



The Mosley Academy
Subject Leader Curriculum Overview -History
Tracey Egglestone



The National Curriculum for History aims to ensure that all pupils by the end of Year 6:

- Have developed a chronologically secure knowledge and understanding of British, local and world history.
- Create clear narratives within and across the periods that they study throughout KS1 and KS2
- Be able to make connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

EVFS	<p>Past and Present</p> <ul style="list-style-type: none"> • 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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<p>Pupils at KS1 should be taught:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<p>Pupils at KS2 should be taught:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • 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; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece - a study of Greek life and achievements and their influence on the western world. • 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
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Intent	<p>At The Mosley Academy, it is our aim to provide a broad curriculum providing knowledge, developing understanding of concepts, making links and instilling a love of History in all our children. We provide a skills focused history curriculum which provides children with a good chronological understanding whilst learning about particular periods of history, key historical figures and over-arching substantive concepts.</p> <p>As a school, we have selected the following concept foci as lenses to teach each area of History through:</p> <ul style="list-style-type: none"> - Power and Monarchy - Settlement and Exploration - Societal Change <p>Our History curriculum has been designed to cover 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.'</p>					
	<p>At The Mosley Academy our children will present the following characteristics of learners:</p>					
	<p>Consolidated knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.</p>	<p>Pupils will develop a respect and understanding of the past, using a range of primary and secondary sources as evidence for their judgements.</p>	<p>The ability 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.</p>	<p>The ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p>The ability 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.</p>	<p>A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</p>

Implementation						
	Chronology	Cause and Consequence	Significance	Sources and Evidence	Diversity	Change and Continuity
	<p>History Long Term Plan is followed to ensure progression of skills and knowledge across school. Three key concepts are developed throughout our curriculum to allow our children to make comparisons of different time periods: <i>societal change, power and monarchy, exploration and settlement</i>.</p>	<p>Chronology is an ongoing feature of each unit of work. Classrooms have a timeline on display to allow children to build their understanding of both British and world history by having a common visual to refer to. Children are taught to consider cause and consequence, significance of events, to use a range of sources and evidence, to consider the diversity (or lack of) in different historical periods and to identify times of change and those of continuity. We are aware that these concepts take time to develop and our curriculum is designed to allow deliberate repetition.</p>	<p>Each unit of work is entitled with a question. Answering this overarching question is the aim of each of the lessons within the sequence. Children are encouraged to 'weigh up' the evidence they have used to answer the key question at the end of the unit, allowing them to showcase their skills and understanding .</p> <p>A range of tasks are provided to ensure children get to work practically, verbally and in written form. We utilise a range of teaching resources and make particular use of Key Stage History tasks, which are excellent for developing source skills.</p>			
	<p>History is taught discretely however links are made across the curriculum where they enrich the learning in history. History timetabled regularly throughout the school (usually taught every other half term, alternating with Geography)</p>	<p>Use basic skills to a consistently high standard to communicate historically. Feedback allows pupils to develop as historians. We make use of verbal and written feedback as appropriate.</p>	<p>Trips are planned to increase cultural capital and develop historical enquiry skills. These trips are carefully planned to maximise the children's ability to draw their own conclusions with regards to the unit questions.</p>			
<p>Local history is studied in both key stage 1 and 2. Deliberate links to the resources we have available in our locality have been made and we enrich this further by community visitors coming into school to build an understanding of what Anslow was like at varying points in the past.</p>	<p>Clear links are made and planned in throughout the curriculum to allow children the opportunity to retrieve previously taught content. Units are carefully sequenced across each key stage and lessons within units are also planned for to follow a sequence that allows children to use their growing historical skills to draw conclusions.</p>					

At The Mosley Academy we understand that SEND can be categorised in four main ways:
social, emotional, and mental health cognitive and learning communication and interacting physical and/or sensory
 We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. In school, this support may include some of the following methods: the use of visual or practical resources, the use of adult support, differentiating by outcome according to the child's needs, pre-teaching key vocabulary, providing templates to scaffold, the use of spaced repetition to improve memory, consideration of the type of task e.g. group, partnered, individual.

Impact	<p>All children use technical vocabulary accurately and pupils are expected to know, apply and understand the knowledge, skills and concepts specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through the history curriculum provided. All children in school can speak confidently about their historical knowledge and justify their ideas using historical evidence.</p> <p>Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children in EYFS are assessed within Past and Present, People, Culture and Communities and The Natural World: their progress is tracked termly and age-related expectation levels are reported to parents at the end of the reception year.</p>		
	<p>Monitoring through: Learning Walks Pupil Voice Book Scrutiny</p>	<p>Increased Cultural Capital through an exposure to a wide range of vocabulary.</p>	<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.</p> <p>Provision is adapted so that it is suitable for all groups of learners, including SEND.</p>