

# Curzon History Curriculum

## Our Intent

### Curzon specific aims of History

History is an awe inspiring subject and our aim as a school is to inspire all our pupils with an ownership of their heritage (National and International) through an appreciation and understanding of the past. We have mapped out how our history curriculum enhances all our pupils' cultural capital.

We give our pupils opportunities to become history detectives by applying their knowledge through using a range of primary and secondary sources; we aim that our pupils will be able to explain clearly how these sources give us an insight into how people across the world used to live and how these interpretations may differ. At Curzon, we always challenge stereotypes and use evidence to enable us to form reliable and accurate points of understanding. A period in time cannot be taught in isolation so pupils learn the legacy of different eras/cultures studied, and how these impact upon each other through meaningful links including those into the present day. As a result, we aim to grow our pupils into engaged, motivated and curious historians.

We have high ambitions for all pupils. Our ethos is to enable all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities (e.g. role play, pictorial recording, paired work), we ensure that all pupils, including SEND, can participate fully. Our curriculum is designed to ensure that higher attainers are challenged through deepening questions and being given the opportunities for more detailed reasoning.

Whilst following the National Curriculum, we have chosen topics according to the following criteria and made our History curriculum unique to Curzon:

#### **Topics are chosen to fit with the school's local context**

Year 6 study the local area and are treated to a visit to Penn House with Countess Howe. Year 3, 5 enrich their learning about the Stone Age and Anglos Saxons respectively by participating in workshops run at COAM.

#### **Topics are chosen to provide strong cross curricular links**

We emphasise cross-curricular links between history and other subjects as we aim that pupils retain their substantive knowledge by applying it in more than one curriculum area

For example The Great Fire of London and Homes from the Past link well with materials in Science and D&T projects in KS1. Year 6 study Ancient Bagdad which links to Islam in RE. Year 4 study of Romans is reinforced by Geography work the following term on volcanoes and Pompeii. Year 6 write letters persuading parents to buy fair trade products.

The school has created strong links with English and merged some lessons in both subjects, resulting in better quality writing and an increased historical substantive knowledge.

D&T is interwoven in our history curriculum as we acknowledge the impact that technology has had upon our home life, leisure and the culture of our nation and the wider world. Year 3 learn about Stone Age technologies through their visit to COAM and reinforce this through their Forest School lessons (e.g. through making fires). As part of their Anglo-Saxon topic, Year 5 create replica artefacts (based on archaeological finds) using D&T skills and present them as a class museum to their parents. In D&T, Year 3 make papyrus and are taught during their Ancient Egypt topic unit how easily accessible this natural material was around the river Nile. KS1 make shelters as part of their unit on houses.

### **Diverse choice of key figures in KS1**

Nelson Mandela, Florence Nightingale, George Stephenson and Neil Armstrong are studied across KS1 allowing the opportunity for comparison. Our unit on Nelson Mandela shows pupils that great historical figures are not just white – this concept is also applied in our RE curriculum as pupils learn about key leaders and views from around the world. Our very simple explanation of apartheid allows our youngest pupils to understand how sometimes people have not been treated fairly in the past. In our study of hospitals and Florence Nightingale, we introduce our pupils to Mary Seacole. Although we do not talk explicitly about Mary Seacole’s skin colour, this shows our pupils that you can be a great nurse, care for others and make changes regardless of your skin colour. This normalises different skin colour to the pupils.

### **Topics which provoke thought**

Year 5 study Ancient Greece allows an in depth study of some more thought provoking issues e.g. role of women in society, where pupils reflect on the different attitudes towards women in Athens and Sparta. The legacy of Greek democracy is taught but pupils are able to reflect on the democracy Ancient Greece with our modern democracy and discuss the inequalities of the Ancient Greek system. Themes of inequality are revisited in Year 6 through their local history unit.

These are highlighted in yellow on the grid below.

Links are also made to our values e.g. the courage of Neil Armstrong in voyaging to the Moon and the importance of respect when discussing the life of Nelson Mandela.

*How this links with our school vision: growing in wisdom and understanding of the past and developing an awareness of how actions can have consequences on others.*

### **Humanities topics and links to other subjects**

**Blue=geography, red= history**

**Yellow highlights denote topics which provoke thought.**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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KS1 Year A	UK Knowledge Great Fire of London	Florence Nightingale Weather	Neil Armstrong Continents
KS1 Year B	Local Area and Safety George Stephenson and vehicles	Nelson Mandela Kenya	Seaside Homes from the Past
Cross Curric links	D&T – focus on how cooking evolved within the different homes from the past: cooking over open fire, cooking range, gas/electric cookers, microwaves	DT/science – making an umbrella/mini shelter	
Year 3	Changes in Britain - Stone Age to Iron Age	Rainforests and woodlands (Penn Woods)	Ancient Egypt
Cross curric links	Stone Age Boy How to Wash a Woolly Mammoth Boy with a Bronze Axe Art: chalk cave paintings  Forest School and trip to COAM – D&T opportunities to explore Stone Age technologies	The Great Kapok Tree The Shaman's Apprentice Where the Forest meets the Sea (picture book-good for visual inference)  DT – Rainforest diorama with moving parts Art- Rousseau	The Egyptian Cinderella -myth The Time Travelling Cat & the Egyptian Goddess instruction writing  Art - Egyptian masks, hieroglyphics and clay tiles
Year 4	The Roman Empire and its Impact on Britain (& legacy)	Mountains (UK/S America, Europe-relief maps and contours), Volcanoes, Earthquakes	Coast, water cycle, rivers, erosion. River trip-Amersham field centre
Cross curric links	Across the Wall D&T – Roman road	Escape from Pompeii Firework Maker's Daughter	Art - Hokusai 'The Great Wave' Monet 'Waterlilies'
Year 5	Britain's settlement by Anglo-Saxons & Scots; Viking & Angle-Saxon struggle for Kingdom of England	Ancient Greece – life in Ancient Greece and legacy on British culture	London -mapping, rivers, settlement, natural resources
Cross curric links	Art: Mixed media Viking ships; D&T – Anglo-Saxon Museum of replica artefacts	Olympics non-chronological report Art: pots Holiday brochure on holiday to Greece	Coming to England by Floella Benjamin London Eye Project D&T – Creating model of a bridge (based on bridges in London)
Year 6	Local Area Geography study & Local history study – link to Victorians through Disraeli/Hughenden	Fair trade (locational knowledge and economic activity) (Fair Trade fortnight is in Feb)	Early Islamic civilization inc. Baghdad c.AD 900 - a non-European society that provides contrasts with British history

Cross curric links	<p>Christmas Carol</p> <p>Art: William Morris</p>	<p>Cooking; persuasive writing; PSHE and economics</p> <p>D&amp;T – Create fair trade product and packaging</p> <p>Art: Hand posters, eco artist</p>	<p>RE – history, traditions, spread of Islam; D&amp;T/Art - Cooking with spices, create a tagine</p>

## Teaching of historical knowledge and skills

We have identified six key strands and have mapped the development of each of these strands throughout the year groups, identifying what pupils in each year group need to attain in each of the strands by the end of each academic year.

Year group	Chronological understanding	Interpreting sources	Enquiring about the past	Comparing	Understanding cause and identifying legacy	Synthesizing knowledge
EYFS	Understand the past through settings, characters and events encountered in books read in class and storytelling.			Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;		Talk about the lives of the people around them and their roles in society
1	Sequence events in their life With support, order events of each unit on a timeline.	Begin to identify different ways the past is represented (photos, stories...)	Ask and answer simple questions	Talk about simple similarities/differences between life at different times Sort artefacts into past and present		Use simple terms to talk about passing of time Communicate knowledge through discussion, drawing, drama, making models, writing and ICT
2	Sequence events of each unit on a timeline Sequence artefacts closer together in time Sequence photos from different periods of their life	Compare 2 versions of past events Identify ways that the past is represented, inc. eyewitness	Ask and answer questions about the past on the basis of simple observations about sources	Talk about similarities and differences between the ways of life in different periods.	Recognise why people did things, why events happened and what happened as a result.	Use simple terms to talk about passing of time Communicate knowledge through discussion, drawing, drama, making models, writing and ICT
GDS Stretch and challenge		Reflect on how reliable different sources might be.	Show initiative in research	Compare different periods of history studied in detail and independently	Explain cause and effect. Explain how past events have impacted on our lives today.	Synthesise information about the period studied
3	Place events studied on a timeline, understanding concept of a vast time period	Identify and give reasons for the different ways the past is represented Distinguish between different sources	Use more than one source to find out about a period Observe small details in artefacts/pictures Research using ICT/books	Compare the past studied with our lives today Compare different periods within the same unit	Understand why people may have wanted to do something and what the results were	Start to use historical terms to talk about passing of time Communicate knowledge through discussion,

	Use dates and terms related to the passing of time and the unit studied Sequence several events or artefacts	Understand importance of archaeology	Select and record info relevant to the study Ask and answer simple questions			drawing, drama, making models, writing and ICT Begin to construct own response that involve selecting and organising info
4	Place events studied on a timeline, comparing where this fits with previous topics Use terms related to the period and begin to date events Understand BC, AD, Century	Begin to evaluate usefulness of sources Use secondary sources and own growing historical knowledge to gain a better perspective.	Use different sources to build up a picture of past events Choose relevant material Ask and answer a variety of questions Research using ICT/books	Note connections in historical periods Compare aspects of the unit to previous units studied (e.g. luxurious Roman life compared to stone age)	Look for links and effects in the time studied Offer a reasonable explanation for some events Start to explain impact on the wider world	Use historical terms to talk about passing of time Communicate knowledge through discussion, drawing, drama, making models, writing and ICT Construct own responses that involve selecting and organising information
GDS Stretch and challenge		Explain the difference of reliability between sources.	Show initiative in research and applying ideas.	Compare different periods of history in detail, independently revisiting earlier topics	Explain how past events have impacted on the wider world today.	Synthesise pieces of information and bring them into a coherent shape.
5	Place events studied on a timeline, comparing where this fits with previous topics Use period labels e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance. Make comparisons between different times in the past	Compare different accounts of events from different sources Offer some reasons for different versions of events. Begin to identify primary and secondary sources	Use evidence to build up a picture of past events Choose relevant sections of information Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance Research in more detail using ICT/books	Compare life in early and late times studies Compare an aspect of life with the same aspect in another period. Compare life for different groups of people e.g. men and women.	Examine causes and results of great events and the impact on people. Start to explain the impact on the wider world	Recall, select and organise historical info Use historical terms for passing of time Communicate knowledge through discussion, drawing, drama, making models, writing and ICT Construct informed response that involve selecting and organising info
6	Place events studied on a timeline, comparing where this fits with previous topics Use relevant dates and terms e.g. empire,	Consider ways of checking the accuracy of interpretations-fact, fiction, opinion	Bring knowledge gathered from several sources together in a fluent account Ask and answer historically valid questions	Compare beliefs and behaviour with another time studied Compare life for different groups of people e.g. men and women.	Give an explanation of a past event in terms of cause and effect.	Recall, select and organise historical info Use historical terms for passing of time Communicate knowledge through discussion,

	civilization, parliament, cause, consequence, similarity, difference and significance. Sequence previously studied topic on a timeline to gain greater historical perspective	Link sources and work out how conclusions were arrived at Identify primary and secondary sources	about change, cause, effect, similarity, difference and significance Research in detail using ICT/books			drawing, drama, making models, writing and ICT Construct informed response that involve selecting and organising info thoughtfully Select and organise info to produce structured work, making appropriate use of dates and terms.
GDS Stretch and challenge		Understand that different evidence will lead to different conclusions. Identify and explain the bias behind sources.	Show initiative in research and applying ideas.	Compare different periods of history in detail, independently revisiting earlier topics from the whole of their primary curriculum	Understand that an event may have more than one cause. Use evidence to support and illustrate their explanation for the event.  Explain in detail how past events have impacted on the wider world today.	Synthesise lots of disparate pieces of information and brings them into a coherent shape. Become Mantle of the Expert

## Our Implementation

### Organisation of topics

In EYFS pupils have discrete history sessions each week. History is also included in continuous provision. For example, past and present home items are available in the role play areas.

KS1 is taught on a 2-year rolling programme. A different unit is studied each half term.

In KS2 our approach is fewer topics but in more depth. Each year group in KS2 either has 2 terms of History and 1 of Geography or 1 term of History and 2 of Geography. This fits with our work on cognitive overload.

KS2 topics are mostly chronological. However, we have made some changes to ensure that pupils get the most out of the issues of a topic. For examples, Year 5 study Ancient Greece as they have the maturity to study thought provoking issues e.g. role of women in society, the demands placed on the citizen in Sparta and the rights and inequalities of the democratic system in Athens. Themes of inequality and the imposing of rules/laws by rich over the poor are topics revisited in the Y6 local history unit.

### Progression of knowledge and skills in History

We have mapped out the substantive and disciplinary knowledge for history and the skills needed to be a historian. Pupils will need to be explicitly taught these skills within the context of the units to build up their disciplinary knowledge of how we gain substantive knowledge of history.

**EYFS History is taught mainly through continuous provision covering the following key skills and following the same broad units as KS1:**

Past and Present

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.

Our EYFS history curriculum also provides rich opportunities for pupils to develop skills in other areas e.g. listening and attention; speaking (including using past and present tenses); self-regulation (working with others and turn taking); managing self (confidence, self-resilience and perseverance); Literacy and maths skills (especially understanding what is read to them and developing subject specific vocabulary).

**KS1 is on a 2-year rolling programme with differentiated outcomes and skills.**

**YEAR A**

Autumn	Spring	Summer	Skills
<p><b>Great Fire of London - events beyond living memory that are significant nationally or globally</b></p> <p>Compare present day London to the London that existed before 1666 including rich/poor, Communications, jobs Job of a firefighter at the time Timeline of key events Causes of the fire Concept of an eyewitness: Samuel Pepys Why the fire stopped How London was rebuilt after the fire</p>	<p><b>Florence Nightingale/Mary Seacole - the lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p>Role of nurses Timeline of key events in their lives Compare hospitals before and after Crimean War Compare lives of Florence Nightingale and Mary Seacole</p> <p><i>EYFS: Comment on images from the past drawing comparisons with hospitals today.</i></p>	<p><b>Neil Armstrong the lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p>Why people study space- concept of explorer the space race Life of Neil Armstrong Events of moon landing Pupils are filled with awe and wonder about the past. <i>EYFS: Pupils have opportunities to develop vocabulary related to the past.</i></p>	<p><b>YEAR 1</b></p> <p><b>Chronological understanding</b> Sequence events in their life With support ,order events of each unit on a timeline.</p> <p><b>Interpreting sources</b> Begin to identify different ways the past is represented (photos, stories...)</p> <p><b>Enquiring about the past</b> Ask and answer simple questions</p> <p><b>Comparing</b> Talk about simple similarities/differences between life at different times Sort artefacts into past and present</p> <p><b>Synthesing Knowledge</b> Use simple terms to talk about passing of time</p>



<p><i>EYFS: Pupils have opportunities to develop vocabulary related to the past. Use of the words past and present. Discuss significant individuals and relate to stories from the past.</i></p>		<p><i>Use of the words past and present. Discuss significant individuals and relate to stories from the past.</i></p>	<p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p><b>YEAR 2</b></p> <p><b>Chronological understanding</b>  Sequence events of each unit on a timeline  Sequence artefacts closer together in time  Sequence photos from different periods of their life</p> <p><b>Interpreting sources</b>  Compare 2 versions of past events  Identify ways that the past is represented, inc. eyewitness</p> <p><b>Enquiring about the past</b>  Ask and answer questions about the past on the basis of simple observations about sources</p> <p><b>Comparing</b>  Talk about similarities and differences between the ways of life in different periods.</p> <p><b>Understanding cause and identifying legacy</b>  Recognise why people did things, why events happened and what happened as a result.</p> <p><b>Synthesising knowledge</b>  Use simple terms to talk about passing of time  Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p>
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**YEAR B**

Autumn	Spring	Summer	Skills
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<p><b>George Stevenson and Vehicles</b> <i>events beyond living memory that are significant nationally or globally</i></p> <p>Timeline of George Stevenson’s life Importance of railways-local railways Advantages and disadvantages of railways Compare past and present vehicles. Advantages and disadvantages of newer forms of transport</p> <p><i>EYFS: Compare and contrast using images, artefacts and videos. Use vocabulary related to the past and present. Use basic chronology.</i></p>	<p><b>Nelson Mandela -</b> <i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Who is Nelson Mandela Why was Nelson Mandela a great leader What did Nelson Mandela dream – linking back to our own dreams and what we want to achieve Timeline of Nelson Mandela’s significant achievements Significant changes that Nelson Mandela made</p> <p><i>EYFS: Look at stories from the past and discuss using new vocabulary. Adult to model phrases ‘A long time ago, significant person and bravery, courage’.</i></p>	<p><b>Homes from the Past</b> <i>places in their own locality</i> <a href="#">(Geog link- Kenya)</a></p> <p>Timeline of homes from different eras (caves, huts, Roman Villa, Tudor, Victorian) Clues to show that houses are from the past (focus on stone age) Homes from around the world Compare Victorian home to our homes</p> <p><i>EYFS: Look at artefacts from the past comparing and contrasting.</i></p> <p><i>Images of familiar situations in the past such as washing clothes.</i></p>	<p><b>YEAR 1</b></p> <p><b>Chronological understanding</b> Sequence events in their life With support order events of each unit on a timeline.</p> <p><b>Interpreting sources</b> Begin to identify different ways the past is represented (photos, stories...)</p> <p><b>Enquiring about the past</b> Ask and answer simple questions</p> <p><b>Comparing</b> Talk about simple similarities and differences between life at different times Sort artefacts into past and present</p> <p><b>Synthesing Knowledge</b> Use simple terms to talk about passing of time Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p><b>YEAR 2</b></p> <p><b>Chronological understanding</b> Sequence events of each unit on a timeline Sequence artefacts closer together in time Sequence photos from different periods of their life</p> <p><b>Interpreting sources</b> Compare 2 versions of past events Identify ways that the past is represented, inc. eyewitness</p> <p><b>Enquiring about the past</b> Ask and answer questions about the past on the basis of simple observations about sources</p> <p><b>Comparing</b> Talk about similarities and differences between the ways of life in different periods.</p> <p><b>Understanding cause and identifying legacy</b> Recognise why people did things, why events happened and what happened as a result.</p>
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			<p><b>Synthesising knowledge</b></p> <p>Use simple terms to talk about passing of time</p> <p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p>
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**Year 3**

Autumn	Spring	Summer	Skills
<p><b>Changes in Britain Stone Age to Iron Age</b></p> <p><b>(builds on KS1 houses)</b></p> <p>Timeline of Stone Age</p> <p>Was Stone Age man simply a hunter and gatherer concerned only with survival?</p> <p>Life for Paleolithic people</p> <p>Cave art</p> <p>Changes when man started to farm</p> <p>Neolithic settlements</p> <p>Study of Skara Brae</p> <p>Stonehenge</p> <p>Timeline of Bronze and Iron Ages</p> <p>Hill forts</p> <p>Amesbury Archer</p>		<p><b>Ancient Egypt</b></p> <p><b>(builds on KS1 houses/stone age houses)</b></p> <p>Timeline</p> <p>Houses</p> <p>Importance of the River Nile</p> <p>Mummification</p> <p>Tutankhamun</p> <p>Pyramids</p> <p>Afterlife</p> <p>Communication-hieroglyphics</p>	<p><b>Chronological understanding</b></p> <p>Place events studied on a timeline, understanding concept of a vast time period</p> <p>Use dates and terms related to the passing of time and the unit studied</p> <p>Sequence several events or artefacts</p> <p><b>Interpreting sources</b></p> <p>Identify and give reasons for the different ways the past is represented</p> <p>Distinguish between different sources</p> <p>Understand importance of archeology</p> <p><b>Enquiring about the past</b></p> <p>Use more than one source to find out about a period</p> <p>Observe small details in artefacts/pictures</p> <p>Research using ICT/books</p> <p>Select and record info relevant to the study</p> <p>Ask and answer simple questions</p> <p><b>Comparing</b></p> <p>Compare the past studied with our lives today</p> <p>Compare different periods within the same unit</p> <p><b>Understanding cause and identifying legacy</b></p> <p>Understand why people may have wanted to do something and what the results were</p> <p><b>Synthesising knowledge</b></p> <p>Start to use historical terms to talk about passing of time</p>

			<p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p>Begin to construct own response that involve selecting and organising info</p>
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**Year 4**

Autumn	Spring	Summer	Skills
<p><b><i>The Roman Empire and its impact on Britain</i></b></p> <p>Who were the Romans            Life in Britain before the Romans            Roman invasion-reason for success            Entertainment            Mosaics            Boudicca            Roman Army            Buildings            Legacy</p>			<p><b>Chronological understanding</b>            Place events studied on a timeline, comparing where this fits with previous topics            Use terms related to the period and begin to date events            Understand BC, AD, Century</p> <p><b>Interpreting sources</b>            Begin to evaluate usefulness of sources            Use secondary sources and own growing historical knowledge to gain a better perspective.</p> <p><b>Enquiring about the past</b>            Use different sources to build up a picture of past events            Choose relevant material            Ask and answer a variety of questions            Research using ICT/books</p> <p><b>Comparing</b>            Note connections in historical periods            Compare aspects of the unit to previous units studied (e.g luxurious Roman life compared to stone age)</p> <p><b>Understanding cause and identifying legacy</b>            Look for links and effects in the time studied            Offer a reasonable explanation for some events            Start to explain impact on the wider world</p> <p><b>Synthesising knowledge</b>            Use historical terms to talk about passing of time</p>

			Communicate knowledge through discussion, drawing, drama, making models, writing and ICT Construct own responses that involve selecting and organising info
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Year 5

Autumn	Spring	Summer	Skills
<p><b><i>Britain's settlement by Anglo-Saxons &amp; Scots; Viking &amp; Angle-Saxon struggle for Kingdom of England</i></b></p> <p>Where Anglo-Saxon's travelled from and why they invaded Briton (Britain), include Scots and Picts attacks. Where they first settled and how we know this, time span of this era (almost 700 years) Anglo Saxon society and village life Conversion to Christianity Burial grounds The Viking invasion of Lindisfarne (comparison with Viking invasion and Anglo-Saxon invasion approx. 350 years earlier) Alfred the Great (Anglo-Saxon chronicles) and his stand against Gunthrum How the geography and 'life' in Briton changed during this time, Growth (and reasons for) from 7 Kingdoms to one Kingdom of England The Dark Ages The end of the Anglo-Saxon era at the battle of Hastings in 1066. <b>Geog link- Trade routes</b></p>	<p><b><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></b> <b><i>Legacy on British culture (link to Roman legacy)</i></b></p> <p>Timeline Greek City States Athens: legacy – democracy, Parthenon, philosophy, medicine, parliament Sparta: comparison with Athens Militia of Sparta and Athens Daily life in Greece – legacy of this in our modern world Olympia: legacy – Olympic games ancient comparison with modern</p> <p>How Greece superseded the Persian Empire following the battles of <i>Marathon, Thermopylae</i> and <i>Salamis</i> <i>How Alexander the Great united Greece and established a new Empire.</i> <b>Geog link- Trade routes</b></p>		<p><b>Chronological understanding</b> Place events studied on a timeline, comparing where this fits with previous topics Use period labels e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance. Make comparisons between different times in the past</p> <p><b>Interpreting sources</b> Compare different accounts of events from different sources Offer some reasons for different versions of events. Begin to identify primary and secondary sources</p> <p><b>Enquiring about the past</b> Use evidence to build up a picture of past events Choose relevant sections of information Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance Research in more detail using ICT/books</p> <p><b>Comparing</b> Compare life in early and late times studies Compare an aspect of life with the same aspect in another period. Compare life for different groups of people e.g. men and women.</p> <p><b>Understanding cause and identifying legacy</b></p>

			<p>Examine causes and results of great events and the impact on people. Start to explain the impact on the wider world</p> <p><b>Synthesising knowledge</b> Recall, select and organise historical info Use historical terms for passing of time Communicate knowledge through discussion, drawing, drama, making models, writing and ICT Construct informed response that involve selecting and organising info</p>
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## Year 6

Autumn	Spring	Summer	Skills
<p><b><i>A local history study-includes a study of an aspect in British history (Victorians)</i></b> Church Penn House – link to Church and Queen Adelaide, Art – Gainsborough link Mosquito and war industry. School Christmas Carol Railway – zoom out, wider area – impact of the railway on our area, local industries Victorian life and Disraeli Penn tiles, chair making</p>		<p><b>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization: Baghdad c. AD 900</b> <b>Importance of Bagdad: education, trade, banking, farming, location (link to trade unit)</b> Timeline House of Wisdom Siege of Bagdad Early Islamic inventions Medicine and key doctors (link back to Ks1 Florence Nightingale) Prophet Muhammad (link to RE Islam) The first four Caliphs Islamic art The Silk Road</p>	<p><b>Chronological understanding</b> Place events studied on a timeline, comparing where this fits with previous topics Use relevant dates and terms e.g. empire, civilization, parliament, cause, consequence, similarity, difference and significance. Sequence previously studied topic on a timeline to gain greater historical perspective</p> <p><b>Interpreting sources</b> Consider ways of checking the accuracy of interpretations-fact, fiction, opinion Link sources and work out how conclusions were arrived at Be aware that different evidence will lead to different conclusions Identify primary and secondary sources</p> <p><b>Enquiring about the past</b> Bring knowledge gathered from several sources together in a fluent account</p>

			<p>Ask and answer historically valid questions about change, cause, effect, similarity, difference and significance</p> <p>Research in detail using ICT/books</p> <p><b>Comparing</b></p> <p>Compare beliefs and behaviour with another time studied</p> <p>Compare life for different groups of people e.g. men and women.</p> <p><b>Understanding cause and identifying legacy</b></p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p><b>Synthesising knowledge</b></p> <p>Recall, select and organise historical info</p> <p>Use historical terms for passing of time</p> <p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT</p> <p>Construct informed response that involve selecting and organising info thoughtfully</p> <p>Select and organise info to produce structured work, making appropriate use of dates and terms.</p>
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## How we teach History

We teach a skills-based approach to history, encouraging pupils to apply knowledge taught to investigate objects and other primary sources, ask questions, make links and compare. Resources are used from Key Stage History website. We use visits to the local area to enhance our learning, such as trips to Penn House where Countess Howe shares some of the artefacts. We go on trips to COAM which enable pupils to see reconstructions of homes from the past and learn skills from different eras. We make learning memorable by holding special days such as Ancient Greek Day and Victorian Day where pupils come off curriculum and are immersed in the past for a day. Pupil voice shows that these days are hugely popular with pupils able to tell us what they have learnt. We use replica artefacts wherever we can to bring the history learning alive and empower our pupils to imagine life in the past.

In KS1, we start each unit with what the pupils already know, creating a mind map. As knowledge is learned, this mind map is updated during the unit. In KS2, units start with finding out what pupils already know or would like to find out and end with a mind map summarising the knowledge learnt and the answer to the questions. Year 5 and 6 complete an end of unit assessment task as well showing that they can apply the vocabulary and knowledge learnt.

In line with Rosenshine, teachers plan to start lessons with a recall of prior learning and use quick, low stake quizzes. Lessons have clear objectives and cover core learning without overloading pupils' cognition. Key facts and words are often chanted.

We sometimes choose questions as learning objectives so that the pupils have a more explorative approach to new content and can evaluate the impact of new concepts, and ideas, rather than being passively told about them.

Although we understand the importance of teaching writing through cross curricular subjects, we also provide opportunities for pupils to show their learning in different ways which supports many of our SEND learners. For example, Year 6 research an aspect of Victorian life choosing how to present the information. The completed projects are then displayed in a Great Exhibition in the hall for other year groups to attend. Lessons in all year groups include activities such as diamond nine, conscience alley and role play which develop our pupils' higher order thinking skills.

### **Assessment**

Assessment of pupils' learning in History is an ongoing monitoring of pupils' understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform support and challenge for each pupil. Teachers use quick fire formative assessment activities in lessons to check retention of knowledge, such as true/false, thumbs up/down and low stakes quizzes. Teachers use the mind maps, Year 5, 6 end of unit assessments and tasks carried out during the unit to summatively assess pupils' learning. This is recorded on Bromcom and analysed by the subject leader.

### **Impact**

The Impact and measure of this is to ensure that pupils are equipped with historical enquiry skills, knowledge and concepts which will enable them to be reflective learners ready for the curriculum at KS3. Pupils review their mind maps/questions during units and are actively encouraged to reflect on the knowledge and skills they are learning.

Outcomes in our history and English books evidence a broad and balanced curriculum, an extensive bank of knowledge and the development of key historical skills. Our monitoring shows that pupils can talk in detail about their topics, with even the youngest pupils explaining articulately some tricky concepts such as racism. End of term assessments show that pupils' attainment in history is at least in line with attainment in core subjects in all year groups. Some SEND pupils who struggle with writing, attain better in history than in English.