

Limitless Dreams,
Endless Opportunities



History Curriculum



Subject Leader: Nicola Durban

Subject Specific Planning Documents History – Cycle A

Contents of this scheme of work:

1. Our intent, implementation and impact
2. Explanation and overview of key historical concepts within our curriculum.
3. Progression of disciplinary knowledge and substantive knowledge and skills
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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.


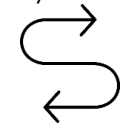




Implementation



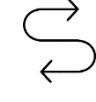
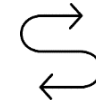



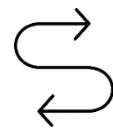





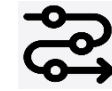



In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught in blocks throughout the year, as part of a half-termly project, so that children achieve depth in their learning. Teachers have identified the 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

Overview of Subject Content with key concepts

Settlement and Invasion 	Continuity and change 	Culture and Religious Beliefs 	People of the Past 	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 are to develop an understanding on What changed and what continued during a time in history. The past was different to today. Some things changed quickly, others more slowly.	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 people in the past were real people, had feelings and motivations. We want children to develop empathy for people, understanding the conditions, problems and conflicts they faced.	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

	Autumn	Spring	Summer
Reception	All about me – significant family events/festivals 	Food/Spring festivals - customs, traditions 	Toys, Families – from the past, toys played with by family members 
Year 1	Toys 		Let's Explore – George Mallory 
Year 2	Why did London Burn?  	Come Fly with me – Amelia Earhart  	
Year 3/4	What did the Romans do for us?  		Who are the gregarious Greeks?  
Year 5/6	Keep Calm and carry on – WW2  		Is Slavery a thing of the past?  

Progression of substantive knowledge and disciplinary knowledge for History – Cycle A





EYFS links	Development Matters – Understanding the World Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. ELG Understanding the World – Past and Present Talk about the lives of 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.					
	Substantive Knowledge			Disciplinary Knowledge and other skills		
	Children know:	Secure Chronological Understanding	Range & depth of historical knowledge	Historical Interpretations	Historical enquiry	Organisation and communication
Reception-Making history 'relevant' to the children	Daily class calendar and talk about the days of the week, months of the year and the seasons. Talk about the children's birthdays, use the vocab of time e.g. today, tomorrow, yesterday etc to help them to begin to understand chronology. Put important events in their lifetime on a timeline and talk about language of time Look at growing through the 'Ready, Steady, Grow' project, children brought in photographs of themselves as a baby and a toddler showing important milestones / significant events in their life, including what might happen in the future. To learn about traditional celebrations e.g. Christmas, Divali, Chinese New Year, Remembrance Day etc. We discussed famous mums when it was Mother's Day e.g. Kate Middleton. To look at toys, developing comparisons between past / present, old/ new. Children will investigate and play with toys from the past and speak to grandparents. To learn about family trees and how people are related to each other. Use the book 'Major Glad, Major Dizzy' to introduce children to: timelines, London over the years, toys, people growing up and growing old. Learn about the royal family and look at photographs from when King Charles was young and talked about Prince William and Prince George. To introduce relevant historical vocabulary Every few weeks discuss someone famous e.g. sports person, royal family, TV personality, author etc	Understand their own life story and that of their family Put key events from their own life and family in order Understand the past through settings, characters and events encountered in books read in class and storytelling	Make simple comments about things that have happened in the past. Talk about their own experiences that have happened in the past. Use simple time words correctly when talking about the past	Talk about people around them and their roles in society Know similarities and differences between things in the past and now using their own experiences and what they have read in class	Ask and answer questions about things that have happened in the past. Use photos, pictures and stories to learn about things that have happened in the past	Talk, draw or write about aspects of the past

Key Stage 1 National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:








- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Substantive Knowledge		Disciplinary Knowledge and other skills					
Children know:		Secure Chronological Understanding	Range & depth of historical knowledge	Historical Interpretations	Historical enquiry	Organisation and communication	
Year 1	<p>Toys </p> <p>Know what toys looked like in the past</p> <p>Know which toys were popular in the past</p> <p>Explain what is the same and what is different about toys in the past compared to today</p> <p>Know why toys have changed over time</p> <p>Explain what childhood was like in the past</p>	<p>Let's Explore</p> <p>Explain who George Mallory was. </p> <p>Talk about why we remember George Mallory's Everest expedition</p> <p>How George Mallory influenced expeditions today.</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts/events from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Develop an awareness of the past.</p> <p>Use common words and phrases related to the passage of time.</p>	<p>Recognise the difference between past and present in their own and others' lives – compare and contrast from previous generations.</p> <p>They know and recount key features from stories about the past</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Investigate the impact and influence of George Mallory on other expeditions.</p>	<p>Find answers to simple questions about the past from simple sources of information e.g. artefacts, photographs, books</p>	<p>Talk, draw or write about aspects of the past</p> <p>Use a wide vocabulary of everyday historical terms spoken and recorded</p>
Year 2	<p>London's Burning </p> <p>What London is like today.</p> <p>What London was like in 1666 before the fire started.</p> <p>What evidence there is about the fire and who Samuel Pepys is.</p> <p>The key events of the fire.</p> <p>How London has changed because of the fire.</p> <p>What is the same and what is different between the Fire of London and the Fire of Nantwich.</p>	<p>Come Fly with Me </p> <p>Why people want to explore new places and make discoveries.</p> <p>Who was Amelia Earhart and why was she special.</p> <p>Where Amelia explored in 1939.</p> <p>The key events of Amelia's life.</p> <p>What happened to Amelia.</p> <p>How Amelia contributed towards aviation nationally and internationally.</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods .</p> <p>Chronologically recount the key events in lives of a historical figure</p> <p>Use common words and phrases related to the passage of time.</p>	<p>Recognise why people did things, why they are remembered, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Describe changes within living memory and aspects of change in aviation both on national and international levels.</p>	<p>Ask and answer questions, choosing and using parts of stories to show understanding.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Examine the specific places explored by Amelia Earhart in 1939</p>	

Key Stage 2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

		Substantive Knowledge		Disciplinary Knowledge and other skills				
		Children know:		Secure Chronological Understanding	Range & depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Year 3/4	<p>What did the Romans do for us?</p>   <p>When did the Romans invade Britain? Why the Romans invaded Britain. What changes occurred in Britain during the Roman occupation. The impact that the Romans left on Britain. Key aspects of Roman life and the role of key individuals like Julius Caesar</p>		<p>Who are the gregarious Greeks?</p>   <p>When Ancient Greece was an empire and how this connects on a timeline to Ancient Rome. Explain the roles of the Spartans and the Athenians. How primary source evidence helps us to understand life in Ancient Greece. Key aspects of Greek life and achievements and their influence on the western world. What democracy is and how it began in Ancient Greece. What the legacy of democracy is in the world today.</p>	Investigate the historical events to determine the timeline of the Roman invasion and how it connects to Ancient Greece when it was an empire. Use dates and terms related to the study unit and passing of time and begin to date events Sequence several events or artefacts	Study key aspects and features and events of times studied Compare with our life today Identify reasons for and results of people's actions – cause and effect Examine key aspects of Greek and Roman life and achievements, and evaluating their impact on the development of western world	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. Begin to evaluate the usefulness of different sources Understand that different versions of the past may exist, giving reasons for this. Use text books and historical knowledge	Understand and utilise primary source evidence to gain insights into daily life and culture in Ancient Rome and Greece. Use evidence to build up a picture of the past. Observe small details – artefacts, pictures Select and record information relevant to the study Use the library and internet for research with increasing confidence	Recall, select and organise historical information Communicate their knowledge and understanding.
Year 5/6	<p>Keep calm and carry on</p>   <p>What life was like during WW2 and the impact it had on the key roles of men and women. What effect the air raids and evacuations had on Britain at that time.</p>		<p>Is Slavery a thing of the past?</p>  <p>Which countries were slaves transported from and why? What conditions did the slaves encounter during the Atlantic passage. The role of key individuals – Martin Luther King, William Wilberforce and Nelson</p>	Research key events, dates and significant figures involved in events studies demonstrating and understanding of the historical timeline. Use relevant terms and period labels Make comparisons between different times in the past	Know key dates, characters and events of time studied Investigate the role of key individuals understanding their contributions to social change. Examine causes and results of great events - the impact on people	To investigate the effects of air raids, evacuation and the impact of the slave trade on British life. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Link sources and work out how conclusions were arrived at.	Analyse historical sources to gain insights into the conditions faced by slaves and the impact of the WW2 evacuation programme Bring knowledge gathered from several sources	Select and organise information to produce structured work, making appropriate use of dates and terms.

	<p>Articulate key events, dates and people involved in WW2</p> <p>To describe the impact of evacuation</p> <p>The significance of the Holocaust – how it shaped future society.</p>		<p>Mandela in the fight against discrimination</p> <p>The impact the slave trade had on the development of British Life – future perceptions.</p> <p>ENTERPRISE PROJECT(YR6)</p>		<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied.</p>	<p>Be aware that different evidence will lead to different conclusions</p>	<p>together in a fluent account.</p> <p>Confidently use the library and internet for research</p>	
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Curriculum End Points – History

The end points for each year group show how children apply the disciplinary and substantive knowledge and other skills they are taught before moving on with their learning.

Year 1 – Cycle A Key Concepts – Continuity and Change, people of the past	
Times are Changing	Let's Explore
Children can: Know what toys looked like in the past Know which toys were popular in the past Explain what is the same and what is different about toys in the past compared to today Know why toys have changed over time Explain what childhood was like in the past	Children can: Explain who George Mallory was. Talk about why we remember George Mallory's Everest expedition

Year 2 – Cycle A Key Concepts – Chronological Understanding, Continuity and Change, People of the past	
London's Burning	Come Fly with me
Children can: Describe what London was like before the Great Fire Know that the fire started in 1666 and King Charles II was the king of England Know where the fire started – Pudding Lane Describe how the weather and living conditions made the fire spread Explain the order of the key events linked to the fire Describe how London has changed because of the fire	Children can: Talk about why Amelia Earhart was special Discuss why she was remembered Record what we have learnt from Amelia's adventures Explain 3 key events in Amelia's life.

Years 3 and 4 – Cycle A

Key Concepts – Civilisations and society, culture and religious beliefs and settlement and invasion

What did the Romans do for us?

Who are the Gregarious Greeks?

Children can:
Talk about when and why the Romans invaded Britain
Discuss what changes occurred in Britain during the Roman occupation.
Describe the impact that the Romans left on Britain.
Identify at least 5 key aspects of Roman life

Children can:
Explain the roles of the Spartans and the Athenians.
Use primary sources to help them understand life in Ancient Greece.
Name at least 3 ways that the Greeks have influenced the world today
To explain the term democracy and how it began in Ancient Greece.
Identify at least 5 key aspects of Ancient Greek life

Years 5 and 6 – Cycle A

Key Concepts – Chronological Understanding, Civilisations and society, Continuity and Change, People of the past

Keep Calm and Carry on

Is Slavery a thing of the past?

Children can:
Explain what life was like during WW2 and the impact it had on the key roles of men and women.
Describe the effect the air raids and evacuations had on Britain at that time.
Articulate key events, dates and people involved in WW2
Impact of evacuation
Discuss the significance of the Holocaust – how it shaped future society.

Children can:
Explain which countries slaves were transported from and why
Discuss the conditions the slaves encountered during the Atlantic passage.
Explain the importance of key individuals in the fight against discrimination – Martin Luther King, William Wilberforce and Nelson Mandela
Debate the impact the slave trade had on the development of British Life – future perceptions

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



