



<p>Our history curriculum aims for pupils to gain an in-depth understanding of aspects within British and World history as well as appreciating how things change over time. Children will gain a narrative of history that forms a coherent and chronological tale of the years in our past and how they impact our present.</p>	<p>Key Themes</p> <ul style="list-style-type: none"> • Society and Community • Exploration and Invasion • Power • Conflict and Disaster 	<p>Content and Sequencing - signposting</p> <p>Please refer to 'History Progression Document' and Medium Term Plans</p> <ul style="list-style-type: none"> • Year 1 – Significant People and Events (Explorers), Local History Study (Brickfields) and Changes within living memory (Toys) • Year 2 – Events beyond living memory (Great Fire of London), Significant and Local Individuals (Hospitals and Healthcare), Significant Individuals and Local Places (Kings, Queens and Castles) • Year 3 – Changes in Britain (Stone Age, Bronze Age, Iron Age) and The Roman Empire • Year 4 - Achievements of Early Civilisations (Ancient Egyptians), Britain's Settlement (Scots, Anglo Saxons and Vikings) • Year 5 – Ancient Greek Life and Achievements and Non-European Study (Maya) • Year 6 – World War 2, Local History Study and Crime and Punishment (Post 1066 Study) 	
<p>Links - English and Maths</p> <ul style="list-style-type: none"> • Challenging subject specific vocabulary used regularly 	<p>Retrieval, Progress & Assessment</p>	<p>Realising Potential</p> <ul style="list-style-type: none"> • History is used to enable children to understand the world around them whilst 	<p>Creative & engaging learning</p> <ul style="list-style-type: none"> • History is taught through an engaging curriculum offering

<ul style="list-style-type: none"> • Reading and research skills – significant people and events. • Bar graphs, tallies and other statistical charts are made use of when recording data. • Extended writing opportunities are always offered – focus on historical interpretation • Exposure to a range of Non-Fiction texts (Library card) • Chronology using timelines, dates and periods of time 	<ul style="list-style-type: none"> • Low stakes quizzing of key terms and concepts – current and previously learnt knowledge • Linked prior learning used as starting point (KWL discussions) • Teacher assessment based on observation and questioning • Progression document RAG rated regularly to inform planning • Cumulative quizzes linked to learning for use throughout unit • Knowledge organisers support retrieval of knowledge 	<p>making connections, asking questions and forming interpretations.</p> <ul style="list-style-type: none"> • Supported vocabulary development enables all pupils to access the subject matter. • Appropriate scaffolding allows all children to achieve. 	<p>children experiences through workshops which allow handling of artefacts and exciting trips to develop further knowledge.</p> <ul style="list-style-type: none"> • History is taught through a narrative which is relevant and encourages them to remember, explore and become immersed in a historical concept.
---	---	---	--