



Wessex Learning Trust



C of E Academy

We Learn Together

History

Curriculum Documents



Mark First
C of E Academy





INTENT.

At Mark First and Pre-School CE Academy, we want our children to appreciate and understand the past, evaluating a range of primary and secondary sources. Our historians will be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our History curriculum has been designed alongside the Wessex Learning Trust Curriculum documents to ensure coverage of all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’

IMPLEMENTATION.

Reception.

Being a historian begins as children begin their journey in Reception by ‘Understanding the World’ and reaching the Early Learning Goal ‘Past and Present’. Children at the expected level of development will: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. They will make use of the outdoor classroom where appropriate to support their learning.



IMPLEMENTATION.

Key Stage One and Lower Key Stage Two.

The Substantive Knowledge (Learning about...) and Disciplinary Knowledge (Learning how to...) are clearly mapped out in the Wessex Learning Trust Curriculum Documents and are used by teachers to carefully map and sequence the key elements, on medium term plans, that will be learnt in each year group. Substantive knowledge includes learning about concepts, for example, invasion, empire and society as well as chronological knowledge (having an overview of historical periods) and thematic knowledge (rich knowledge of the theme they are studying.) The children will also have 'fingertip knowledge' for example facts and dates from units not studied in detail for example dates of the second world war.

Alongside the development of substantive knowledge, the children will be learning Disciplinary Knowledge; how to ask historical questions, use sources and communicate ideas. They will be looking at changes over time, similarities and differences between periods, cause and consequence and understanding the significance of events and people (for example learning about significant black leaders during Black History Month.)

Key historical vocabulary is explicitly taught in each year group, modelled and revisited to support retainment.

With key knowledge mapped out as a starting point, learning is grouped into themes, which are cross-curricular and organised over two half terms, with history included in every theme. Some of the learning themes have a largely historical focus, indicated with titles such as 'London's Burning', 'The Ancient Egyptians' and 'Invasion of the Romans'.

Individual lessons are planned with clear learning objectives that will support all children to gain the intended knowledge. This is recorded in Curriculum books in an age-appropriate way and also as part of a learning journey display on the wall in classrooms. Learning from the previous week, term and year is revisited at the beginning of a lesson to ensure that knowledge is retained and links are made between past and new learning.

We use the outdoor classroom as much as possible to enhance learning. For example, using natural objects to create timelines - to show chronology within a period, or where that period sits on the world timeline - or creating stone-age art using natural materials that stone-age people would have used.



IMPACT.

History is assessed against the EYFS ‘Understanding our world’ statements and National Curriculum objectives for each year group. This may be through questioning during learning time, outcomes in books or conversation with children about their learning.

By the end of their time at Mark, our children will:

Become increasingly critical and analytical within their thinking; making informed and balanced judgements based on their knowledge of the past.

Become increasingly aware of how historical events have shaped the world that they currently live in.

Have a further understanding of History on a local level and on a small scale.

Develop enquiry skills to pursue their own interests within a topic and further questioning.

Have, where possible, encountered high quality visits/visitors to further appreciate the impact of History.

Have retained prior learning and make connections between what they have previously learnt and what they are currently learning.

“History is important because it teaches about past and by learning about the past you come to understand the present so that you may make educated decisions about the future. “

Richelle Mead.



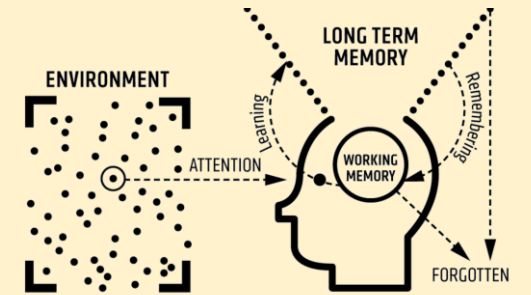
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction '*I Do*'

→ Practise
Learning '*We Do*'







→ Learning Check
'*You Do*'

→ Consolidating
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum and EYFS Framework

Substantive Knowledge

Learning about...

Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times e.g. invasion, empire, society
- **Chronological knowledge** – understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)
 - **Topic Knowledge** – a rich knowledge of the period/place/society they are studying.

Fingertip Knowledge

- Knowledge of minor facts and dates from units (e.g. Romans, Ancient Egypt) that do not necessarily generate a wider historical understanding.

Disciplinary Knowledge

Learning how to...

The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas.'



Disciplinary Concepts

Second-order concepts

'Historical Interpretations', 'Change and Continuity', 'Similarities and Differences', 'Cause and Consequence', 'Understand Significance of Events and People'



National Curriculum Programmes of Study and EYFS Framework

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	Knowledge & Understanding of British History	ELG 13c: Understand the past through settings, characters and events encountered in books read in class and storytelling	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> Changes in Britain from the Stone Age (c.3 million – 2500 BCE) to the Iron Age (c.1200 BCE to 550 BCE) The Roman Empire and its impact on Britain (c. 27 BCE to AD 476) Britain’s settlement by Anglo-Saxons (AD410 to 1066) and Scots 		<ul style="list-style-type: none"> The Viking (AD 800 to 1150 AD) and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	
	Local History		<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> A local history study (1 x KS1, 1 x LKS2, 1x UKS2) linked to a studied period of History where possible 			
	Knowledge and understanding of Wider World History		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer (c.5000-2047 BCE) , The Indus Valley (c.3300 BCE to 1300 BCE) , Ancient Egypt (c. 3100 BCE to 30 BCE), The Shang Dynasty of Ancient China (c. 1600 BCE to 1046 BCE) Ancient Greece (c. 800 BCE BCE to c. AD 146) – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c.AD 900; Mayan civilization c.AD 900; Benin (West Africa) c.AD 900 – 1300 			
History Skills and Concepts		<ul style="list-style-type: none"> ELG 13b: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Be aware of the past, using common words and phrases relating to time Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 				



Learning about...(Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>British History</p>	<ul style="list-style-type: none"> Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling. 	<p>People</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>E.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Burners-Lee, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p> <p>(Do they realise that some famous people have helped our lives be better today?)</p>		<p>Pre-Historic Britain - Stone Age to Iron Age</p> <p>Know that:</p> <ul style="list-style-type: none"> Stone Age people were mainly hunters and gathers. Farming began in about 4500BC. People started to live in communities due to farming. The Iron Age ended when the Romans invaded in 43AD. Bronze Age started in about 2500BC. Iron Age started in about 750BC. Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots. Iron Age people lived in communities, farmed, cooked and hunted, Stone Age people were farmers. <p>Romans: Understand that the Romans were an ancient civilisation that built an empire and its impact on Britain.</p> <p>Know that:</p> <ul style="list-style-type: none"> the Romans invaded Britain. Romans built towns across Britain. Focus on Bath The Romans tried to invade Scotland. The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/sewage systems. <p>Anglo Saxons and Scots: Understand Britian's settlement by Anglo-Saxons and Scots</p> <p>Know that:</p> <ul style="list-style-type: none"> the Romans left Britain in about 410AD and the fall of the Roman Empire in Western world. Scots invasions from Ireland to north Britain (now Scotland) The Anglo-Saxons began invading in 450AD. Anglo- Saxon art and culture - That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork. The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia. That Anglo-Saxons were mainly farmers who lived in wooden huts. That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers. That Anglo-Saxons converted to Christianity - Canterbury, Iona and Lindisfarne 		<p>Anglo-Saxons and Vikings: Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Know that:</p> <ul style="list-style-type: none"> Many Vikings were farmers and craftworkers. The Vikings raided Britain in search for land and treasure. The Vikings were seafarers with excellent shipbuilding skills. King Alfred was king of Wessex and he fought the Vikings. The sequence of important events relating to King Alfred. Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Extended Chronological Study: Study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For Example:</p> <ul style="list-style-type: none"> The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century The legacy of Greek or Roman Culture (art, architecture or literature) on later periods in British history, including the present day A significant turning point in British history, for example, the first railways or the Battle of Britian. 	



Learning about...(Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local History	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.	Places: Significant historical events, people and places in their own locality. Significant historical events that show Britain has a special history. (Can they explain how their local area was different in the past?)		Local History: Pupils should be taught about an aspect of local history. For example: <ul style="list-style-type: none"> A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 		Local History: Pupils should be taught about an aspect of local history. For example: <ul style="list-style-type: none"> A study or aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
Knowledge and Understanding of World History	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.	Events: Events beyond living memory that are significant nationally or globally e.g. Great Fire of London or first aeroplane flight (Do they recognise that we celebrate different events because of what happened many years ago?)		Ancient Civilizations: the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of <u>one</u> of the following: <ul style="list-style-type: none"> Ancient Sumer The Indus Valley Ancient Egypt or The Shang Dynasty of Ancient China (Can they summarise what Britain may have learnt from other countries and civilisations?) Ancient Greece: Greek life and achievements and their influence on the western world)		Non-European Study: understand about a non-European Society that provides contrast with British History – <u>one</u> study chosen from: <ul style="list-style-type: none"> Early Islamic civilisation, including a study of Bagdad c. AD900 Mayan Civilisation c. AD900 or Benin (West Africa) c.AD900-1300 	
Tier 2 Vocabulary	important, evidence, observe, compare, sources, past, present, older, newer, years, decades, centuries, a long time ago, recently, kings, queens, power, timeline, reliable, question, event, fact, fiction, memory, living, period, remember			significant, artefacts, reliable, ideas, beliefs, attitudes, primary, secondary, interpretations, continuity, change, diversity, legacy, social, religious, ethnic, cultural, political, technological, reliable, valid, frame, contrasting, construct, occur			
Tier 3 Vocabulary	artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global			Propaganda, chronology, era, civilisation, monarchy, parliament, democracy, war, peace, Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, empire, BC/AD or BCE/CE -(but you can't mix the terms) 900BC AD900 / 900BCE CE900			



Learning how to...(Skills)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	See Development Matters: Knowledge and Understanding of the world and Skill Progression Documents.	Sequence events in their lives. Sequence artefacts from very different periods.	Describe memories of key events in their lives. Sequence artefacts closer in time and give reasons for their order.	Place the time studied on a timeline. Use dates and terms from the period of study.	Place events from a period studied on a timeline. Begin to date events. Understand more complex terms e.g. BC/AD	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on a timeline in relation to other studies Use relevant dates and terms. Sequence up to ten events on a timeline.
Interpretations of History		Recognise the different between fact and fiction using stories. Consider how reliable adults are when talking about the past.	Compare events in the past using pictures or photos. Consider how reliable these pictures/stories are.	Identify and give reasons for different ways in which the past is represented. Compare different versions of the same story.	Begin to evaluate how useful different sources are – what can different pieces of evidence tell us about the past?	Offer reasons for different versions of history – why do some people see the same events differently?	Start to link sources together to arrive at conclusions. Consider ways of checking accuracy of interpretations – how can they find out if interpretations are fact, fiction or opinion.
Historical Enquiry		Ask and answer simple questions about the past. Answer questions using an artefact/picture from the past.	Use a source (an older person, book) to answer questions about the past.	Begin to research specific events from the past – using the library/internet. Use a range of sources to find out about the past.	Choose evidence and use it to build up a picture of the past. Communicate their findings orally and in writing – and offer a point of view about it. Ask a wider variety of questions.	Begin to identify primary and secondary evidence. Select relevant sections of evidence. Use the library and internet with increasing confidence.	Recognise primary and secondary evidence. Use a range of sources to find out about an event. Use several sources to produce a fluent account.



Learning through...(Understanding/Application)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Sources of Evidence	See Development Matters: Knowledge and Understanding of the world and Skill Progression Documents.	Handle evidence/observe to ask and answer questions about the past.	Develop questioning of the past using question words: who, what, why, when, where, how?	Use a wider variety of evidence to develop questioning.	Suggest suitable sources of evidence that would help with their questioning of the past.	Select sources of evidence that would help their questioning of the past and give the reasons for their choices.	Select a wide range of evidence to help their questioning of the past and consider what is most useful.	
Significant People		Describe significant people from the past.	Compare the lives of some significant people from the past.	Give a broad overview of life for people in Britain during the period of study.	Describe the characteristics features of the experience of people in the past e.g their experiences, beliefs. Describe the social, ethnic, cultural or religious diversity of the past would affect people.	Explain how the main changes in a period of history would impact on people e.g. social or religious change.	Explain how the changes and continuity in the period of study would impact on people's lives.	
Historical Events		Describe historical events (local, national, global)	Describe historical events (local, national, global) Describe why we might remember/celebrate these events today.	Describe different accounts of historical events.	Describe causes and consequences of historical events.	Explain how historical events demonstrate social, ethnic, cultural or religious diversity.	Explain how historical events demonstrate social, ethnic, cultural or religious diversity. Explain how historical events, demonstrate social, political, religious, technological and/or cultural factors.	
Artefacts/Chronology		Place events and artefacts on a timeline	Label timelines with words like past, present. Use dates where appropriate.	Place events, artefacts, historical figures on a timeline using dates.	Begin to show an understanding of change over time and representing this on a timeline.	Begin to show an understanding of change and continuity over time and be able to represent them on a timeline.	Use dates and terms accurately in describing events.	
Representation			Identify some of the different ways the past has been represented.	Describe some of the different ways the past has been represented.	Explain some of the reasons why the past might be represented in different ways.	Understand the need to use more than one source of evidence to get a full understanding of how the past has been represented.	Show an awareness of propaganda and how that might affect how the past is represented.	
Changes			Recount changes that have happened in their own lives	Recount changes that have happened in the past.	Give reasons for change happening in History.	Understand the concept of change and continuity over time.	Describe changes and continuity that have happened in the locality of the school. Explain why these changes might have happened.	Describe the main changes in a period of history using terms like social, religious, political, technological and cultural. Identify periods of rapid change in history and compare them with times of relatively little change.
Vocabulary			Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades.	Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades	Use English, Maths and Computing skills to a good standard to communicate information about the past.	Use English, Maths and Computing skills to a good standard to communicate information about the past.	Use English, Maths and Computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas.	Use English, Maths and Computing skills to exceptional standard to communicate information about the past. Use original ways to present information and ideas.