



HISTORY

Intent :-

For children to have a coherent knowledge and understanding of Britain's past and that of the wider world. To inspire children's curiosity to know more about the past and for the children to love history.

This is delivered by:

- Planning for a creative & engaging History curriculum where children are able to express themselves and develop a love of History .
- Teaching and learning builds on previous skills to ensure children are developing knowledge ,skills and vocabulary (these are shown in our progression of skills and knowledge organisers)
- Planning shows coverage and balance between both substantive concepts and disciplinary skills. The golden threads between the year groups help build and strengthen the children's understanding of both to help children see and think like historians.

Implementation: Scope, Structure, Sequence

Scope: We follow the N.C. See LTP

Should combine overview and depth studies covering:

- Changes in Britain from the Stone Age to the Iron Age Yr 3
- The Roman Empire and its impact on Britain Yr 3
- Britain's settlement by Anglo-Saxons and Scots Yr 4
- Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor Yr 4
- A local history study Yr 6
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g Victorians) Yr 5
- Achievements of earliest civilisations-choice includes Ancient Egypt Yr 6
- Ancient Greece Yr 5



- A non-European society-one from early Islamic c.AD900; Mayan c. AD900; Benin c. 900-1300 Yr 4

RATIONALE BEHIND THE CURRICULUM DESIGN

Rationale:-

- All British History is taught chronologically
- Yr 6 Ancient Egypt content more suitable for older pupils(mummifying) and related cross-curricular work e.g masks
- Years 4,5, and 6 all have contrasts in their studies by having both British and World focuses.
- Open History Local Study - The older children are well suited for investigative in-depth project on a local history topic (Godalming).

STRUCTURE:

Aim: for the subject to flow. The units are not designed to be episodic standalone units link- they are cumulative, coherent and connected. See golden thread document. We aim for history to be a mastery curriculum- a modular curriculum with component lessons. The strong links between the substantive knowledge and the disciplinary skills are combined to help the children act as historians-developing key knowledge but skills of historical enquiry also. It is an ambitious curriculum designed to challenge MA but also scaffolded to support LA and SEND – all the children follow the same learning objective.

Units are built around the principles of advancing cumulative knowledge.

Retrieval and spaced retrieval practices connect new content to prior learning. There is a big focus on vocabulary – revisiting words thro quizzes etc.

SEQUENCE: See golden thread document - eg the substantive concept of power and invasion through the Romans (year3), Anglo-Saxons (yr 4), Ancient Greece (Yr 5)..



Micro-sequence- series of lessons in a unit – build on each other. Enquiry questions –smaller question for each lesson build to answer the over-arching main question of the unit.

e.g Who were the Anglo Saxons and Vikings? **Over-arching question**

Lesson enquiries:

How can Sutton Hoo help us to find out about the Vikings? (evidence)

Why have people changed their minds about the Vikings (interpretations)

What do we remember about Alfred the Great? (significance)

Who were the Ancient Egyptians /Greeks? **Over-arching question**

When were the Ancient Greeks living? (chronology)

What can we learn from Greek myths and legends? (cause and consequence)

Would you rather live in Athens or Sparta? (similarity and difference)

IMPACT

Teaching focuses on important content. This content is revisited frequently and pupils are given regular opportunities to retrieve their knowledge.

- Teaching is clear and builds on pupils' prior knowledge.
- Teaching uses narrative, story and rich historical contexts to support learning of new material.
- Planning takes the needs of all pupils into account.
- The needs of pupils with SEND are taken into consideration and planning and resources are adapted accordingly.

History teaching 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.



Cherish  *Challenge*