects and a brief summary of where these links occur. For example:

History shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- RE: deeper understanding of different religions and their influence
- ICT: use of the internet for research and presentation
- Geography: reading maps and a greater awareness of global and local changes



- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues
- Metacognition: creating chronological timelines of events using thinking frames.

The above list is not exhaustive and may be adapted to suit specific contexts.

7. Curriculum Impact

7.1 Assessment

At Jotmans Hall Primary School, assessment is used to help staff understand what pupils have learnt before, what they need to learn now and what they will learn next. Assessment is an integral part of our enquiry-led History curriculum and is carefully designed to ensure pupils develop secure historical knowledge, disciplinary skills and confidence in communicating their understanding through oracy and discussion.

End points are set in line with the Department for Education National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and concepts outlined within the programme of study.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is used to identify strengths, misconceptions and gaps in understanding so that teaching can be adapted to support, challenge and move learning forward. We believe that all pupils can achieve success in History through high expectations, adaptive teaching and a carefully sequenced curriculum which supports both breadth and depth of learning.

At the beginning of each new topic, pupils complete a Thinking Frame linked to the overarching enquiry question. This allows teachers to assess prior knowledge, vocabulary and understanding whilst giving pupils the opportunity to share initial ideas and historical understanding. At the end of the topic, pupils revisit their Thinking Frame using a different coloured pen to add new learning, vocabulary and understanding. This demonstrates clear progression in knowledge and enables pupils to reflect on how their understanding has developed throughout the unit.

Each History lesson begins with a “Sticky Question” retrieval activity which revisits key learning from the previous lesson. These low-stakes retrieval opportunities are designed to strengthen long-term memory, revisit historical vocabulary and help pupils make links across lessons and historical periods. Retrieval practice plays a key role in helping pupils know more and remember more over time.

At the end of each lesson, pupils complete an “ERIC’s Key Question Quiz” which assesses understanding of the lesson’s core knowledge and concepts. These quizzes provide immediate feedback for both pupils and teachers, allowing misconceptions to be addressed quickly and informing future planning and teaching sequences.

Each topic culminates in a class debate based on the overarching enquiry question. Through these debates, pupils revisit and synthesise the knowledge gained throughout the unit, applying the History Super Skills of chronology, enquiry, knowledge, cause and effect, comparison and communication. Pupils are encouraged to articulate opinions, justify viewpoints using evidence and engage respectfully with alternative perspectives, developing both historical understanding and high-quality oracy skills.

Pupils’ progress is continually monitored through retrieval activities, questioning, discussion, written outcomes, quizzes, pupil voice and teacher observations. Assessment information is used to ensure all pupils make strong progress from their starting points and achieve age-related expectations.

Termly data is uploaded to the Insight data system to support subject leaders and class teachers in monitoring whole-school attainment and progress, enabling the identification of areas requiring further development or intervention.



Subject Leader Monitoring

Subject leader monitoring will include:

- Work sampling to ensure progression in knowledge, vocabulary and historical skills;
- Pupil discussions to assess understanding, retention and depth of learning;
- Monitoring planning to ensure full curriculum coverage and progression;
- Monitoring the effective use of retrieval practice and assessment strategies;
- Checking opportunities for high-quality oracy, reading and writing across the curriculum;
- Monitoring pupils' understanding and application of key vocabulary;
- Climate walks and lesson visits;
- Gathering and responding to stakeholder voice, including pupils;
- Monitoring links to PSHE, British Values, Relationships Education, Equality and Behaviours for Learning.

Subject leaders will:

- Work collaboratively with teachers to ensure pupils are supported and challenged effectively;
- Monitor attainment and progress across the subject;
- Identify priorities for development through ongoing evaluation;
- Produce and implement an annual action plan to drive continual curriculum improvement.

Marking and Feedback

Children receive regular feedback in line with the school's Feedback and Marking Policy. Feedback is purposeful, timely and focused on moving learning forward, supporting pupils to develop confidence, accuracy and independence within History.

Recording

In history, pupils will record their learning in the following ways:

- Topic books or folders
- Reception – Tapestry Learning Journal and Class Photo book.

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

Located upstairs in the school house.

- Old Telephones – Large tray: of phones
- Toys – med tray x 2: a range of old toys.
- Timelines - med tray: set of timeline posters
- London – large tray: posters, information books and artefacts
- WWI – small tray: information books
- Life stories – small trays: information books about famous people and ordinary people and their daily lives; KS1 & KS2 resources
- WWII – med tray: artefacts and information books
- Vikings – large tray: information books, set of KS2 text books
- Britain since 1930 – large tray: text books , information books, more on WWII
- Tudors – large tray: information books and KS2 text books
- Anglo Saxons – large tray: information books, Anglo Saxn text books, invaders and settlers text books; historical maps resource book



- Stone Age – med tray: KS2 text books
- Normans & Castles – large tray: information books
- Holidays & Southend – med tray: information books, KS1 History resource sheets book.
- Kings & Queens – small tray: a few resources
- Ancient Greece – med tray: information books
- Ancient Greece – large tray: artefacts
- Ancient Egypt – large tray x 2: ks2 text books and information books; some artefacts
- Old Irons – med tray: Old irons!
- Ancient Greece – large tray: artefacts
- Ancient Greece – med tray: Information books and text books
- Local History – med tray: Information books
- Homes – small tray: information books
- Old Bottles and jars – med tray
- Romans – large tray: information books and text books
- Victorians – large tray : information books and text books

8.2 Enhancing the Curriculum

We intend to inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources



- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in History. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum Policy
- Assessment policy
- Feedback and Marking policy
- SEN policy

12. Monitoring and review



This policy will be reviewed by staff and trustees every 2 years