Subject Overview

History



Limitless Dreams Endless Opportunities

History curriculum intent

We intend for our history curriculum to enable pupils to acquire a comprehensive and coherent understanding of the history of Britain, as well as the wider world. We wish to encourage a sense of curiosity and a desire to learn more about the past. In order to achieve this, we strive to equip pupils with the necessary skills to ask insightful questions, think critically, evaluate evidence, analyse arguments, and form perspective and judgement. Through History, we aim to provide pupils the opportunities to understand the intricacy of human existence, mechanisms of change, differences of societies and the relationships between different groups; as well as their identity and challenges of their time.

Through our study of History, we aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this 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; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them 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 their 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

Curriculum structure & sequencing

We structure our history curriculum in such a way that the youngest children study history in the form of concepts understandable to them – via their family and recent living memories. From this we move through key periods of UK and world history focusing on chronological understanding, historical enquiry, historical understanding and historical oracy. Every year group covers prior learning at the start of each unit of study before clear way points navigate pupils' learning towards clearly defined end goals of study. Golden threads run through each year group through themes of legacy, social diversity, monarchy, exploration and invasion.

Content & concepts

We appreciate the study of History is much more than remembering dates and names; firmly believing the study of how we lived in the past is key to successful living in the present and future. We plan a bespoke History curriculum and adopt active learning techniques where children can develop independent and collaborative learning skills which compliment the historical skills we wish to impart.

Enrichment and personal development:

We believe History is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum, whilst also giving children a wealth of opportunity to study local history in order that they see how their area and communities have changed over time. Study is supplemented through engaging educational visits, visits from History experts and people from the past; alongside immersive and innovative digital resources.

Assessment and next steps

We assess History in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Historical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Historical skills will serve our pupils well in their future studies across the wider curriculum.

History in the Early Years Foundation Stage

History in the Early Years Foundation Stage (EYFS) is an integral part of children's understanding of the world, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. History strands are set out in the early learning goal of 'Past and Present'.

At Manor Park, we encourage young learners to explore and discuss the lives of people in their immediate environment, helping them understand the roles individuals play in their community and society. They start recognising some similarities and differences between things in the past and the world they know today, drawing upon their personal experiences and stories read in class.

Development Matters guides educators in facilitating this exploration, suggesting age-appropriate goals and activities that help children to notice differences and similarities between the past and present fostering an early appreciation for how the past has influenced our lives. This lays the foundation for more formal history education as children progress through their schooling, developing their curiosity and fascination about the past.



Past and Present

Understanding the World – Development Matters

Children in Reception will be learning to:

a) Talk about members of their immediate family and community.
b) Name and describe people who are familiar to them.
c) Comment on images of familiar situations in the past.
d) Compare and contrast characters from stories, including figures from the past.

Understanding the World – Early Learning Goals

Past and Present

1. Talk about the lives of the people around them and their roles in society;
2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Inclusion within History

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within History. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Same intent, adapted implementation

- Word banks and picture resources may be supplied to assist learners with scientific language and processes.
- Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.
- Make regular references to relevant language throughout the lesson and using tools such as targeted resources, working and display walls.
- Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.
- Provide learners with targeted resources to support their learning and understanding such as concept cartoons, prompts and visual aids.

History Golden Threads

We have identified a set of key historical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Manor Park. Our golden threads are: legacy, invasion, social diversity, monarchy and exploration. Each unit will have a focused 'thread' which are spread throughout the year groups, For example, in Year 3, children will encounter the concept of social diversity when studying Ancient Egypt. In Year 5, children will revisit this concept when learning about The Anglo Saxons. Children will look at prior learning in order to help them apply their understanding in the new context.

Legacy		**To understand and explain key events in history, especially ones that have shaped modern society, particularly in Britain, and the idea of how events in the past have shaped and made the present.**
Invasion		**We understand how an army or country uses force to take over a place or country.**
Social Diversity		**We learn how the United Kingdom and the wider world has developed as a socially, culturally, religious and ethnically diverse society.**
Monarchy		**We learn about the Monarchy as a form of Government where the king or queen is in power.**
Exploration		**We will learn about how people have explored the world by sea, land and space in search of new trading routes, wealth, and knowledge.**

Manor Park Primary School Curriculum Road Map – History



Manor Park Primary School Curriculum Road Map – History End Points

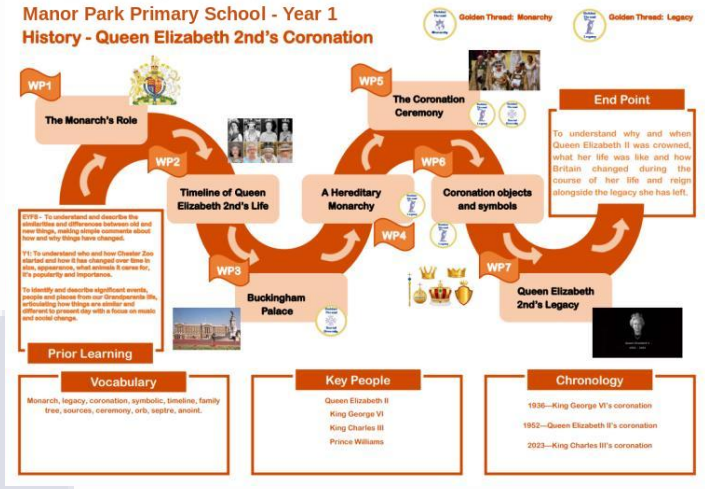
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
To describe jobs past and present – comparing similarities and differences including those of famous people such as Florence Nightingale.	To understand who and how Chester Zoo started and how it has changed over time in size, appearance, what animals it cares for, it's popularity and importance.	To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today. To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it.	To understand why Chester Canal was built and describe its significance on life, trade and society in Chester and how this has changed over time.	To understand and articulate life during the time of Ancient Greece, its influence on the western world and how know of this today.	Articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.	Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in Chester and the UK during WW2.
						
To understand and describe the similarities and differences between old and new things, making simple comments about how and why transport has changed over time.	To identify and describe significant events, people and places from our Grandparents life, articulating how things are similar and different to present day with a focus on music and social change.	To develop a knowledge of castles, what they are and why they were built; identifying those in the surrounding area alongside details of their history, construction, and significance.	To develop a knowledge of how Britain changed between the Stone and Iron Ages, what life was like during this time and how relics from the past inform us of this in the present day.	To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain.	To develop knowledge of the Viking presence in England during the time of Edward the Confessor, their beliefs and way of life and how this legacy lives on in the present day.	Using local evidence, develop knowledge of the Tudor era within Chester, when it was, significant individuals and events during this time, and how its legacy still remains to the present day.
						
To discuss beings from the past such as dinosaurs which are extinct, making comments about similarities and differences between them and other living things alive today.	To understand why and when Queen Elizabeth II was crowned, what her life was like and how Britain changed during the course of her life and reign alongside the legacy she has left.	To develop a knowledge of significant explorers throughout history, learning of the time they lived in, their achievements and discoveries and how these shaped future generations to the present day.	Describe the achievements of The Ancient Egyptians, when and where they were and how their legacy lives on today; identifying how we know this to be accurate.	To describe and articulate the 'Romanisation' of Chester, how we have learnt of this, its significance to the Romans; and how this legacy remains to the present day.	To understand how UK crime and punishment has changed during history, with a focus on Chester, Chester Gaol and how the definition of crime has changed over time.	To develop knowledge of the Mayan civilization and its contrasts with British History, including way of life, belief and its legacy to the present day.

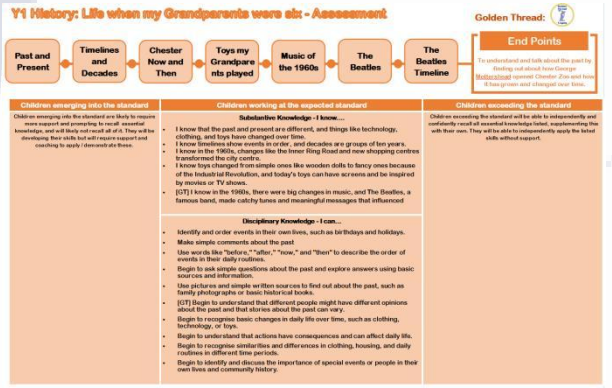
Disciplinary & substantive knowledge

Within lessons, teachers aim to secure knowledge, understanding and progression across both disciplinary and substantive knowledge.

Within History, disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. Substantive knowledge refers to the established facts and knowledge that are specific to the unit being taught.

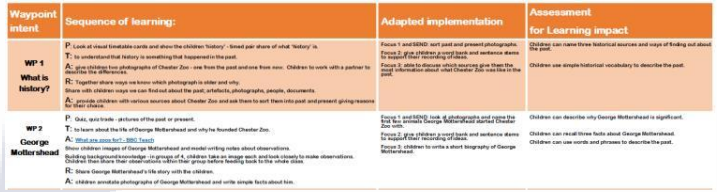
At Manor Park Primary School, teachers research the topics intended for study and detail the potential disciplinary and substantive knowledge they could deliver within their teaching. This then informs their teacher planning and learning targets.





Waypoint	Substantive Knowledge (I know / know how...)		Disciplinary knowledge (I can...)
Life in 1606: King James I, religion and unrest	• In 1606 King James I was on the throne. • At the time, there was tension between Catholics and Protestants because the previous Queen, Elizabeth I had tried to stop Catholics from practising their religion by creating laws to take their land, stop them from worshipping and even killing them.	• When she died people expected James to be more tolerant of them as his mother (Mary) was Catholic. This didn't happen and he continued to persecute them in favour of protestants and there were lots of plots from Catholics against him. • Catholics were very unhappy with this and began to plot how they could bring about change so they could practise their religion. Plots included kidnapping the King and even killing him.	• Sequence significant historical events. • Begin to use terms like "past," "present," and "future" to talk about events in history.
The Plot and Guy Fawkes Who, when and how?	• Robert Catesby was a Catholic who wanted change and revenge. He was the one who came up with the Gunpowder Plot. • Catesby wanted to blow up the Houses of Parliament on its opening day (November 5th), killing the King, Queen and all Lords inside the building. After this, Catesby wanted Catholics to rule England. • Catesby enlisted the help of Guy Fawkes, who was know for his skills with gunpowder.	• Back in that time, cellars underneath the HoP could be rented and leased to store coal and other goods. • They leased a cellar under the HoP and filled it with 36 barrels of gunpowder. Guy Fawkes was to wait under the HoP until James I arrived, at which point he'd light the barrels and blow the HoP up.	• Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites. • Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences.

Teachers plan their lesson activities to cover the disciplinary knowledge, substantive knowledge and specific skills; evidencing how they will amend their implementation of teaching and learning to meet all learners' needs and what the overall focus of their assessment of learning will be.



Module intent

Disciplinary & substantive knowledge

Implementation, adapted to learner need

Progression of disciplinary knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	• Identify things that have happened in the past, • Identify things that have happened before they were born and relating to family – such as parents and grandparents,	• Identify and order events in their own lives, such as birthdays and holidays. • Make simple comments about the past • Use words like "before," "after," "now," and "then" to describe the order of events in their daily routines.	• Sequence significant historical events in their own lives and those of their family. • Begin to use simple timelines, • Use some dates studied accurately • Begin to use terms like "past," "present," and "future" to talk about events in their lives and those of their family.	• Recognise and sequence key events in local history, e.g., the founding of a nearby town or village. • Begin to use more detailed timelines. • Use dates studied with increasing accuracy • Introduce words like "century," "decade," and "era" when discussing historical time periods. • Begin to describe and order historical events using terms like "BC" and "AD"	• Arrange historical events and sources studied in chronological order and use timelines. • Describe and order historical events using terms like "BC" and "AD" (e.g., "The Romans lived in Britain in the past, during the time of - BC.") • Use dates studied with increasing accuracy • Explain historical events using simple vocabulary related to periods. • Begin to understand change over time, making simple comments on this.	• Begin to accurately compare the timing of events & people studied with events & people from other parts of History. • Begin to create timelines of this and start to use a range of dates accurately. • Explain historical events using more detailed vocabulary related to specific periods • Understand and comment upon contrasts and change over time.	• Accurately compare the timing of events & people studied with events & people from other parts of History. • Independently create timelines of this and use a range of dates more accurately. • Confidently use more complex vocabulary to discuss the timing of historical periods, people and events • Confidently comment upon contrasts and trends over time, suggesting reasons for these.
Historical Enquiry	• Begin to ask simple questions about people or events from within living memory, • Understand items can tell us about someone or something, such as uniform or piece of clothing, or an item or object from a place or event.	• Begin to ask simple questions about the past and explore answers using basic sources and information. • Use pictures and simple written sources to find out about the past, such as family photographs or basic historical books. • Begin to understand that different people might have different opinions about the past and that stories about the past can vary. • Know a recall key events studied.	• Ask questions about the past and begin to research answers using a range of sources, such as books and websites. • Begin to offer opinions on history. • Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses • Recognise that history can be seen from different sides, • begin to compare the viewpoints of people from the past. • Describe key events studied and explain why they are important.	• Develop research skills by using relevant sources and information to answer historical questions. • Begin to understand the difference between primary and secondary sources. • Use sources to support simple opinions • Compare different sources to learn about a specific period in history, for example, comparing a diary entry with a photograph. • Explore how historical events and figures have been represented in different sources • discuss how this might affect our understanding. • Identify events from the past that have been studied and discuss their impact on people's lives • Begin to recall a wider range of information about studies of the past	• Plan and carry out simple historical investigations, presenting findings using formats such as drawings or simple reports • understand the difference between primary and secondary sources. • Use sources to add more context to opinions • Investigate how historical sources can provide different perspectives on the same event or period, such as exploring the viewpoints of people from different backgrounds. • Analyse and interpret primary sources, such as historical documents or artefacts, to infer the thoughts and feelings of people from the past. • Explain the main information of periods studied and explain their importance in context.	• Conduct more complex historical investigations, analysing information from multiple sources, and present findings in an organized manner. • Analyse primary and secondary sources to draw conclusions about specific historical events or figures • Investigate, compare and explain interpretations of history and people from different historians and sources, • Discuss and pose ideas for the reasons for differences in interpretation. • Begin to make connections / contrasts between periods of history. • Begin to evaluate key information from periods studied, their importance; and recall a wide range of information relating to this	• Conduct independent history research projects, critically evaluating sources, and presenting well-thought out arguments backed by source based evidenced. • Evaluate the reliability and credibility of historical sources, considering things such as bias and context, • construct well-informed opinions of history. • Make and support historical arguments, selecting evidence from various sources • Understand differences in history interpretation, considering the impact of historical events on different groups of people. • Make more detailed connections / contrasts between periods of history. • Evaluate key information from periods studied, their importance; and recall and wide range of information relating to this
Conceptual understanding	• Begin to understand some events and people from history are important. • Begin to understand some choices lead to a consequence or change • Begin to identify some things that have changed over time and others that have stayed the same.	• Begin to recognise basic changes in daily life over time, such as clothing, technology, or toys • Begin to understand that actions have consequences and can affect daily life. • Begin to recognise similarities and differences in clothing, housing, and daily routines in different time periods. • Begin to identify and discuss the importance of special events or people in their own lives and community history.	• Compare aspects of daily life in the past and present, identifying changes and what has stayed the same. • Identify simple causes and consequences of specific historical events • Compare and contrast simple aspects of different historical periods and cultures, recognising both similarities and differences. • Begin to recognise the historical significance of key figures and events	• Make simple comments and comparisons of similarity and difference • Explore how historical events have led to changes in communities and societies. • Begin to explore how decisions and actions have shaped the world throughout history, considering both intended and unintended consequences. • Investigate how different civilizations and societies have developed unique characteristics and cultures. • Explore the impact of important historical figures and events on a national or global scale.	• Make more detailed simple comments and comparisons of similarity and difference • Investigate key historical figures or events that have had a lasting impact on their local area. • Explore how historical decisions and actions have shaped the world, considering both intended and unintended consequences. • Examine the similarities and differences between various historical times and groups and their impact • Investigate individuals who have shaped history and discuss their contributions to society.	• Examine significant historical changes, understanding their causes and consequences • Analyse the causes and consequences of conflicts, revolutions, and other significant historical events. • Analyse the cultural exchanges and interactions between different civilizations throughout history. • Identify the historical significance of major turning points and people in world history, such as wars or revolutions.	• Analyse major historical shifts / turning points, • describe and suggest their long-term effects on history and society because of these, • Evaluate the long-term consequences of historical people and actions, discussing their influence on the present and future. • Analyse and explain relationships and differences between nations and cultures across history, giving reasons for these. • Evaluate the historical significance of global events and figures, considering their lasting impact

Assessment within History

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within History.

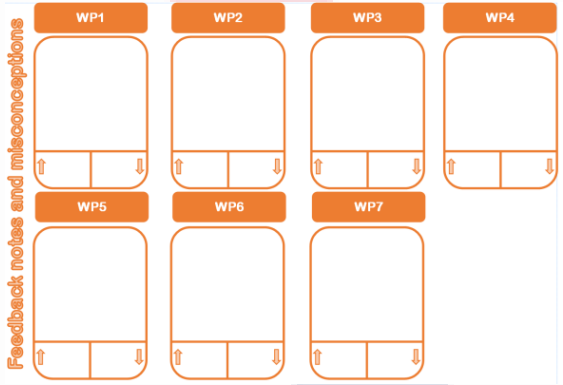
When assessing History, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Manor Park Primary School, we have clearly mapped out all endpoints for all the History units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

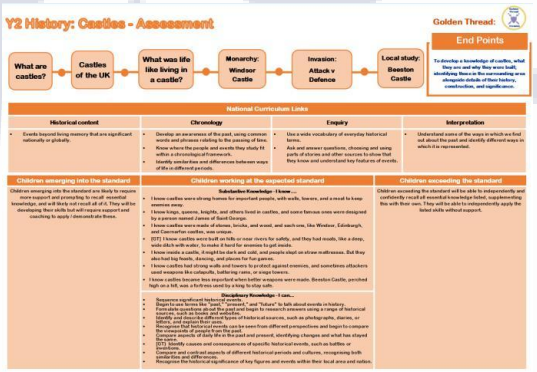
Making judgements – formative assessment

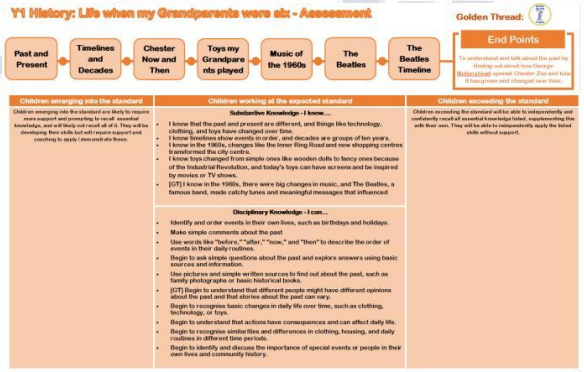
When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of History, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.



Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.





We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.