

History

Key Concepts

SEQUENCING (How are we piggybacking learning?)

Pathway 1 - Significant Individuals

Year 1- Old and New toys, Local heroes & People who have changed the past

Pathway 2 - Significant events

Year 2- Great Fire of London, Bonfire night, How has food changed over time and journeys and exploration.

Pathway 3 - Movement

Year 3- Stone age, Bronze Age & Iron age and Egyptians
Year 4 - Victorians, Romans and Aztecs

Pathway 4 - Civilisation

Year 5 - Modern and Ancient Greece, Anglo-Saxons and Vikings
Year 6 - World war 2, Tudors and How communication has changed.

KEY CONCEPTS (What is the subject intent?)

History teaching aims to enlighten children about the past. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. Teachers will make this transparent and help children to develop an awareness and curiosity about the past in Britain and the wider world and how this plays an essential part in preparing us for living and working in the contemporary world. Pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children will find evidence, weigh it up and reach their own conclusions. To do this they will research, sift through evidence, and argue their point of view on the impact that an historical event or individual had on modern life today.

CURRICULUM DRIVERS – How?

AMBITION (Success) – Knowledge organisers will be in place to ensure learning outcomes are ambitious for all pupils. Key knowledge will be clearly established and linked to previous learning. Lessons will aim for a depth of understanding through the subject 'deep ideas' themes to ensure that all children develop an awareness of historical events and figures.

BELIEF (Confidence)– All children will have the opportunity to reflect on learning and see how their knowledge is improving over time. Learning Logs History Quizzes and extended pieces of writing in Curriculum Books will show the pupil's the knowledge in a variety of ways and progress they are making and give the self-belief that they can achieve well in history.

COMPASSION (Motivation) – All children will be encouraged to find out about historical events and significant individuals from the past and ask questions to deep their knowledge and understanding. They will be motivated by learning about local, British, world and ancient history so that their awareness increases all throughout their learning journey at Peters Hill Primary. They will be motivated to develop a positive curiosity by the end of the topic and have a 'hands on' approach to learning more about significant individuals and events of the past.

PRIDE (Knowledge)– Knowledge will be shared with all children through knowledge organisers and good teaching. All staff will teach history with a clear understanding of what has come before and how this links to today's learning. Deep ideas will be developed for children on a regular basis.

RESPECT (Responsibility) – Children will develop a responsibility for learning about the past. They will work with a range of resources and artefacts respectfully. understand the impact of past individual events in present times.

DEEP IDEAS (Curriculum Depth)

Enquiry- Trips, visitors, theme days, evaluations.

Research- Termly/half-termly projects (as homework), hot seating (a way of expressing knowledge and key vocab).

Exploration- own knowledge/vocab books (to record own individual research done in and out of class), library books, use of computing to research ideas, express opinions and explain the impact of a significant event/individual.

TESTING OUT KNOWLEDGE (Has it stuck? How do we know?)

Knowledge Organisers

Learning Log History Quizzes showing knowledge gained

Homework Projects

Extended piece of writing for a topic that has been covered

Open ended questions- children will respond with their own opinion based on their learning and explain reasoning/comparison to other era's previously learnt.

Ongoing teacher assessment of pupil achievements in lessons

Pupil markbooks to track all outcomes