Success In History



, Subject audit

Date	1	2	3	4	5
Quality of Education					
Intent					
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?				x	
Is there a carefully sequenced progression of History knowledge/concepts/skills to end of KS1/2				x	
Does your unique History curriculum meet your pupils' needs & meet N.C standards?				X	
Curriculum coverage allows all pupils to access content & make progress				X	
Clear identified targets are shown through the Curriculum Development plan				X	
Implementation					
Teachers can explain what children learn/why it's important in your subject's curriculum				X	
Subject leader's review / quality assure LTP and Unit Plans and check against in book looks to ensure implantation of intent				X	
Teachers understand what the depth of knowledge expected is at the end of every unit / year through knowledge organisers				X	
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the development of knowledge organisers and support given to teachers			x		
Book looks, working walls, pupil voice and school trips, show that your subjects' curriculum is implemented fully				x	
Teachers organise and sequence learning appropriately – shown in unit plans and LTPs				X	
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject			x		
Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown				X	
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum			x		
Use of the locality are maximized to provide firsthand experience within your subject.		x			
Pupils use appropriate resources for your subject to build knowledge and skills				x	
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit				X	
Opportunities for all staff to moderate/ share / feedback on work				X	
Impact					
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years)				X	
Children have progressed in different strands of your subject and this is clear from book look and pupil voice				X	
Subject Portfolio shows children voice, learning and progress through examples of work, images etc				X	
Behaviours and Attitudes					
Pupil voice shows learners are positive towards your subject				X	
All groups are committed to learning, know how to learn and take pride in the work for your subject				X	
Personal Development					
Builds knowledge, skills and critical thinking that helps prepare for next stage				X	
Provides opportunities to help learners discover wider interests			x		
Supports learners to develop their character through a Growth Mindset				X	
Prepares learners to be responsible and active citizens				X	
Supports the development of an understanding of British values and appreciate commonality and diversity				X	
Leadership and Management					
Subject leader is effective and has an ambitious vision to provide a high quality and inclusive subject curriculum				X	
Subject leader provides opportunities and focus on improving staff subject and content knowledge				X	
Practice and knowledge of staff is building overtime				x	
Assessment is used appropriately to help support all pupils to make progress and achieve			x		

Why is History important at our school?

Intent

We believe History offers our pupils a wealth of opportunities to progress in their world understanding from a historical stance by providing the context for a child to understand the world they live in. High-quality history lessons inspire children to want to know more about the past and to think and act as historians. History inspires curiosity which allows children to gain perspective from the judgements that they make –judgments made from primary and secondary historical evidence and sources.

By linking learning to historical topics, children are given opportunities to investigate and interpret the past, understand chronology, build and overview of Britain's past as well as that of the wider world, and to be able to communicate historically. Through the study of History across the world and different time periods, children gain a sense of personal and national identity and can see the issues that are still troubling the world today whilst avoiding an anachronistic stance on these issues.

- History teaches our pupils that it is important to learn from past mistakes and triumphs
    - Helps children understand aspects of what it means to be human.
    - Pupils learn to appreciate difference and similarity
    - Develops a value system and links to British values.
    - It develops a sense of continuity and change
    - Children learn to appreciate different cultures, periods and time. It is a core element of cultural capital and hereafter knowledge: an understanding of key historical figures and periods enhances understanding of other academic subjects particularly English.
    - History develops the social and intellectual skills to analyse and interpret the situations that children find themselves in.

Aims

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

- Know and understand history as a coherent, chronological narrative from the earliest times to present day: know the impact and significance people's lives have had on our 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; achievement and follies people
- Understand and use in context abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts of continuity and change, cause and consequence, similarity, difference and significance. Use these concepts 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 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

Implementation

- The teaching and implementation of the History Curriculum at our school is based on the National Curriculum, and supported by, 'Progression in History' ladders developed by our History subject leader, to ensure a well-structured approach to progression in history.
- Using the National Curriculum objectives as a guide, the curriculum has been broken down across year groups to ensure, good coverage of knowledge, concepts and skills.
- The children are taught History termly and long-term plans ensure KS2 Topics are taught in chronological order across the key stage.
- Each topic draws on prior knowledge and makes links / comparisons / contrasts to other Topics / eras previously taught.

Teachers are provided with 6 curriculum planning insets each year on top of their PPA to plan their curriculum units. As part of this planning process, teachers:

- Create vocabulary and skill organisers to focus their development and ensure progression
- A cycle of lessons that carefully plans for progression and depth through the cross referencing of history progression documents.
- Knowledge retrieval activities to support learners ability to block learning and increase space in their working memory
- Challenge questions for pupils to apply their learning in an open manner
- Trips and visiting experts who will enhance their learning experience.
- To ensure all pupils have the best possible start to their education and equal opportunities to achieve, cultural capital is taken into account when planning units. Teachers understand their pupils and have an awareness of their experiences. Through this they can plan to build on past experiences and provide opportunities to develop experiences that they have not yet had. Learning experiences are enhanced through school trips, workshops, opportunities to handle artefacts, opportunities to talk, play and experience a range of texts. Children's cultures and values are known and valued with opportunities planned for to explore these within learning.

Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against planned outcomes;
- A celebration of learning during the year which demonstrates learning across the school;
- Pupil discussion about their learning.

History Rationale

A rationale describing how St Mary's and St Cuthbert's have their own bespoke, unique curriculum that prioritises progression, 'sticky' knowledge, links to prior learning and enjoyment.

Nursery

In Nursery, children's conceptual understanding of time is developing daily and history does not begin with a focus on the teaching of specific events or people in the past, but with a focus on the language and understanding of children's own experiences as these have the most meaning to them.
Daily inputs and experiences such as greeting everybody by name in the morning, going through a visual timetable, singing the days of the week ensure that children can begin to understand a routine of their day. As well as a daily reflection of; 'what have we done today?' Where children sit together as a class and discuss their experiences of their day, giving them the chance to use their memories and understand that this morning was the past.
In Nursery, we focus on children '*beginning to make sense of their own life story and family's history.*' This is done through children bringing in photographs of themselves with their families in Autumn term to display and explore, asking the children questions such as 'who is in your family?' These photographs are displayed in a special 'Celebrating You' area in the classroom. Other family members are also discussed, such as parents and grandparents so children understand where they come from. Parents are asked to bring in photos of themselves as children so children can increase their understanding of their parents as children and the passing of time. Children also compare photographs of themselves now and of when they were babies. This is done in more detail when Nursery look at the celebrations of birthdays and baptisms.

Reception

As with Nursery, Reception are building upon the concept of time passing and change over time. We build upon key vocabulary and ask questions such as 'what did we learn about today/ yesterday?'
Through the strand of 'Understanding the world', we comment on images of familiar situations in the past. These familiar situations are learnt about through stories, when we learn about Floella Benjamin and her family moving from Trinidad to London during Black History Month. We also look at the images by Seydou Keïta who is famous for his photography of portraits of people and families during the 1950s. We learning the meaning of the word 'significant' by looking at significant people from the past such as Neil Armstrong in our Space topic, where we can compare how astronauts and spaceships looked then and now also.
During our Good to be Me topic, we spend time finding out about out people who help us and we look at the emergency services through the ages, and a variety of emergency services representatives come into visit us and speak through their roles and how they help our community.
We learn about changes within living memory by looking at toys past and present. We begin with children's immediate experiences of toys and describe our favourite toy from today. A grandparent comes in and talks about what toys they played with when they were younger. We look at and explore some examples of Victorian toys (artefacts) and compare toys then and now. We look at toys from other cultures (Ludo- Indian/Carrom Board- Indian) (Culture capital). We look at toys in the 20th Century and then compare these toys to current modern toys and their purpose and properties.
We use our regular story telling sessions to explore settings, characters and events that children can then apply their knowledge of to understand the past in more detail.
We give regular opportunities for discussion about past events in their lives and the lives of their families in topic time and weekend news. We look at celebrations such as birthdays and baptisms. We have weekly input from families through their home learning task where children share home life through photographs and parent comments. We learn about traditions such as Chinese New Year and Diwali to understand similarities and differences between themselves and others.
We compile and add to a class memory box with special objects to discuss and remind children about experiences through Reception. We ask children to bring in a special object from home that reminds them of a special person or event in their life which they share with the class.
In both Nursery and Reception, we have a working timeline that shows the learning journey through the year, which is referred to and added to constantly with memories through the year, with regular opportunities for children to look at and discuss what they have already done.

Year 1

Local area and significant person- Olive Morris
In Autumn term in Year 1, we compare Levenshulme now and Levenshulme in the past. We take part in a walk of our local area. We also explore the significant person, the activist, Olive Morris. This links in with Black History Month and finding out about a black person from history who has made an impact on our world.

The Titanic
In Spring term in Year 1, we learn about the significant event of the Titanic. To begin, the topic, we use a news report as a hook and create a tough tray using a toy ship and blocks of ice to re-enact what happened. We then explore the timeline of events and make our own timeline, look at individual stories from the time i.e., the captain, write our own newspaper report and then explore what we have learnt from the crash and the effects that the Titanic had on the building of future ships.

Kings and Queens:
In Summer term in Year 1 we start with learning about Kings and Queens so we begin to know about the lives of significant individuals in the past who contributed to national and international achievements. We look specifically at Queen Elizabeth I, Victoria and Elizabeth II and uncover a box of artefacts about Queen Elizabeth's coronation to find out more about her and what life was like then and how it compares to now. We compare life in Victorian times and life now and use our enquiry skills to justify which period we would prefer to live in.

Year 2

What makes Manchester a city?
In this topic in Autumn, Year 2 begin with geography and link it to the local area of Levenshulme. Then we explore the history of our city, thinking about the landmarks, famous roads and people.

The Great Fire of London
In Spring term, we focus on the significant event of the Great Fire of London, in detail. To begin, we explore artefacts (images) from the Great Fire of London. We look at the main events of the fire over a period of time to develop our understanding of chronology and place these on a class timeline, using our prior knowledge. We place London on a map using Google Earth and compare London now and then. We aim to answer the enquiry question – what was significant about the Great Fire of London? We use sources such as paintings and photographs of artefacts to make inferences. We learn about the key figures from that era, such as Samuel Pepys, King Charles II and Sir Christopher Wren. We compare houses in London now and then, with discussions about modern tragic events such as Grenfell Tower. We use Samuel Pepys' diary extracts to understand how London changed afterwards. We express opinions based on historical sources looking at who was to blame for the fire spreading so quickly. We write a letter to King Charles and give ideas about how to improve London. To finish our topic, we design a Great Fire of London board game.

The Masai Mara
In Summer term, we shall look at the evolution of the Masai Mara over time. We will compare the lives of the Masai Mara to the lives of the people in our community. We will also compare the ecosystem of the Masai Mara and explore the animals that were inhabiting there in the past and see how that has changed overtime.

Year 3

Local History study child apprentice and Quarry Bank Mill -to be updated
Children develop an understanding of what life as a child was like in different periods – comparison of Victorian England to now - and different places – comparison of Pakistani activist Malala.

Settlers and Stone Age to Iron Age
In year 3 children begin to develop a chronologically secure knowledge and understanding of Britain from the Stone Age to the Iron Age by accurately placing events on timelines. They establish clear narratives within and across these periods, gaining an understanding of what life was like for all groups of people the Stone to Iron Age. During a Stone Age workshop at the beginning of the topic pupils are encouraged to ask questions and find out answers. This is then continued throughout the unit when learning about the Bronze and Iron Age. Pupils develop their skills in drawing on similarities and differences and compare and contrast by explaining how Britain changed during the Bronze and Iron Ages using a timeline to support. Pupils develop their critical thinking skills through studying Bronze and Iron Age artefacts and using prior knowledge to explain their uses.
Throughout the topic, pupils will be encouraged to draw on prior knowledge and use retrieval activities to compare and contrast the Stone, Bronze and Iron Age using venn diagrams. They will look at religious beliefs and explain how they evolved through these times. Pupils will begin to understand how events in history link and follow on from each other by using knowledge and skills to explain how the Roman Invasion brought an end to the Iron Age. Pupils will look at the impact the Stone to Iron Age had on Britain today by looking at what the Stone Age people left us and how we know it existed.
During the unit, pupils will also draw on their Geographical knowledge of Settlers to understand why civilisations chose areas to settle in and how this compares to the local settlements of our locality.

Ancient Egypt

In Spring, year 3 continue to develop there chronological understanding using language associated with the passing of time to place Ancient Egypt on a timeline and sequence several key events, whilst comparing to the Stone Age and the settlement of Levenshulme. Pupils will draw on their geographical knowledge and understanding of rivers and settlements to develop their critical thinking and enquiry skills through use of sources to question and find out about life in Ancient Egypt. Pupils will look at artefacts and begin to interpret and determine what they are and how they were used. With support, they will begin to evaluate how useful sources are in understanding elements of Ancient Egyptian life. Through their use of prior knowledge about rivers and settlements, pupils will develop their understanding of cause and effect, identifying reasons for settlement around the rive Nile and results of people's actions. Pupils will find out the lives of Ancient Egyptians and the process of mummification discovering its significance to them.

Pupils will apply their computing skills to an enquiry project where they will begin to use the internet and books to research a chosen aspect of Egyptian life and present findings. The application of English skills will be developed through drama and a historically accurate written account of the finding of Tutankhamun's tomb. Pupils will develop their retrieval skills through the creation of a quiz for their partner class to answer in teams, drawing on all aspects of learning.

Year 4

The Roman Empire and its impact on Britain

In Autumn term, children will continue to develop their understanding of chronology by drawing on their prior knowledge of Stone Age – Bronze Age and the Ancient World to place events from periods studied on a timeline using precise dates and BC and AD. Pupils will use sources and artefacts to develop their understanding of the Romans in Britain, observe smaller or more complex details of sources and use these observations to ask questions, interpret and enquirer about uses of sources. Pupils will learn about the impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. The children will also look in detail as some aspects of the Romanisation of Britain, such as the building of Roman roads and bath houses. Pupils will use historical concepts to understand and describe the significance of Boudica's rebellion and the building of Hadrian's wall. Pupils will use knowledge retrieval activities throughout term to make links and draw on comparisons between different civilisations.

Britain's settlement by Anglo Saxons and Scots

Pupils begin by placing events from periods studied in KS2 so far on a timeline and looking at a number of significant events within the Anglo-Saxon period that will be studied throughout the topic, using precise dates and reviewing their understanding of BC and AD. This allows pupils to gain a greater understanding of when civilisations existed and time between them to support when making links throughout a time period studied. Pupils use a ranges of sources to discover why the Anglo-Saxons arrived in Britain. They will use sources to compare the arrival of Saxons in Britain to Saxons (invasion/migration-settlers). Pupils will use their geographical knowledge to carry out enquires about where and what the different kingdoms were. They will find out about the everyday lives of people studied through the use of a range of sources and artefacts. Pupils will gain an understanding of what primary and secondary sources are, look at evidence available and form their own analysis of similarities and differences Roman and Saxon Britain before comparing both eras to Britain now. Pupils will use their developing skills in chronology, interpretation and enquiry to create and episode of Horrible Histories that shows a historical narrative of learning.

Year 5

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

Year 5 begin the year continuing their chronological knowledge by placing The Vikings in History and developing their understanding of British, local and world history through drawing on prior learning and making links between The Stone – Bronze Age, Roman Britain and the Vikings. Pupils use geographical knowledge to interpret and make enquiries linked to Viking homeland, settlements and invaders. Pupils develop historical skills an ability to find similarities, differences and understand the significance of civilisations and events through comparing life in different periods.

Pupils examine the cause of the stereotypical view of Vikings being savage invaders and the consequence this has on people views of the Viking period. They interpret a range of sources developing skills to compare and contrast, commenting on the usefulness of each one and gain an understanding of bias within sources offering reasons for different versions. Pupils will also have the opportunity to make links with local history and measure the impact of the Vikings and Saxons on the local area.

Pupils discover the significance of the Danelaw area, Harald Hardrada, Alfred the Great, Aethelflaed and events within the Viking period: The Lindisfarne raid, The Great Army, The Battle of Hastings and the Battle of Stamford Bridge. Throughout the topic, creative and engaging opportunities are provided for pupils to gain first hand experiences and develop their vocabulary and knowledge through re-in-acting raid and battles. They will write historical narrative and reports to show their understanding of events as well as building retrieval practice quiz skills to show their acquirement of knowledge.

A non-European society that provides contrast with British history: Empires

How this unit links to the new national curriculum for primary history. A non-European society that provides contrasts with British history – early Islamic civilisation, including a study of Baghdad c. AD 900 Allows pupils to make a comparison with the 'Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor' unit

Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us

Year 6

World at War

Pupils begin by events and periods of time on a timeline and making clear links to past societies and periods. They will conduct mind mapping activities throughout the unit to recall key dates, characters and events of time studied using precise dates. Through the use of historical concepts, pupils will examine the cause and results of World War 1, mapping out what the main causes of WW1 were and establish how the Boer war links to the problems with imperialism. Through critical thinking, pupils will question and enquire what the impact of World War 1 was on the world, specifically Britain.

Pupils will study life in the trenches and use a range of sources and artefacts to compare and contrast evidence of life at war to determine how conclusions were arrived at. Skills will be developed in checking the accuracy of interpretations and gain discuss how different pieces of evidence will lead to different conclusions. Elements of bias will be considered through the understanding of propaganda and how governments used it to their advantage, before evaluating the impact this had.

Throughout this, pupils will be gaining hands on experience of life in the trenches through an ongoing focus around trench warfare in DT. Pupils will make their own scale model of opposing trenches across the Western front. Outdoor learning will take place where pupils will experience life in the trenches through re-in-acting significant events on our school grounds. They will compare this to a virtual reality in the trench experience.

Drawing on all knowledge and skills developed through the unit, pupils with carry out historical enquiry following the warfare experiences of soldiers, using research and sources gathered. Pupils will show their understanding of events through historical narrative in the form of diary entries. They will conduct an interview of Mick the Parra, asking their own historically valid questions.

Gathering all knowledge, vocabulary and skills learnt, pupils will communicate their learning by selecting and interpreting relevant historical information, artefacts and first hand experiences to present piece of work that represents what they know about life in the trenches.

The topic will conclude with the re-enactment of the Christmas Truce.

Ancient Greece – a study of Greek life and achievements and their influence on the western world.
What did the Greeks do for us – language, education, society.

Historical chronology will continue to develop through adding to the timeline of events looked at across Key Stage 2. They will discover where Ancient Greece fits on the timeline and what other civilisations were in existence at that time. They will find out about the four main time periods of the Greek Empire and use critical thinking and research analysis to understand the significance of these. They will research the fascinating life of Alexander the Great and some of the places his troops saw. Providing first hand experiences, pupils will recreate some of the episodes of his life through improvisation and performance. Using a range of sources they will look at the different views created on him and understand why people view him in different ways. Pupils will use a range of sources and artefacts to study the beliefs, behaviours, attitudes and characteristics of people from different periods studied throughout KS1 and KS2, recognising that not everyone shares the same opinions and views. They will look in-depth at Greek life and achievement and conduct enquiries that use relevant research from a range of primary and secondary sources. They will check the myths of the Trojan War and the Minotaur against primary sources to draw conclusions to its historical accuracy. Pupils will research the lost city of Atlantis.

Pupils will discover the art of the Ancient Greeks through Parthenon Marbles. Learn techniques for drawing people and animals and use this to build a historical narrative of learning on significant events studied. They will study and understand the controversy over the ownership of the marbles and the impact of this.

Pupils will learn about the significance of the Ancient Greek Olympics. Research the details and structure of the ancient Olympics and recreate parts of them. They will compare the Olympic games over a period of time and find similarities and differences created. Pupils enquiry and questioning will develop an understanding of what the Ancient Greeks impact has been on Britain and the western world and why we know so much about the Ancient Greeks despite the time period being so early.

At St Mary's and St Cuthberts, in Key Stage 2, some year groups are taught as spilt year groups, depending on yearly cohort numbers. This means that they look at the year group's objectives and topics on a 2 year cycle. Although this alters the order of content the rationale of the development of skills remains secure and continues to build on previous learning.

What are the key knowledge concepts in history at our school?

Society	Institutions	Culture	Commerce
Gender Social Class Health Everyday Life	Monarchy Church Education Military	Arts Festivals Celebrations Sacrifice/worship Beliefs Myths	Trade Agriculture (and land use)
Politics	**Agents for Change**	**Local Significance Our Locality**	
Power Government	Significant People Movements Enterprise/adventure	Relationship with the wider world (regional, national international) interconnections	

What are the key history subject discipline skills?

- Ability to sequence events across time
- Develop a sense of chronology (where different events / periods fit in time and different timescales) Describe and give reasons for change and continuity Find links and patterns
- Compare and contrast
- Develop confidence and precision in use of historical terms and language
- Identify cause and consequence
- Discuss people, events and developments Use different sources to find out
- Report findings in different ways
- Question reliability and bias
- Empathise
- Recognise what is significant
- Ask questions and try to answer them

- **Our pupils develop essential characteristics to support in becoming historians:**
    - An excellent knowledge and understanding of people, events and context from a range of historical periods, including significant events in Britain's past;
    - The ability to think critically about history and communicate ideas confidently to a range of audiences;
    - The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
    - The ability to reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;

Curiosity, empathy, enquiry, chronology, imagination

How do we know our children have made progress?

End of Foundation Stage
Children can • Talk about things using the past tense Sequence several events chronologically • Talk about things that happened in the past in their own lives and those of other family members • Recognise things that are the same and different between the past and now • Say how they know that something is from the past • Use language related to the past (yesterday, when I was 3, in the olden days, long ago, about a year ago)
End point KS1
Children can • Describe a historical event. • Describe a significant person in the past. • Talk about something that's happened in the local area. 1. Say how things were different or the same in the past. Talk about life in a different era. • Ask and answer questions. • Use precise, topic-specific language. 1. Place people and/or events in broad periods of time. Collect information from different sources (objects, 2. pictures, films and age-appropriate books). 3. Compare, contrast and describe people, places and objects in the past. • Give simple reasons for events or actions using 'because'. • Present their findings.
End of LKS2
Children can • Describe some changes that happened from the Stone Age to the Iron Age and why they were important.

- Explain why the Romans were important in Britain and their impact
- Describe the local area in the past and how it has changed.
- Talk about some of the achievements of the Ancient Egyptians and their way of life. Describe a famous Egyptian.
- Place the historical periods studied in chronological order. Make comparisons, contrasts and links within periods of time.
- Ask questions about change and give an example of the consequences.
- Give several reasons for why events happened.
- Describe similarities and differences within the periods studied.
- Combine information from more than one source. Present findings in extended pieces of work.
- Use historical and subject-specific language.
- Describes objects in detail and make some inferences and deductions based on their observations.
- Recognise that people had different feelings about events in the past.

End of UKS2

Children can

- Describe a famous explorer and their achievements and challenges.
- Explain what it means to be a citizen of Britain.
- Discuss whether Maya were a great civilization referring to some of their achievements and follies.
- Describe some of the achievements of Ancient Greeks and how they influence today
- Sequence events across periods at British, local and world level.
- Compare and contrast, including across periods.
- Identify trends and patterns and suggests reasons for these. Explain the significance of people and events.
- Select relevant sources.
- Take into account bias and credibility of sources. Empathise and recognise different points of view. Interpret sources and events and use conjecture.
- Written work is structured and detailed and includes technical historical terms and dates.
- Present a balanced point of view taking into account the opinions of a variety of historians.

How does our school ensure progression in our key knowledge and concepts in history?

- Curriculum identifies points where comparisons can be made
- Topics start with link to chronology
- Knowledge taught becomes more in-depth
- Increasing complexity of language and precision expected
- Children make comparisons across wider times
- Knowledge organisers show precise knowledge children will learn in each topic
- Children develop their knowledge of the past through a range of sources.
- Pupils demonstrate their knowledge and understanding as a historian through critical thinking and problem solving.
- Children are able to identify cause and consequence through significant events.
- Children understand the significance of events and people in different situations

Progression in vocabulary

	Key History Vocabulary **(continually revisit previous words)**	Specific Vocabulary for content **(can be split into year group units) (continually revisit previous words)**	Historical skills vocabulary **Appropriate at this stage (continually revisit these)**	Other general words for this age group – **applicable to a number of units (continually revisit these)**
EYFS	A long time ago Same/different Change People Lives	Past/now Modern Old New Yesterday	Use senses -touch, see, smell, hear Discuss Finding out Questioning	Order Compare
KS1	History Significant Timeline Order Compare Similar/different Fact/opinion Artefact Event Source Evidence Changes Invention Question Cause Consequences Reason Connections Century/decade Living memory Different periods of time	**Changes within living memory** Change in national life Parents, grandparents, great grandparents Lifetimes Way of life Home life, transport, materials, leisure **Events beyond living memory** Significant nationally Globally Great fire of London Aeroplane flight Commemorate Festival Anniversaries Remembrance Key features of events Parliament **Significant individuals** Contribution National International Achievements Aspects of life Monarch Reign Coronation Explorer Inventor **Significant historical events, people and place in own locality** Local Impact Museum buildings	Observation Sequence Contrast Research Using sources Ability to build a timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions	Modern Past/present/future Memory Information Similarity Difference Lives Memorial Monument Words linked to local area- Specific to each school – Add your own here:
Lower KS2	As above plus… Chronological Millenium Century/decade BC/BCE AD/CE Era Time period Similarities Differences Prehistoric Evidence Primary/secondary Sources Ancient Modern Archaeology Archaeologist Contrasts	**Changes from the Stone Age to Iron Age** Britain Temporary/permanent Palaeolithic Hunter-gatherers Mesolithic Neolithic Early farmers/farming Deforestation Skara brae Bronze age Stonehenge Iron age hill forts Tribal kingdoms **Achievements of the earliest civilisations** Civilisations Irrigation Ancient Egypt Mummification	As above plus… Interpretation Facts/opinion Evidence Chronology-constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity Significance Discussion Argument Reasoning Frame historically valid draw contrasts, analyse trends	As above plus… Achievements Process of change Landscape Settlements Migration Remains Hillfort Empire Diversity Societies Slave Citizen Dynasties Relationship Identity Challenges Influence Reveal

	Trends over time Influence Significant Impact Words linked to the local area- specific to each school	Pyramid **Roman Empire and impact on Britain** Julius Caesar Claudius Invasion Conquest Resistance Boudicca Romanisation Hypocaust Viaduct/aquaduct Gladiator Coliseum Amphitheatre Hadrians wall **Britain's settlement by Anglo-Saxons and Scots** Dark Ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo		Technology Climate Travel Road system Trade Art and culture Overview Connections Regional, national and international Constructed Architecture Religion Worship Sacrifice Beliefs Temples Senate Inventions Peace Power Conquer Laws Justice Medicine Leisure Baths Theatre Myths Legends Education Prosperity Wealth
Upper KS2	As above plus… Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British values Laws	**Viking and Anglo-Saxon struggle for the Kingdom of England** Raids Resistance Danegald Alfred the Great Althelstan Edward the Confessor **A non-European society that provides contrasts with British history c. AD 900** Advanced civilisations **Early Islamic civilisation** Baghdad Islam Prophet Muhammad Muslim Mosque Caliphs Golden age astrolabes **Mayan civilisation** Mesoamerica Codex Chichen Itza **Ancient Greece** Western world Democracy Philosophy Olympic games Athens Parthenon Acropolis **Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** (depends on theme or aspect selected) Long arc of time Legacy Turning point	As above plus… Deduction Inference Organising Information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning-historically valid, perceptive questions Investigate Forming conclusions Making links Historical perspective Judgement Contrasting Arguments and interpretations	As above plus… Invasions Expansion Kingdoms Settlements Village life Peasantry Hierarchy Laws and justice Withdrawal Contexts Cultural Economic Military Political Religious Social history Short and long term timescales Civilisation Gender Period/era Achievements Influence Scholars Dynasties Symbolic Renowned Conquer Civilisation

		A local history study (depends on the aspect/area)		Comparison Calendar Astronomy Observatory Wisdom Community Impact Merchants Archaeologists Complexity Follies of mankind Successful leader

Ideas to help with vocabulary building:
'History mystery' words at the beginning of each session - what do you think this word means?
Children conduct own research to find out meaning of word
Play a 'would I lie to you' game with 3 different meanings of the word and children guess true meaning

The new vocabulary can be added to your Working Wall as the topic progresses and children could have their own glossary which they can refer back to in their books/on working wall.

History Long Term Plans

2023-24	Autumn	Spring	Summer
Year 1	<u>Local Area and exploration of Olive Morris as a significant figure</u> • Simple chronology – use a timeline • Find similarities and differences between ways of life at different times. • Ask and answer questions about the past. • Understand some of the ways we find out about the past. • Use stories and sources to show knowledge and understanding. • Know the difference between past and present in pupils own and others lives • Record what they have found out about the past. • Recognise and explain why people did things and what happened because of it	<u>The Titanic</u> **To know about events beyond living memory that are significant nationally/ globally.** • Simple chronology – use a timeline • Find similarities and differences between ways of life at different times. • Ask and answer questions about the past. • Understand some of the ways we find out about the past. • Use stories and sources to show knowledge and understanding. • Know the difference between past and present in pupils own and others lives • Record what they have found out about the past. • Recognise and explain why people did things and what happened because of it	<u>Kings and Queens</u> To know about the lives of significant individuals in the past who contributed to national and international achievements. • Simple chronology – use a timeline • Describe key events • Understand the impact significant people have had • To ask and answer questions about the past. • Use a range of sources to find out about the past. To make comparisons with their own lives and those from before they were born.
Year 2	<u>What makes Manchester a city?</u> To look at changes in the local area Simple chronology – use a timeline •Describe key events •Use a range of sources to find out about the past. •To make comparisons with their own lives and those from before they were born. •Consider what people did in the past. •To ask and answer questions about the past. •To use vocabulary related to the past and passage of time. •To record their findings about the past in arrange of ways.	<u>Great Fire of London</u> **To know about events beyond living memory that are significant nationally/ globally.** •Simple chronology – use a timeline •Describe key events •Use a range of sources to find out about the past. •To make comparisons with their own lives and those from before they were born. •Consider what people did in the past. •To ask and answer questions about the past. •To use vocabulary related to the past and passage of time. •To record their findings about the past in arrange of ways. **Year 2 make links to present day by comparing The Great Fire of London to Grenfell Tower**	<u>Local comparison to a non-European village</u> **Similarities and differences between ways of life in a village in Africa over different time periods to our locality.** **The Masai Mara** •Simple chronology – use a timeline •Describe key events •To make comparisons with their own lives and those from before they were born. •To record their findings about the past in arrange of ways. •Comparisons between time periods studied. •**Explain why people did things and what happened as a result, giving reasons** •**Communicate knowledge through: painting and collage, writing, drama, making models and using ICT**
Year 3	**<u>Local History Study – child apprentice and Quarry Bank Mill</u>** **Comparison between life as a child apprentice and rights Malala fought in recent years.** **(Builds prior knowledge for Year 5's local Manchester study)**	<u>Stone age to Iron Age</u> Changes in Britain from the Stone Age to the Iron Age • Develop chronologically secure knowledge and understanding of Britain from Stone – Iron Age. • Find out about the everyday lives of the people studied and compare with modern life • Develop their skills in drawing on similarities and differences and compare and contrast by explaining how Britain changed during the Bronze and Iron Ages using a timeline to support. • Develop their critical thinking skills through studying Bronze and Iron Age artefacts and using prior knowledge to explain their uses. • Look at religious beliefs and explain how they evolved through these times. • Begin to understand how events in history link and follow on from each other by using knowledge and skills to explain how the Roman Invasion brought an end to the Iron Age. • Look at the impact the Stone to Iron Age had on Britain today by looking at what the Stone Age people left us and how we know it existed.	<u>Ancient Egypt</u> • The achievements of the earliest civilizations – an overview of when the first civilizations appeared and an depth study of Ancient Egypt. • Develop chronological understanding through placing Ancient Egypt on a timeline and sequencing several events. • Understand the 'push/pull factors to explain why people settled on the Nile • Develop critical thinking and enquiry skills through use of sources to question and find out about life in Ancient Egypt. • Explain the legacy of the Egyptians • Compare and contrast other civilizations and their settlements Look at artifacts
Year 4	Romans **The Roman Empire and its impact on Britain.**	Anglo-Saxons **Britain's settlements by Anglo-Saxons and Scots.**	Maya • **Mayan Legacy** • Historical chronology-use of

	•Historical chronology – use of timelines •Historical vocabulary and phrases (e.g. BC/AD) •Significant events and people •Begin to make connections and contrast – cause and effect. Why did the Romans come to Britain? what effect did they have? • Explain how life changed for some Britons and not others. •Look at beliefs and ideas people held. •Study a range of sources and use these to ask and answer historically valid questions. •Present findings about the past in a variety of ways	•Historical chronology – use of timelines. Begin to place events accurately. •Historical vocabulary and phrases (e.g. BC/AD) Significant events and people •Look at similarities and differences between time periods studied (link to Romans) •Look at beliefs and ideas people held. •Explain the reasons the Saxons migrated to Britain •Discuss different opinions on whether the Saxons invaded or migrated or both •Study a range of sources and use these to ask and answer historically valid questions. ●Present findings about the past in a variety of ways	timelines • Historical vocabulary and phrases (e.g. BC/AD) • Look at similarities and differences between time periods studied (link to Anglo-Saxons) • Look at beliefs and ideas people held. • Study a range of sources and use these to ask and answer historically valid questions. ● Present findings about the past in a variety of ways
Year 5	**Vikings** **The Anglo-Saxon and Viking struggle for the Kingdom of England to the time of Edward the Confessor.** •Apply knowledge of chronology •Develop timelines to show events and developments •Look at trends over time – invasion, conquer and settle – link back to previous learning (Romans/ Egypt). •Begin to see the relationship between different periods and the legacy or impact for me and my identify. •Study a range of sources considering bias. Use these to ask and answer more complex historically valid questions. • Record findings in a variety of ways.	**Empires** Study of a non-European Society that provides contrast with British history. •Apply knowledge of chronology •Develop timelines to show events and developments •Compare and contrast with Anglo-Saxons/ Vikings of same period. •Study complexity of people's lives and how some societies are very different due to changes and challenges at the time. •Study a range of sources considering bias. Use these to ask and answer more complex historically valid questions. •Record findings in a variety of ways. **(Draws on knowledge of Prehistory gained in Year 3 Stone Age Topic to support understanding and use of sources and reliability. Compare Stone Age in Britain and in Mesoamerica)**	**Local Study: Manchester** **Industrial Revolution and its impact** • Chronology of the Industrial Revolution in Britain • Using maps to make links with position of towns and cities and the position of resources such as coal • Compare and contrast pre-industrial and industrial society • Changes over time and short term change • Look at significant individuals such as Robert Stephenson • The role of women and children • Case study of a street in Manchester including sources from the National Archive to make informed judgements about the lives of real people who lived during the Industrial Revolution. • The legacy of the Industrial Revolution.
Year 6	**World at War (Focused study on WW1)** **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.** •Historical chronology – overview of past (Britain and the world). Place within a chronological narrative. • Identify key moments of change and development. •Discuss trends over time and relationships between time periods and their impact and me and my identity (make links to past learning on WWII/ Invasions – Vikings/ Romans) •Show understanding for the complexity of people's lives in the past and how some societies are very different due to changes at the time. •Interpret a range of sources with an awareness of viewpoint and possible bias. Making judgments on the value of certain sources. • Devise own historically valid questions and answer more complex questions about the past. • Able to use sources to support a conclusion	**Enquiry: Changes in local History – Air pollution from Industrial Revolution to now** • Chronology of Health and legislation timeline • Compare and contrast air quality now with the past • Discuss the reasons why air quality is still a concern today • Use a variety of sources to show understanding of the impact on people's health • Understand the economic and political problems facing society to improve the air quality in cities.	**Ancient Greece** **The study of Greek life and achievements and their influence on the western world.** •Historical chronology – overview of past (Britain and the world). Place within a chronological narrative (links to other civilizations pre and post Ancient Greece – link to the Romans and then their influence in invading Britain). • Identify key moments of change and development •Show understanding for the complexity of people's lives in the past and how some societies are very different due to changes at the time. •Interpret a range of sources with an awareness of viewpoint and possible bias. Making judgments on the value of certain sources. • Devise own historically valid questions and answer more complex questions about the past. Able to use sources to support a conclusion

How well do children learn in History at our school?

How well do children learn in History?	Evidence
Pupils can use knowledge they've learnt and transfer to a structured piece of writing. Showing they can retain facts and show an understanding of their learning.	Work scrutiny Pupil voice
Pupils can respond to feedback and improve and edit work to build on and develop their knowledge and vocabulary	Work scrutiny Pupil voice
Pupils use working walls effectively to show how they are building on prior learning and using current knowledge and vocabulary to develop understanding.	Work scrutiny Pupil voice Knowledge organiser
Pupils show a natural curiosity for their topic	Pupil voice Learning logs
Use of progression documents allows pupils skills to develop through year groups and phases	Work scrutiny Pupil voice Topic Plans

What are our school's strengths?

- Progression of skills across the school (supported by progression ladders)
- Monitoring
- Profile of History within school (People in history Day/ displays)
- Cross curricular links
- Experiences – trips and workshops
- Network support for subject lead
- Subject leaders' subject knowledge

What do we need to get better at?

- Resourcing History (artefacts, texts etc)
- Pupil voice in History
- Links to locality
- Subject knowledge (of some staff)

How will we improve?

- Whole school staff training on historical skills and concepts. Focus on: enquiry-based learning, showing development of skills and concepts in books. Teaching mental chronology, use of sources and artefacts: how and when to use them, what skills can be developed, critical thinking and problem solving that can stem from the use of.
- Regular pupil voice focussing on skills development and showing examples in work.
- Teachers discussing and showing what skills they are using and how they progress from previous years / units.
- Development of topic organisers to support self and peer assessment.