

Wolborough CE Nursery and Primary School

History Curriculum Plan

Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into a rolling two year programme spread across 4 different school stages.

The study of History should inspire children's curiosity about the complexities of the past to enable them to consider the present and how they can shape the future. Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Children are encouraged to look for clues in their local area of how historical events have changed the landscape and culture for their families and communities.

Our history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

Our projects have been carefully selected to ensure children have a good understanding of history on a local, national and international scale. Children are taught over time to place significant periods and events on a chronological timeline of world history and consider how the changes and development of new ideas and technology has changed the world we live in today.

As part of their history journey children are taught to critically analyse sources and understand that accounts in history are often based on witness accounts and can be interpreted in different ways.

Through the teaching of history we allow children to see the world as an ever changing model which can be improved and influenced by significant individuals and events. We hope that our history learning can inspire children to make a positive impact on the world we live in today!

Long term curriculum plan

EYFS: Children in the early years foundation stage look at history through the concept of change. Children are encouraged to look at how the world is different when reading stories, learning about historical figures in the bible and topics such as summer, when talking about the history of the seaside holiday.

KS1 YEAR A	 Magnificent Monarchs	 Movers and Shakers	KS1 YEAR B	 Street Detectives	 The Great Fire of London	 Schools then schools now
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LKS2 YEAR A	 Invasion	 Ancient Civilisations	LKS2 YEAR B	 Through the Ages	 Emperors and Empires
UKS2 YEAR A	 Britain at War	 Maafa (The Kingdom of Benin)	UKS2 YEAR B	 Off with Her Head!	 Groundbreaking Greeks

Intended progression:

Key Stage 1

KS1 YEAR A	 Magnificent Monarchs	 Movers and Shakers	KS1 YEAR B	 Street Detectives	 The Great Fire of London	 Schools then schools now
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In the autumn term of Year A children study the project **Magnificent Monarchs** exploring the concept of **significant people** and their impact on society. This project introduces children to the challenging concepts of **power and monarchy** in preparation for more complex historical topics in Key Stage 2.

In the Spring term of Year A, children study a broader range of periods in the project **Movers and Shakers**. This project continues to explore the concept of **significance and the significant people** that have greatly **influenced history** including links to significant people in their own locality.

In Year B children begin the autumn term by studying the project **street detectives**. This project looks at the **history of the local area** introducing the concept of **change over time**.

In the spring term of year B children study a **significant event nationally, the great fire of London**. Children are encouraged to consider how the events of the past have changed the face of London today, considering the concept of **cause and change**.

In the summer term of year B, children study the project **Schools then and now**. This project enables children to learn the history of their school and **compare schooling** in the Victorian period.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key stage 2

LKS2 YEAR A		Invasion		Ancient Civilisations	LKS2 YEAR B		Through the Ages		Emperors and Empires
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In the autumn term of Year A, children learn about British history in the project **Invasion**. This project teaches children about the **Roman withdrawal** and the invasion and settlement of the **Anglo-Saxons and Vikings**. This project **concludes at 1066**, which meets the guidance from the national curriculum for British history. Children are taught to consider the concepts of **continuity and change**, and begin to see **how evidence is used rigorously to make historical claims**.

In the summer term of Year A, children begin their studies of ancient history by studying the overview project **Ancient Civilisations**. This project enables children to learn about the achievements of the **earliest civilisations**, including ancient Sumer, the Indus Valley civilisation and ancient Egypt. Children are taught to consider the concepts of **similarity, difference and significance**.

In Year B, children begin the autumn term by studying the **chronology of British history** in the project **Through the Ages**. This project teaches children about the **significance of prehistoric periods** and the **changes in Britain** from the Stone Age to the Iron Age.

In the summer term, children continue to develop their knowledge of the **chronology of British history** in the project **Emperors and Empires**. This project teaches children about the **Roman Empire**, its **invasion** of Britain and Britain's ensuing Romanisation.

Upper Key stage 2

UKS2 YEAR A	 Britain at War	 Maafa (The Kingdom of Benin)	UKS2 YEAR B	 Off with Her Head!	 Groundbreaking Greeks
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In the autumn term of Year A, children extend their **chronological study of Britain** with the project **Britain at War**. This project enables children to study the role war has played in **Britain's history since 1066**, focusing on the First and Second World Wars as **crucial turning points in British history**.

In the summer term of Year A, children study the more complex historical issues of **enslavement, colonialism and power** in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study **Britain's role in the development, perpetuation and abolition of the slave trade**.

In the autumn term of Year B, children add more insight to **their chronological understanding of British history** with a study of the tudor period with the top **Off with her head!** This project enables children to study the **significance and influence of the monarchy** in tudor times.

In the summer term, children further study **ancient and world history** in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including **examining the achievements and influence of ancient Greece on the western world**.

The National Curriculum

Pupils are taught:

In Key Stage 1:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (**schools then and now, street detectives, magnificent monarchs**)
- events beyond living memory that are significant nationally or globally (**movers and shakers/magnificent monarchs**)
- 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 (**movers and shakers/ magnificent monarchs**)
- Significant historical events, people and places in their own locality. (**movers and shakers/ schools then and now/ street detectives**)

In Key Stage 2:

- changes in Britain from the Stone Age to the Iron Age. (**through the ages**)
- the Roman Empire and its impact on Britain. (**emperors and empires**)
- Britain's settlement by Anglo-Saxons and Scots. (**invasion**)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (**invasion**)
- a local history study – (Britain at war/ romans in Exeter/ buckfast abbey/ iron age hillfort/ Dartmoor.) (**britain at war, through the ages, invasion**)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – (**Britain at war, maafa, off with her head**)
- 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 civilisations**)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (**Groundbreaking Greeks**)
- 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. (**maafa**)

Assessment in history

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied outlined in the knowledge organisers created by maestro curriculum. Core knowledge is identified in each unit and the key historical skills are differentiated between year groups.

Children's progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children's books, dialogue, response to the ROCK questions. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

Assessment is recorded on the Maestro platform to provide a clear picture of each child's outcomes in history and allows teachers to identify gaps in children's knowledge, this can be accessed by all staff in the school and will transition with each class.

There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing.