

Lower Halstow School



History Curriculum!

Key Enquiry Questions

Year 1	<p><u>Changes within Living Memory (Toys)</u></p> <p><i>How have children's toys changed since our older relatives were little?</i></p>	<p><u>Local History (Brickfields)</u></p>	<p><u>Significant Individuals (Explorers)</u></p> <p><i>Where have humans explored?</i></p>
Year 2	<p><u>Significant Individuals in History (Hospitals and Healthcare)</u></p> <p><i>How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?</i></p>	<p><u>Significant Individuals and Local Places (Kings, Queens and Castles)</u></p> <p><i>Where did kings and queens live through time?</i></p>	<p><u>Events Beyond living memory (Great Fire of London)</u></p> <p><i>How did the great fire change London?</i></p>
Year 3	<p style="text-align: center;"><u>Stone Age and Bronze Age</u></p> <p style="text-align: center;"><u>Bronze Age and Iron Age</u></p> <p><i>How did daily life change in Britain from the Stone Age to the Iron Age?</i></p>		<p><u>Roman Empire and Britain</u></p> <p><i>How did the Roman empire impact Britain?</i></p>
Year 4	<p><u>Ancient Egypt</u></p> <p><i>What were the Greatest achievements of the Ancient Egyptians?</i></p>	<p style="text-align: center;"><u>Scots and Anglo-Saxons</u></p> <p style="text-align: center;"><u>Anglo-Saxons and Vikings</u></p> <p><i>How did England change during the settlement of the Anglo Saxons and Vikings?</i></p>	
Year 5	<p><u>Ancient Greece</u></p> <p><i>What were the Greatest achievements of the Ancient Greeks?</i></p>	<p style="text-align: center;"><u>Early Civilisation (Maya)</u></p> <p><i>What similarities and differences are there between the Maya civilisation and England from the 8th – 10th century?</i></p>	
Year 6	<p><u>Local History (Newington School)</u></p> <p><i>How has our school evolved since the Victorian times?</i></p>	<p><u>Post 1066 (WW2)</u></p> <p><i>Why was the battle of Britain a significant turning point for the UK in WW2?</i></p>	<p><u>Post 1066 (Crime and Punishment)</u></p> <p><i>How has crime and punishment changed over time in Britain?</i></p>

Substantive Knowledge

Our curriculum explores a range of substantive concepts. Throughout the school journey, we focus on the four themes of: trade, civilisation, monarchy and settlement. Every year group encounters and progressively develops the children's understanding of these concepts in a range of different time periods.

Substantive knowledge map | History Subject Leader Documents

Civilisation

Trade

Monarchy

Settlement

Year 1				Year 2				Year 3	
Toys	Local History (Brickfields)	Explorers	Kings, Queens & Castles	Hospitals and Health Care	The Great Fire of London Local Study		The Romans		
trade civilisation	Trade Settlement	trade	trade monarchy	civilisation	monarchy civilisation		settlement trade civilisation	civilisation trade settlement monarchy	

Year 4		
Anglo-Saxons and Vikings	Ancient Egypt	civilisation trade settlement monarchy
trade monarchy settlement		

Year 5		
Ancient Greece	Ancient Maya	civilisation trade settlement monarchy
civilisation trade settlement monarchy		

Year 6		
Local History	World War II	Monarchy civilisation
Settlement civilisation		

How do we show progression within and application of chronological understanding?

EYFS – Seasonal Timeline

Within early years, chronology is introduced using the concept of seasonal changes and the impact of those on weather. EYFS also aims to introduce chronology by looking at ordering events and sequences within the child's every-day-life, such as brushing teeth before leaving for school.

KS1 – Within and Beyond Living Memory Timeline

KS1 introduce the historical concept of chronology by comparing events in relation to time and understanding which happened first. Children are exposed to vocabulary such as 'within and beyond living memory'. Children also begin to order event-based sequences specific to the learning taking place.

LKS2 – Timeline

Children should begin to explore concepts on a timeline such as scale, interval, and duration. They will be beginning to compare and contrast events based on their time in history and previous learning. Children should begin to understand that a period of history is different to a topic covered in KS1 and use specific chronological terms accurately to explain this. Children should make links between different periods of time studied and begin to be able to discuss what was happening around the world at the same time.

UKS2 – Timeline

Children will be able to place events in a coherent framework and be able to explain, discuss and compare links between different time periods. Children will compare concurrent timelines, looking at local, British and world history, considering the impact of these on civilisations at that time and on us now.

Revisit Opportunities

Previous learning should be revisited using timelines, reminding children of previous time periods and the key events from within these. Timelines can then be used visually to make connections to explore current concepts within a new time period. There will be opportunities at the end of each unit to revisit and consolidate their learning.

What does history look like?

Our Children...

By the end of their history journey within school we will have encouraged children to become historians, capable of asking and answering historically valid questions. Children should be passionate and inquisitive about the past and be aware of the processes it takes to be a historian. Children should be exposed to a variety of learning situations to promote independence. Children will have gained a narrative of history that forms a coherent and chronological tale of the years in our past and how they impact our present.

How is the curriculum designed?

The curriculum has been designed with the children's ability to learn, engage with and remember taught information at its core. The curriculum covers a wide breadth of significant people, places, events and time periods which allows children to make contrasts and connections. To ensure learning is retained units such as Maya, Anglo-Saxons and Vikings and the Iron Age – Bronze Age will be studied over a longer period of time in school. The longer units allow more in depth and meaningful discussions to form a basis for long-term memory and a higher level of overall understanding.

The expectation is that history is taught on a weekly basis with opportunities for external learning and enrichment activities interwoven. Teaching on a weekly basis allows for spaced retrieval practice and to ensure assessment throughout the unit is used to inform planning and interventions allowing all children to meet their potential.

Medium term plans outline previous and future learning along with learning questions to guide teaching throughout the term. It is expected that all learning questions are taught throughout the unit and that key aspects within each lesson are maintained (vocabulary checks, stop and jot activities and quizzing). However, teachers are able to use their professional judgement and teach their content in a variety of ways. This could include themed trips, visitors, workshops and museums and enrichment days as some lessons may be closely linked and therefore able to form a combined narrative.

What should our lessons look like?

Lessons should highlight previous learning and the next step children will take in their journey. Every lessons should contain specific vocabulary focused activities to allow spaced retrieval practice and the learning of new terminology. Lessons will allow for short, periodic mini quizzes to ensure children are engaged in the learning and to highlight the need for further scaffolding. Lessons aim to ensure all children achieve and are successful, this is led by a differentiated and varied level of scaffolding and adult support. History is conveyed in a narrative which encourages children to make chronological connection and contrast whilst being immersed in the events, people and the places highlighted in the topic. Enriched questioning and discussions should take place throughout, challenging all children to become inquisitive historians capable of making their own interpretations.

How is history recorded?

EYFS have enriched discussions about the world, the people within it and how life has changed for them in their own lives.

LSK1 record their learning using floor books which capture the investigative and exploratory aspect of learning. They are filled with pupil voice, worksheets and photos which show the learning journey from within the lesson and allow the children to look back at previous learning and activities.

Years 2 – 6 use individual student books to record written interpretations and responses and to allow for revisiting learning from previous units. They also have in-depth discussions and are encouraged to verbalise their answers where appropriate. Some lessons may be recorded through photographs of enrichment activities or videos of drama activities, allowing children to put themselves in that moment of history.

KS1 and KS2 ensure they have a meaningful and accessible working wall, which is up to date with relevant vocabulary and key information to support learners. The working wall should also display a timeline to ensure chronology is a continual concept across all lessons.

Assessment Opportunities:

- Recap quizzes throughout lessons – stop and jot, low stakes
- Vocabulary checks throughout lessons – current and previous terminology
- In class work, discussions and Q&A with teachers and support staff
- End of unit assessment quiz – use this to inform gaps for next term
- Include previously taught learning to encourage spaced retrieval opportunities
- Cumulative end of lesson quiz linked to each learning question, to inform planning and teaching



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Early learning will give children opportunities to explore the concept of the past and present. They will begin to understand the concept of chronology by sequencing their day and thinking about their past experiences. Children will consider how things change over time. Children will think about things they used to do as babies, compared to what they do now. Children will use role play, provision activities and enriched discussions to inspire these concepts.

Year 6

Post 1066:
WWII
Crime &
punishment

Local History Study:
Newington School

Year 5

Non-European
Study:
Ancient Maya

Early civilizations &
depth study:
Ancient Egypt

A study of Greek
life:
Ancient Greece

Year 4

Britain's Settlement to
Edward Confessor:
Anglo-Saxons & Vikings

The Roman Empire:
The Romans

Year 3

Changes in living
memory:
Changes in toys

Changes in Britain:
Stone Age, Iron Age
& Bronze Age

Events beyond living
memory
The Great Fire of
London

Year 1

Local:
The Brickfields

Significant people
and events:
Explorers

Year 2

Significant people
and events:
hospitals &
healthcare

Local significant people,
places & events:
kings, Queens & castles

- Substantive golden threads:
- Trade
 - Civilisation
 - Monarchy
 - Settlement

- Disciplinary concepts:
- Change and Continuity
 - Chronology
 - Similarity and Difference
 - Cause and Consequence
 - Historical Significance
 - Evidence and Interpretation