

History Curriculum Guide

At Knighton Mead Primary Academy, we aim for our children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- 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
- gain and deploy 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
- 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

Whole School Coverage

Units

History Coverage Document	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum objectives.	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>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.</p> <p>Significant historical events, people and places in their own locality</p>		<p>Changes in Britain from the Stone Age to the Iron Age</p> <p style="text-align: center;">Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>The Roman Empire and its impact on Britain.</p>	<p>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</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>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.</p>
Topics	Kings and Queens	Significant People	Ancient Greece	Journeys – Migration to Britain	Ancient Egypt	Life during WWII
	Holidays	Events that changed the world	Stone Age to Iron Age	Roman Britain	Anglo Saxons and Scots	Vikings and Anglo Saxons

Objectives

Key Stage 1

Hi1/1.1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Hi1/1.2	events beyond living memory that are significant nationally or globally
Hi1/1.3	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
Hi1/1.3	significant historical events, people and places in their own locality.

Key Stage 2

Hi2/1.1 Pre-Roman Britain	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
Hi2/1.2 Roman Britain	Pupils should be taught about the Roman empire and its impact on Britain
Hi2/1.3 Anglo-Saxons & Scots	Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots
Hi2/1.4 Anglo-Saxons & Vikings	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Hi2/2.1 Local History	Pupils should be taught about an aspect of local history
Hi2/2.2 Extended chronological study	Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Hi2/2.3 Ancient Civilizations	Pupils should be taught about 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: a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China
Hi2/2.4 Ancient Greece	Pupils should be taught a study of Greek life and achievements and their influence on the western world
Hi2/2.5 Non-European Study	Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: a. early Islamic civilization, including a study of Baghdad c. AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) c. AD 900-1300

Progression of skills and knowledge

Knighton Mead's History curriculum is designed to be progressive both in terms of skills and knowledge. In addition to the introduction of new concepts within each unit of work, the curriculum is selected to allow children to revisit prior learning with increasing levels of sophistication as they move through the school. Children should deepen their enquiry skills and should be encouraged to think about a topic deeply. They are encouraged to ask questions and then discover the answers within a unit.

Teachers use a skills progression document when developing children's skills in History. Skills are categorised into the following areas: chronological understanding, range and depth of historical knowledge, interpretations of history, historical enquiry, organisation and communication.

Knowledge Organisers are created by the teacher prior to the unit of work and are sent home with the children. Key vocabulary for the unit is given in a glossary box alongside relevant knowledge for the unit.

These documents are saved on the server.

Planning, marking and feedback

Medium term plans are completed by class teachers following the school format and give an overview of each unit of work. Planning should identify a launch and landing activity and enrichment opportunities. Slides or PowerPoints for individual lessons serve as lesson plans and should have an overview slide showing objectives, resources, success criteria (LO), Captain Stretch activity, key vocabulary, key questions and use of adults.

Work is evidenced in Creative Curriculum books or on Tapestry. It does not need to be duplicated across both. Marking and feedback follow the whole school policy, with an emphasis on providing feedback verbally during lessons. Spellings corrected in History should focus on subject-specific terminology.

Expectations	
Creative Curriculum Books	Tapestry
<ul style="list-style-type: none">• Title page for each unit• Knowledge organiser for each unit stuck in after title page• All work to have long date written and underlined• Learning objective stuck in by children for each piece of work (see example).	<ul style="list-style-type: none">• An image or video of the lesson.• Written comment explaining what activity has been taking place

Learning objective sheets should use a cursive font and show differentiated success criteria.

LO	Learning objective
History Skills	Relevant history skill for the lesson.

Assessment

In History, a range of formative assessment strategies are used in lessons. Clear objectives and success criteria should be shared with children and they are assessed against these. Tasks should be well matched to learning objectives and success criteria. Attainment is recorded as **working below age related, at age related or above age-related** expectations.

Judgements about pupil attainment are formed from:

- Teacher observations
- Contributions to class discussions
- Work in books and on Tapestry

Children's attainment is reported twice yearly to parents via their reports.

Resources

Practical resources are stored centrally in the resources room. They are organised into boxes which are clearly labelled. Staff are responsible for informing the History subject leader when extra resources are needed or if there are breakages. If any additional resources are required, staff should speak to the subject leader. Small purchases can be made by teachers. Costs can be claimed by speaking to the Business Manager.

Other resources for planning and teaching History, including subject knowledge resources and useful websites, can be found in the History subject area on the school server.

Enrichment

At Knighton Mead Primary Academy, we want children to enjoy and love learning about history by gaining knowledge and skills, not just through experience in the classroom, but also with the use of fieldwork and educational visits. Children will have access to resources, teaching and activities that are current, relevant and promote fascination and curiosity about the history of Britain's past and that of the wider world.