

Limitless Dreams,
Endless Opportunities



History Curriculum September 2022



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Intent

At Manor Park we aim to offer a high-quality history education that will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire their curiosity to know more, and through finding out about how and why the world, our country, culture and local community have developed over time, they will begin to understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. The curriculum will also equip our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Alongside this, it will also help them to understand the process of change, the diversity of societies and relationships between different groups and overall underpin a life - long love and thirst for learning.

Implementation:

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught in blocks throughout the year, as part of a half-termly project, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each project and consideration has been given to ensure progression across projects throughout each year group across the school. Cross curricular outcomes in history are specifically planned for enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Manor Park and do not just learn a series of facts about the past. To do this successfully, as historians, we ensure that opportunities are given to research, interpret evidence, including primary and secondary sources, and they have the necessary skills to argue for their point of view; skills that will help them in their adult life.

Impact:






The impact of the History curriculum is triangulated using several measures. The teaching of History is monitored through Lesson Observations, Data Analysis, Book Scrutiny, Pupil Voice and Learning Environment reviews. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

. All of this helps to monitor the curriculum and raise the aspirations of our children, ensuring they leave Manor Park with a secure knowledge and understanding of people, events and contexts from the historical periods covered and the ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry

History Curriculum Progression Skills and Knowledge - Cycle A

Overall Aims of the National Curriculum	<ol style="list-style-type: none"> 1. 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 2. 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 3. gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 4. 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 structured accounts, including written narratives and analyses 5. 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 History – key stages 1 and 2 6. gain 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. 				
Focus of Study		Toys/Homes within living memory Local Study: Knutsford George Mallory the explorer	Great Fire of London (beyond living memory) Significant individuals: Amelia Earhart	The Roman Empire Ancient Greece	World War 2 Discrimination and Slavery
Subject	Reception	Year 1	Year 2	Year 3/4	Year 5/6
National curriculum (non-statutory)	All about me Festivals Toys Holidays	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality.	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] 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 [Amelia Earhart)	The Roman Empire and its impact on Britain and role of key individuals. Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history
Chronological knowledge/ understanding	• Order and sequence familiar events.	Develop an awareness of the past. Place known events	Show an awareness of the past, using common words and phrases relating to the passing of time.	Establish clear narratives within and <u>across</u> <u>the</u> period of time studied. Place time periods studied in a chronological framework.	Establish clear narratives within and <u>across</u> <u>the</u> period of time studied. Continue to develop chronologically secure knowledge of history.

	<ul style="list-style-type: none"> • Use every day language related to time 	<p>and <u>objects in</u> chronological order. Sequence toys played with today and toys our grandparents played with. Use common words and phrases relating to passing of time</p>	<p>Describe where the Fire of London fits within the chronological framework and identify similarities and differences between the Fire of London and the Fire of Nantwich.</p>	<p>Use historic terms related to the period of study. Note connections, contrasts and trends over time.</p>	<p>Use historic terms related to the period of study. Note connections, contrasts and trends over time</p>
Historical enquiry	Talk about past and present events in their own lives and in the lives of their families	<p>Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between toy/home artefacts. Understand some ways we find out about the past.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show understanding</p>	<p>Use sources of information in ways that go beyond simple observation to answer questions about the periods of study. Understand how knowledge of the past is constructed from a range of sources - aspects of Roman and Greek Life and their achievements, main events, situations and changes within and across different periods/societies.</p>	<p>Address and devise historically valid questions about change, cause, similarities and differences, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information like how did the war change key roles for men and women? How did Martin Luther King make a difference? Understand how knowledge of the past is constructed from a range of different sources.</p>
Historical Interpretations	Listen to stories from the past.	<p>Relate his/her own account of an event and understand that others may give a different version. Identify different ways in which the past is represented</p>	<p>Describe changes within living memory and aspects of change in national life. Describe significant events, people and places beyond living memory Identify different ways in which the past is represented</p>	<p>Understand that different versions of the past may exist, giving some reasons for this and that sources can contradict each other Identify the role of Key individuals – Julius Caesar, Boudica</p>	<p>Make comparisons and analyse trends between periods of History and the present day. Evaluate the usefulness of different sources and that different evidence will lead to different conclusions Identify the role of key historical figures – Winston Churchill, Martin Luther King, William <u>Wilburforce</u>, Nelson Mandela</p>
Organisation and communication	Understand that people use story to remember what has happened in the past.	Talk, draw or write about aspects of the past.	Use a wide vocabulary of everyday historical terms – spoken and recorded.	Communicate learning in an organised and structured way, using appropriate terminology	<p>Present finding and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source.</p>

					Find out about views and feelings of people during key war events
Understanding of events, people and changes	Use simple words to describe the past	Understand key features of events. Identify some similarities and differences between ways of life in different periods.	Discuss the life of Amelia Earhart who has contributed to national and international achievements and use some to compare aspects of life in different periods.	Describe a study of Ancient Greek life and achievements and their influence on the western world (Olympic Games) Describe the Roman Empire and its impact on Britain.	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. To know the effect of air raids and evacuation on Britain at that time. Know key aspects of the Holocaust and how it shaped future society Transportation of slaves to other countries. Conditions faced by slaves during the Atlantic passage. Significance of the trade to the development of British life.
Settlement and Invasion 	Culture and Religious Beliefs 	Monarchy 	Civilisations and Society 	Chronological Understanding 	
Children to understand that invaders are an army or country that uses force to enter and take control. Settlers are a group of people who arrive, usually from another country, in order to live there and use the land.	Children to understand the different religious beliefs and cultures that people held in the past and how this will have informed their decisions and way of life.	Children to understand that monarchy means a person who reigns over a kingdom or empire. Through the curriculum we explore the concept of 'rulers' and their impact on civilisations and society.	Children to understand civilisations and the complex way of life that came about as people began to develop networks and settle. This also looks at the way a group of people lived within a 'society'.	Children develop an understanding of a period of time and the sequence of when things happened. This key concept underpins the concept of continuity and change	

Year One

Times are Changing:
Changes within living memory – Toys Identify similarities and differences between toys today and toys our grandparents



Let's Explore
Explorer George Mallory



Year Two

London's Burning!
Events beyond living memory (Fire of London/Nantwich)
Key dates linked to both events



Come Fly With Me!
Lives of Significant individuals – Amelia Earhart. Describe key events in her life



Who are the gregarious Greeks? Key aspects of Greek Life (Food, clothes and lifestyle) and achievements, Impact of the Olympics on the Western World,



Could you escape from Roman Pompeii? Key aspects of Roman life
Role of key individuals – Julius Caesar, Boudicca



Year Three /Four

In addition, all year groups will place periods of history in chronological order on a timeline. They will sequence key events, handle artefacts, research using secondary sources and make references to the impact on life today. They will also identify key individuals associated with the different periods of time

Year Five/Six

Keep Calm and Carry on!
World War 1 and 2
Be aware of the key historical figures during both periods of war
To understand how the war changed the key roles of men and women



Is Slavery a thing of the past?
Conditions faced by slaves.
Significance of the trade to the development of British life. Role of Martin Luther King

