



History Curriculum Design

Intent: What are our aspirations for our children in history?








- Children develop the skills, confidence and knowledge to understand the world before us.
- Our lessons provide an immersive experience into the world of history, through exploration, discovery and questioning.
- All children are able to access the learning through our teaching approach and reflect their knowledge through our assessment format.
- We develop the ethos that anyone can be an Historian, which is underpinned by our history trips each year.
- Our curriculum design gives all learners the opportunity to progress through school with the skills and knowledge needed to equip them to become confident explorers in history.
- Our topics are carefully planned throughout the year to ensure we get the best from the unit at that point in the year.
- Our big question approach encourages an inquisitive mind as well as determined attitude to discover the answer.
- Through our well-structured questioning we aim to build a bank of enriching language, which is used throughout the unit.
- Our goal is to develop deep thinkers with an explorative attitude to history through enriching experiences.

Implementation: How do staff implement our curriculum?

- Appropriate timing of the teaching of each history unit within the year.

	Autumn	Spring	Summer
2021/2022	What events led to the Battle of Britain being such a significant event?	Why was Queen Victoria such an important Monarch?	How has leisure and entertainment changed in Britain since the 1920's ?
	Armistice Day	Focus on key historical person in history	School play
2020/2021	Simon de Montfort and the Battle of Evesham	How powerful was the Roman Army and what impact did it have on Britain?	Who were the Mayans and how were they different to us?
	Local history	Effects of History on our own country	Understanding history in other areas of the world.
KS2 - 2019/2020	What do sources tell us about how life has changed in Britain from the Stone Age to the Iron Age ?	What struggles did the Anglo-Saxons and Vikings face when settling in Britain?	Olympics
	Chronological order of history events Comparison of time using sources	Develop chronological understanding	World events link

- Making links across children’s history learning through Key Stage Two.

 The Dolphins	Year 3			Year 4			Year 5		
History	Simon de Montfort and the battle of Evesham 	How powerful was the Roman Army and what impact did it have on Britain? 	Who were The Mayans and how were they different to us? 	What events led to the Battle of Britain being such a significant event in British history? 	Why was Queen Victoria such an important monarch? 	How has leisure and entertainment changed in Britain since the 1920's? 	How did life change in Britain from the Stone Age to the Iron Age?	What struggles did the Anglo-Saxons and Vikings face when settling in Britain?	
Vocabulary	Battle Monarch Coats of arms Armour nobility	Roman Empire Invasion Legion Settlement Legate Centurion	Settlement Chichen Itza Temple Sacrifice Rainforest Headdress	RAF Invasion Conflict Battle Radar Territory Victory	Reign Monarch Industrial Revolution British Empire Victorians	Art Deco Charleston Gramophone Suffragette	Hunter-gathers Settlement Trade Pre-history		
Skills	Chronology Primary sources – museum	Enquiry - sorting and using evidence (4 skill based lessons)	Historical Knowledge Comparison	Cause and effect Sources	Historical knowledge - Key events	Historical knowledge	Sources		

- **Big question approach. Photo of boards**

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- **Teaching approach.**

Practical, hands on lessons – artefacts, exploring sources, drama, role play

Theory based lessons

Exploration lessons

Tasks and activities are differentiated for learners to access the learning.

- **Progression Maps**

As history is taught across a key stage it is important for us that each year group is achieving their **expected outcomes** for their age.

- **Plenary questions.**

Key questions	
Questions	Answer
Where did the Stone Age, Bronze Age and the Iron Age come in History?	
How have houses changed?	
What weapons did they use? How did the weapons change over time? Why did they change? How did they farm?	
What is trade?	
What came after the Iron Age?	

Each lesson will often focus on a smaller question linking to the focussed question.

Children will have the opportunity to answer the plenary questions at the end of the lesson or as a recap to the start of the next.

Their answers are then used to support them in answering the big question.

- **Language learning. Goldilocks words**

- **History skills**

History – What do sources tell us about how life has changed in Britain from the Stone Age to the Iron Age?
Progression map

Knowledge		
Year 3	Year 4	Year 5
<ul style="list-style-type: none"> I can understand where the Stone Age, Bronze Age and Iron Age come in History. I can understand how houses have changed from the Stone Age to the Iron Age. I can explain why weapons changed over time. I can understand how people farmed in the Stone Age, Bronze Age and Iron Age. I can explain what trade is and what was traded. I can understand what came next after the Iron Age. <p>Vocab: Prehistory, hunter gatherers, archaeologist, weapons, Stone, Bronze, Iron, sources, timeline, trade,</p>	<ul style="list-style-type: none"> I can explain where the Stone Age, Bronze Age and Iron Age come in History. I can understand how and why houses have changed from the Stone Age to the Iron Age. I can discuss and compare why weapons changed over time. I can explain how people farmed in the Stone Age, Bronze Age and Iron Age. I can discuss what trade is and why they traded what they did. I can identify key changes from The Stone Age to the Romans. <p>Vocab: Settlement, Prehistory, hunter gatherers, archaeologist, primary, secondary, sources, weapons, trade, Stone, Bronze, Iron, chronology</p>	<ul style="list-style-type: none"> I can discuss where the Stone Age, Bronze Age and Iron Age come in History. I can explain why houses and settlement have changed from the Stone Age to the Iron Age. I can identify weapons from the Stone Age to the Iron Age and understand why they changed. I can identify and explain how people farmed in the Stone Age, Bronze Age and Iron Age. I can discuss what trade is and explain with reasoning why they traded what they did. I can identify changes from the Stone Age, Bronze Age and Iron Age. <p>Vocab: Settlement, Prehistory, hunter gatherers, archaeologist, chronology, weapons, Iron, Stone, Bronze, trade, primary, secondary, sources</p>
Skills – Evidence, enquire, consequence		
<ul style="list-style-type: none"> Simple reasons are given as to why key events happened in history. Understand that the past can be divided into different periods of time. Choose appropriate sources to answer questions about specific people and events; going beyond simple observations. Discuss historical changes in Britain; what caused them and the impact on life in Britain. Aware that the same time in History may be represented in different ways. 		<ul style="list-style-type: none"> Make links between events and changes; giving reasons for them and explaining their results. Create historically valid questions about cause and significance. Can examine artefacts and explain what they show us about that time in history. Analyse sources of information for accuracy, usefulness and relevance and combines them to answer questions.

- These skills were developed as visual aids to support children in remembering what skills they have used and learnt in other history topics and how they can be applied to new history topics.



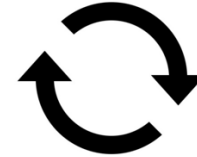
Sources



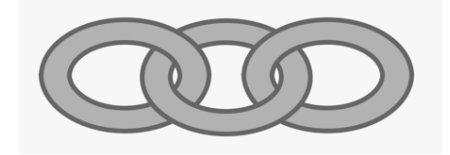
Knowledge



Cause and effect



Our linking chain of learning



- **History skills progression**

- From our skills we have developed our progression across the year groups to show what these skills look like in each year group. These are used to focus and inform our planning.

- **Challenging all learners**



Let's Explore

Our Let's Explore tasks provide an opportunity for all learners to deepen their understanding of our topic

Let's Explore encourages a new way of thinking that demonstrates the understanding of that child.

• Accessible assessments.

History pre-unit assessment

Explain what you think the picture is showing you?





Cold assessment

2 approaches to the hot assessment; written assessment and short, visual questions and tasks of knowledge and skills.

Hot assessment

What was life like before and after Queen Victoria?
What changes and impact did she make?

	Queen Victoria		Queen Elizabeth II
			
Dates of reign		Dates of reign	
Head of how many countries?		Head of how many countries?	
Important events during her reign		Important events during her reign	
What are they known for?		What are they known for?	

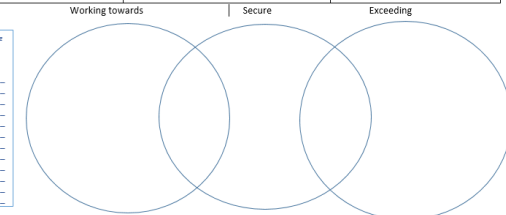
Why was Queen Victoria such an important monarch?

• Tracking assessment grids

History assessment grids provide a clear and simple way of recording what progress children have made throughout the unit.

Lower Key Stage 2 History assessment	Term: Spring 1 2018	Class Name: The Butterflies
Key Question: How Powerful was the Roman army and what impact did it have on Britain?		
Opportunities to cover within the unit		
Historical Understanding <ul style="list-style-type: none"> can identify and describe changes between specific periods of history can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC knows that the past can be divided into different periods of time can give simple reasons as to why key events happened in history 	Historical Enquiry <ul style="list-style-type: none"> can create historically valid questions about similarities and differences is aware that the same time in history may be represented in different ways can choose appropriate sources to answer questions about specific people and events, going beyond simple observations can examine and compare artefacts 	Periods in History <ul style="list-style-type: none"> can discuss the impact of significant historical events, people and places in their own locality can discuss historical changes in Britain, what caused them and the impact on life in Britain can explain the achievements of ancient civilizations and their impact on the world in the past and today.

My findings from the end of unit assessments:



• History Trips

Our aim is for the trip to support, enrich and enthuse the pupils learning in the classroom.



We have been to **The Black Country museum** when studying The Victorians and ensured that the trip took place 2 weeks before our hot assessment to provide the children with quality learning that would support their final assessment.

Key Stage One have planned trips to the **Sealife Centre** during their topic 'What lives in the ocean?' which has provided visual, kinaesthetic and practical based learning.



- Children have a developing understanding of the history curriculum.
- Children are beginning to discuss and compare their history learning with pre
- All children are given the opportunity to deepen their understanding through
- Children begin to use well-structured questions to ask about the topic.
- Children develop an inquisitive attitude towards learning.
- Learning of new language is exposed to all learners.
- Children are provided with an opportunity to understand how history has impacted the world we live in today.

- **Themed Days**

- Enjoy a day in the life of a historical person.
- Immerse themselves in activities that would have happened in that era.
- Children experience the era that they have learnt so much about.



Impact: How has our curriculum made a difference to our children?