History at Roundthorn Primary Academy

History Curriculum Rationale

At Roundthorn we are historians! We want the children at our school to love history. We want our children to aim high, be ambitious and grow up wanting to be archaeologists, historians, researchers, museum curators, palaeontologists or history teachers. Our vision at Roundthorn is that we place children at the centre of the learning process.

The history curriculum has been carefully designed and sequenced so that our children develop their history capital. We want our children to remember their history lessons in our school and embrace the history opportunities they are presented with! Previously, children in Year 3 are set a challenge of investigating how the River Nile was used in the past compared to the present day as part of a cross-curricular history and geography topic. The children applied their knowledge and understanding from their history lessons to their geography outcome. Similarly, where appropriate class texts are linked to history topics, for example Year 4 bring their prior knowledge of Roman Britain to further enhancing their understanding of Roman Gods and Emperors. A further example of cross-curricular history links is the artist LS Lowry is taught alongside the Year 1 Oldham mills topic.

Curriculum Intent

The history curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas. We want to equip our pupils with all the statutory requirements of the history National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.

We enrich our children's time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach. We firmly believe that it is not just about what happens in the classroom, it is about the added value and cultural capital we offer to really inspire our children. We achieve this through our history artefact boxes, visitors and educational visits. For example, our Year 3 children are able to enrich their learning about Ancient Egypt through a visit to a museum, and our Year 1 children are able to bring their old and new toys learning to life by handling artefacts brought in by a visitor.

Our history curriculum aims to provide all children with a coherent knowledge and understanding of Britain's past and that of the wider world. In Early Years and Key Stage One, children are taught about their immediate history through their family and location. The Key Stage One curriculum is designed to broaden the children's historical knowledge of the area and significant individuals. This is achieved by sequencing the teaching in a local, then national, then global format.

This historical knowledge is then used to support further study of significant individuals in modern history. In Key Stage Two, historical periods are taught chronologically starting with pre-history in Year 3 and ending with modern British history in Year 6. Each year group is also taught a contrasting non-British history topic so they can make explicit comparisons with the rest of the world.

Our curriculum has been planned to ensure pupils develop a chronological narrative which explains how the lives of people in Britain have been shaped and any impact or comparisons to the wider world. The knowledge planned in our curriculum aims to ensure that children are able to tell history as a story, which can be interpreted differently from contrasting perspectives. Through our history curriculum, we aim to inspire children's curiosity about the past, to give them opportunities to think critically, weigh evidence, and develop perspective and judgement.

Curriculum Implementation

We have just completed a second review of the history curriculum and this will be an ongoing process. The history curriculum has been carefully revisited to ensure there is a clear progression of knowledge and vocabulary, embedding key aspects of learning as aspects are revisited Medium term plans have been developed and continue to be refined to show the sequence of lessons taught within each topic. These set out the enquiry question for each topic and closely reference the key learning, vocabulary and disciplinary knowledge. The assessment points and final outcomes are also outlined on medium term plans for each unit of work within a year group. This will ensure the way history is taught throughout our school, follows a consistent structure.

The history subject leader has identified when history topics will be taught across the school and across the academic year. Prior knowledge is linked to new learning to deepen children's learning. For example, in Year 5 when the children investigate 'How did the Anglo-Saxons rule Britain?' they are building on the historical enquiry taught in Year 4 'How did the life in Britain change when the Romans ruled?'. Our children are taught connected knowledge.

With the support of the history leader, teachers plan an enquiry-based approach to ensure children are able to use their growing knowledge to draw conclusions and interpret how the past has been constructed to shape our lives today. In order to ensure children have mastered the core knowledge and concepts of each unit, they each produce an outcome to answer their enquiry question.

Teachers use pre-assessment and post-assessment at the beginning and end of each topic. This ensures that teachers can plan appropriately challenging work. The learning experiences we plan in history are underpinned by the second order concepts. These are:

- Chronology
- Causation /consequence
- Similarity and difference

- Change and continuity
- Significance

Curriculum Impact

We use both formative and summative assessment information is used to find children's starting points and monitor progress through each unit of work. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able.

Our aim is for staff to use history formative assessment methods to systematically assess what the children know as the topic progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each topic on FFT. This identifies when monitoring is undertaken. Monitoring in history includes: book scrutinies, lesson observations, learning walks and/or pupil voice.

At Roundthorn Primary Academy, we are

HISTORIANS!

History programmes of study:

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

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.

Key stage 2

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

> **Examples (non-statutory)**
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> This could include:
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> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
> - Bronze Age religion, technology and travel, for example, Stonehenge
> - Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

> **Examples (non-statutory)**
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> This could include:
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> - Julius Caesar's attempted invasion in 55-54 BC
> - the Roman Empire by AD 42 and the power of its army
> - successful invasion by Claudius and conquest, including Hadrian's Wall
> - British resistance, for example, Boudica
> - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria

Examples (non-statutory)

- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- 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.