History

Curriculum Implementation

As a minimum, Green Ridge seeks to provide children with the following knowledge, skills and understanding as outlined in the National Curriculum (2014):

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- 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
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly 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. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- 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.

Programme of study

At Green Ridge, we use the National Curriculum as a basis for our programme of study for Key Stage One and Key Stage Two. We have chosen not to use a scheme of work for History, in order to ensure that we tailor the knowledge and skills we want our children to gain at Green Ridge to the needs of our pupils and our locality. Our History Curriculum coverage document clearly details how we ensure the content of the National Curriculum is planned and delivered across both key stages (see separate document). We link the curriculum units to cross curricular learning where appropriate and offer school trips based on the unit of learning. For example, Year Two study the Great Fire of London as part of "Events beyond living memory that are significant nationally or globally." and go on a school trip to London to visit a Monument all as a part of their wider learning and study, "An eye for London."

In summary, the units of study are as followed:

	Autumn	Spring	Summer
Year One	Changes within living memory: Now and Then		Changes within living memory: Seaside Holidays in the Past Significant Individual: Queen Victoria
Year Two	Events beyond living memory with significance: *The Great Fire of London* *Bonfire Night and Guy Fawkes*	Lives of significant individuals: Mary Seacole & Florence Nightingale	
Year Three	Changes in Britain from the Stone Age to the Iron Age	Roman Empire	
Year Four	Mayan civilisation	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	
Year Five		The achievements of the earliest civilizations: Physical Ancient Egypt	World War 2 Battle of Britain, Holocaust, Dunkirk Local History Study: Bletchley Park
Year Six	World War 1 Origins of war, conscription, trench warfare Outcomes of war		Ancient Greece

Knowledge to be learned

We have created knowledge organisers for each history unit of learning which clearly maps out the knowledge and skills to be taught in each year-group as well as the vocabulary needed, so that by the end of primary school, we can be confident with the body of knowledge that children take with them to Key Stage Three. Knowledge organisers also ensure that teachers have the necessary resources and subject knowledge to support them in their subject teaching, as well as ensuring that historical knowledge and skills are taught chronologically (wherever possible), make purposeful links with prior learning, and also revisited frequently to ensure that knowledge is learned.

How is curriculum time allocated?

History lessons are taught as part of a planned unit of learning over a term in most year-groups. Whilst inevitably there are some links with Geography within History, History remains a discrete subject which fits into the wider unit of learning over a term. There may be a term within an academic year where History is not taught in order to ensure a careful balance of History and Geography, but there will be a minimum of one History topic per academic year.

Over the course of a term where History is taught as part of the planned sequence of learning, approximately 10-12 hours of learning time is given for pupils. This may be broken up into smaller learning opportunities, longer periods of study or out-of-school field trips. Typically, the first 8 weeks of a term are allocated for either History or Geography, as part of the curriculum timetable.

Assessment

Teachers use regular formative assessment methods to check children's historical understanding such as short quizzes and multiple choice questions each week, in order to ensure knowledge is 'sticky' and that pupils can recall facts and information as needed in order to be able use this in their wider learning. For example, children could be asked to write down the countries making up the allies and axes powers in World War 2.

Throughout the unit, teachers provide assessment questions which provide a summary of learning for that specific history topic, e.g. 'What happened when the Romans came?' is a discussion question that children will answer after learning about the Roman invasion of Britain in Year Three. The assessment assess specific historical strands (see separate document for this), as well as assess the children's understanding and knowledge of key information relevant to that unit of learning (e.g. the dates of an invasion, key vocabulary etc.)

Over the course of each academic year, teachers formatively assess pupils skills against those specified as the historical strands from subject lead made assessment documents.