



**Subject Overview 2024/25: History  
Curriculum and Pedagogy**



	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> <li>- Place the time studied on a timeline.</li> <li>- Sequence events or artefacts.</li> <li>- Use dates related to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Place events from period studied on a time line.</li> <li>- Use terms related to the period and begin to date events.</li> <li>- Understand more complex terms e.g. BCE/AD</li> </ul>	<ul style="list-style-type: none"> <li>- Place current study on time line in relation to other studies.</li> <li>- Know and sequence key events of time studied.</li> <li>- Use relevant terms and period labels.</li> <li>- Relate current studies to previous studies.</li> <li>- Make comparisons between different times in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Place current study on time line in relation to other studies.</li> <li>- Use relevant dates and terms</li> <li>- Sequence up to ten events on a timeline.</li> <li>- Identify trends over time, identifying how ideas have been continued/developed.</li> </ul>
Historical knowledge-Skills	<ul style="list-style-type: none"> <li>- Find out about everyday lives of people in time studied.</li> <li>- Compare with our life today.</li> <li>- Identify reasons for and results of people's actions.</li> <li>- Understand why people may have to do something.</li> <li>- Study an ancient civilisation in detail. (Egypt)</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to reconstruct life in time studied.</li> <li>- Identify key features and events.</li> <li>- Look for links and effects in time studied.</li> <li>- Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>- Study different aspects of life of different people- differences between men and women.</li> <li>- Compare life in early and late times studied (Ancient Greeks/Victorians)</li> <li>- Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>- Examine causes and results of great events and the impact on people.</li> <li>- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>- Compare beliefs and behaviour with another period studied. (Mayans/WW2)</li> <li>- Know key dates, characters and events of time studied.</li> </ul>
Interpretation	<ul style="list-style-type: none"> <li>- Identify and give reasons for different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the evidence available.</li> <li>- Begin to evaluate the usefulness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare accounts of events from different sources - fact or fiction.</li> <li>- Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at.</li> <li>- Consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li> </ul>



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	<ul style="list-style-type: none"> <li>- Distinguish between different sources and evaluate their usefulness.</li> <li>- Begin to look at different representations of a period.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of text books and historical knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>- Be aware that different evidence will lead to different conclusions.</li> <li>- Confident use of the library for research purposes.</li> </ul>
<b>Historical Enquiry Skills</b>	<ul style="list-style-type: none"> <li>- Use a range of sources to find out about a period.</li> <li>- Observe small details- artefacts, pictures.</li> <li>- Select and record information relevant to the study.</li> <li>- Begin to use the library, e-learning for research.</li> <li>- Ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event.</li> <li>- Choose relevant material to present a picture of one aspect of life in time past.</li> <li>- Ask a variety of questions.</li> <li>- Use the library, e-learning for research.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify different sources.</li> <li>- Use evidence to build up a picture of life in time studied.</li> <li>- Select relevant sections of information.</li> <li>- Confident use of library, e-learning, research.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise type of source.</li> <li>- Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</li> <li>- Bring knowledge gathering from several sources together in a fluent account.</li> </ul>
<p><b><u>Prior learning at Key stage 1</u></b>  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>□ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>□ 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]</li> <li>□ 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]</li> <li>□ significant historical events, people and places in their own locality</li> </ul>				
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Curriculum (Text in green references any history taught in a geography unit)	Autumn 1 <u>Scavengers and Settlers</u>	Autumn 1 <u>Rivers</u>	Autumn 1 <u>Mountains</u>	Autumn 1 <u>Battles, Blackouts and the Blitz</u>
	<ul style="list-style-type: none"> <li>- Know how Britain changed between the beginning of the stone age and the iron age</li> <li>- Know the main differences between the stone, bronze and iron ages</li> <li>- Know what is meant by 'hunter-gatherers.'</li> <li>- Explain what legacy they left behind</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"> <li>- Identify water stores and processes in the water cycle.</li> <li>- Describe the three courses of a river.</li> <li>- Name the physical features of a river.</li> <li>- Name some major rivers and their location.</li> <li>- Describe different ways a river is used.</li> <li>- List some of the problems around rivers.</li> <li>- Describe human and physical features around a river.</li> <li>- Identify the location of a river on an OS map.</li> <li>- Make a judgement on the environmental quality in a river environment.</li> <li>- Make suggestions on how a river environment could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>- Locate three physical and three human characteristics in the Alps.</li> <li>- Research and describe the physical and human features of Innsbruck.</li> <li>- Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>- Compare the human and physical geography of their local area and Innsbruck.</li> <li>- Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul>	<ul style="list-style-type: none"> <li>- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>- Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>- know how Britain has had a major influence on the world</li> <li>- Know the significance of Winston Churchill and Neville Chamberlain</li> <li>- Understand why the War broke out and why Adolf Hitler is significant in this</li> <li>- Explain life on the home front</li> <li>- Know who was in axis/allies and why</li> <li>- Understand why rationing was important.</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>
	<u>Key Vocabulary</u> archaeologist, artefacts, Neolithic, Mesolithic, Neanderthal, tribal,	<u>Key Vocabulary</u> Condensation, evaporation, groundwater, meander,	<u>Key Vocabulary</u> Atlas, coniferous trees, enquiry, hemisphere, latitude, method, OS map,	<u>Key Vocabulary</u> Britain, war, Allies, Axis Powers, evacuee, evacuation, Blitz, bombing,



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<p><b>hunter-gatherers</b>, B.C, settlers, prey, pre-history, Nomad, <b>Homo Sapiens</b>, roundhouse, hill fort, spears, farming, fire, hearth, <b>Skara Brae</b>, cave paintings, thatch, axe, thatched roof, short spear, tribe, club, arrow, sabre-toothed, fire, woolly rhino, flint, evolve, mammoth, antler, <b>Palaeolithic</b>, <b>ancestors</b>, glaciers, extinct, caves, nomadic, grindstones, weaving, <b>Stonehenge</b>.</p>	<p><b>precipitation</b>, transpiration, water cycle, delta, flooding, irrigation, <b>oxbow lake</b>, <b>river mouth</b>, <b>tributary</b>, waterfall, <b>estuary</b>, <b>floodplain</b>, leisure, percolation, <b>source</b>, valley.</p>	<p>questionnaire, risk, <b>climate</b>, data, fold mountain, <b>human feature</b>, leisure, <b>mountain climate</b>, <b>physical feature</b>, sea level, route, climate change, deciduous trees, <b>glacier</b>, land height, <b>longitude</b>, mountain range, <b>population</b>, recreational land use, scale, temperate, tourist, temperate forest, vegetation, tourism.</p>	<p><b>rationing</b>, everyday life, jobs, <b>propaganda</b>, wartime, fighters, soldiers, gas mask, Anderson shelter, Morrison shelter, Air raid shelter, bomber, medal, prisoner, <b>Ration book</b>, <b>Home guard</b>, code breaker, Spitfire, Winston Churchill, Adolf Hitler, <b>ARP warden</b>, blackout, Neville Chamberlain.</p>
<p><u>Autumn 2</u> <u>Settlements</u></p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p>Autumn 1 <u>Rotten Romans</u></p> <ul style="list-style-type: none"> <li>- Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>- Know how the Roman occupation of Britain helped to advance British society</li> <li>- Know how there was resistance to the Roman occupation and know about Boudicca</li> <li>- Know about at least one famous Roman emperor</li> <li>- Explain the effects of the end of Roman rule.</li> <li>- Explain the legacy they left behind.</li> </ul> <p><u>Themes:</u> Legacy</p>	<p>Autumn 2 <u>Groovy Greeks</u></p> <ul style="list-style-type: none"> <li>- Know some of the main characteristics of the Athenians and the Spartans</li> <li>- Know about the influence the gods had on Ancient Greece</li> <li>- Know at least five sports from the Ancient Greek Olympics</li> <li>- Explain what legacy they left behind</li> <li>- Explain the significance of Alexandra the Great</li> <li>- Explain the downfall of the empire</li> <li>- Explain why Herodotus/Plato/Archi Medes/ Socrates were significant</li> </ul> <p><u>Themes:</u> Legacy Beliefs</p>	<p>Autumn 2 <u>Fieldwork:</u></p> <ul style="list-style-type: none"> <li>- Give examples of issues in the local area.</li> <li>- Identify questions to be asked to find the relevant data.</li> <li>- Justify which data collection method is most suitable.</li> <li>- Design an accurate data collection template.</li> <li>- Identify areas along a route that are best for data collection.</li> <li>- Discuss how to mediate potential risks.</li> <li>- Collect data at points located on an OS map.</li> <li>- Manage risks during a fieldwork trip.</li> <li>- Identify any outcomes from data collected.</li> </ul>



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<ul style="list-style-type: none"><li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li><li>- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</li></ul>	<p>Beliefs Significant person Daily life</p>	<p>Significant person Daily life</p>	<ul style="list-style-type: none"><li>- Map data digitally.</li><li>- Describe the enquiry process.</li></ul>
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<p>sketch maps, plans and graphs, and digital technologies.</p>			
<p><b>Key Vocabulary</b> Agricultural land, compare, dispersed, <b>legend</b>, <b>memorial</b>, nucleated, <b>region</b>, transportation, <b>capital city</b>, <b>country border</b>, facilities, linear, metro, place of worship, <b>residential land</b>, <b>commercial land</b>, <b>county</b>, land use, local, monument, recreational land, <b>settlement</b>.</p>	<p><b>Key Vocabulary</b> Romans, Rome, Italy, <b>invasion</b>, <b>empire</b>, <b>emperor</b>, Augustus, army, <b>legions</b>, Caesar, soldiers, Londonium, Hadrian's wall, <b>Latin</b>, Gregorian calendar, roads, <b>politicians</b>, citizen, <b>legionaries</b>, <b>centurion</b>, Bath house, bathing, Roman Villa, <b>Amphitheatre</b>, Colosseum, fighting, gladiators, slaves, <b>chariots</b>, mosaics, <b>Barbarians</b>. chronology</p>	<p><b>Key Vocabulary</b> Archaeologist, <b>philosophy</b>, Athenians, Spartans, <b>democracy</b>, Olympics, Zeus, toga, <b>citizen</b>, temple, <b>Acropolis</b>, <b>Parthenon</b>, Marathon, alphabet, <b>mythology</b>, <b>Peninsula</b>, <b>Amphitheatre</b>, classical, crops, wheat, barley, oxen, ploughing, hunting, raps, bows, spears, courtyard. Citizens, <b>philosophers</b>, Plato, Socrates, Aristotle, Zeus, <b>Athena</b>, <b>Apollo</b>, Poseidon, Ares, Hera, educated, slavery, Athens, Alexander the Great.</p>	<p><b>Key Vocabulary</b> <b>Analyse</b>, <b>data</b>, evidence, issue, presenting, <b>region</b>, <b>subjective</b>, audience, <b>data collection methods</b>, impact, justify, process, risk, viewpoint, city, <b>enquiry</b>, improvement, <b>plot</b>, recommendation, route.</p>
<p>Spring 1 <u>Walk like an Egyptian</u></p> <ul style="list-style-type: none"> <li>- Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> <li>- Explain mummification</li> <li>- Explain the significance of Tutankhamun and Cleopatra</li> <li>- Explain what legacy they left behind</li> </ul> <p><u>Themes:</u></p>	<p>Spring 1 <u>Antarctica</u></p> <ul style="list-style-type: none"> <li>- Describe what lines of latitude and longitude are, giving an example.</li> <li>- Understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>- Define what climate zones are.</li> <li>- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</li> <li>- Describe Antarctica's location in the far south of the globe.</li> <li>- State that tourism and research are the two main reasons people visit Antarctica.</li> </ul>	<p>Spring 1 <u>Desert</u></p> <ul style="list-style-type: none"> <li>- Identify the lines of latitude where hot desert biomes are located.</li> <li>- Describe the characteristics of a hot desert biome.</li> <li>- Locate the largest deserts in each continent.</li> <li>- Describe ways the Mojave Desert is used.</li> <li>- Name and describe the physical features found in a desert.</li> <li>- Identify how humans use the desert.</li> <li>- Explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>- Recognise that the Mojave Desert has a different time zone to the UK.</li> </ul>	<p>Spring 1 <u>Oceans</u></p> <ul style="list-style-type: none"> <li>- Describe the water cycle.</li> <li>- Describe how the ocean is used for human activity.</li> <li>- Explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>- Identify the Great Barrier Reef as part of Australia.</li> <li>- Describe the benefits of the Great Barrier reef.</li> <li>- Describe how humans impact the oceans and the consequences of this.</li> <li>- Explain some actions that can be taken to help support healthy oceans.</li> </ul>



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<p>Legacy Beliefs Significant person Daily life</p>	<ul style="list-style-type: none"> <li>- Describe equipment researchers might use and clothes they wear.</li> <li>- List some of the research carried out in Antarctica.</li> <li>- State the outcome of Shackleton's expedition.</li> <li>- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</li> <li>- Describe a similarity and difference between life in the UK and life in Antarctica.</li> <li>- Confidently use the zoom function on a digital map.</li> <li>- Begin to recall the eight points of a compass, following at least four of them.</li> <li>- Recognise and describe features on their school grounds from an aerial map.</li> <li>- Draw a map of the route they take on an expedition.</li> <li>- State one thing that went well on the expedition and one aspect that did not go as hoped.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe some of the threats to deserts.</li> <li>- Give the benefits and drawbacks of living in a desert environment.</li> <li>- Identify characteristics of two contrasting biomes and compare land use.</li> <li>- Discussing if a desert environment is hospitable and why.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain which data collection method would be best for marine fieldwork and why.</li> <li>- Collect data using a tally chart, photographs and a sketch map.</li> <li>- Safely navigate the fieldwork environment.</li> <li>- Make suggestions for how to improve a marine environment.</li> <li>- Present data using a tally chart and pie chart.</li> </ul>
<p><b><u>Key Vocabulary</u></b> Pharaohs, Gods/Goddesses, tombs, mummification, pyramids, Valley of the Kings, burial chamber, Tutankhamun, Canopic Jar, Ankh, afterlife, Papyrus, Howard Carter, Lord Carnarvon, hieroglyphics, amulet, sarcophagus, irrigation,</p>	<p><b><u>Key Vocabulary</u></b> Climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty.</p>	<p><b><u>Key Vocabulary</u></b> Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune,</p>	<p><b><u>Key Vocabulary</u></b> Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, micro plastics, natural disasters, ocean current, policy, renewable</p>



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<p>Sphinx, barter, slaves, archaeologist, <b>worship</b>, <b>slave</b>, Eye of Horus, scribe, Cleopatra, obelisk, scarab beetle, <b>River Nile</b>, Amun, Egyptologist, <b>goddess</b>, dynasty, Giza, Anubis.</p>		<p><b>sparse</b>, time zone, tourist attraction, vegetation, weather.</p>	<p><b>energy</b>, single use plastic, species, water cycle.</p>
<p><u>Spring 2</u> <u>Volcanoes</u></p> <ul style="list-style-type: none"> <li>- Name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>- Explain one or more ways a mountain can be formed.</li> <li>- Give a correct example of a mountain range and its continent.</li> <li>- Describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>- Correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>- Name three ways in which volcanoes can be classified.</li> <li>- Describe how volcanoes form at tectonic plate boundaries.</li> <li>- Explain a mix of negative and positive consequences of living near a volcano.</li> <li>- State whether they would or would not want to live near a volcano.</li> </ul>	<p><u>Spring 2</u> <u>Medieval England</u></p> <ul style="list-style-type: none"> <li>- Know about the knights and the 'Code of Chivalry.'</li> <li>- Know about the Black Death and how 'Ring-o-roses' is associated to it.</li> <li>- Know about the illnesses and germs around at the time</li> <li>- Explain what type of king 'King Richard III' was.</li> <li>- Explain what happened to the Princes in the Tower.</li> <li>- Explain how the war of the roses ended.</li> <li>- Explain what legacy they left behind</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<p><u>Spring 2</u> <u>Victorious Victorians</u></p> <ul style="list-style-type: none"> <li>- Know how the lives of wealthy people were different from the lives of poorer people during this time</li> <li>- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>- Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>- Explain what legacy they left behind</li> <li>- Explain the changes Queen Victoria brought under her rule</li> <li>- Explain what life for children were like in the Victorian times.</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person</p>	<p><u>Spring 2</u> <u>Post War Britain</u></p> <ul style="list-style-type: none"> <li>- Know why the war broke out</li> <li>- Explain how the war ended</li> <li>- Explain the NHS system being introduced</li> <li>- Know the countries in the Commonwealth</li> <li>- Role of the women after the war</li> <li>- Know who Windrush was</li> <li>- Explain how the war changed the UK and Normacot.</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>





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<ul style="list-style-type: none"> <li>- State that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>- Explain that earthquakes happen along plate boundaries.</li> <li>- List some negative effects that an earthquake can have on a community.</li> <li>- Observe, digitally record and map different rocks using a symbol on a map.</li> <li>- Identify rock types and their origins based on collected data</li> </ul>		Daily life	
<p><b><u>Key Vocabulary</u></b> Active volcano, crust, <b>epicentre</b>, fault-block mountain, geothermal energy, <b>inner core</b>, magma chamber, <b>metamorphic rock</b>, plate boundary, <b>climate change</b>, <b>dormant volcano</b>, <b>extinct volcano</b>, <b>fertile soil</b>, <b>igneous rock</b>, <b>outer core</b>, <b>man-made rock</b>, natural rock, positive effects, composite volcano, <b>earthquake</b>, fault line, fold mountain, index, <b>magma</b>, <b>mantle</b>, negative effects, pyroclastic flow, <b>sedimentary rock</b>, <b>tectonic plate</b>, <b>volcanic mountain</b>, <b>seismic waves</b>, tsunami, volcanic springs, shield volcano, vent.</p>	<p><b><u>Key Vocabulary</u></b> Page, <b>squire</b>, <b>chivalry</b>, dame, gallant, <b>plague</b>, <b>cure</b>, <b>symptom</b>, <b>social classes</b>, revolt, Black Death, <b>monarch</b>, <b>reign</b>, evidence, historian, interpretations, sources, unofficial, Tower of London, bars and windows, under guard, <b>deserted</b>, <b>declared</b>, rumour, <b>coronation</b>, deed, confessed, <b>exile</b>, standards.</p>	<p><b><u>Key vocabulary</u></b> Queen Victoria, <b>empire</b>, workhouse, <b>Industrial Revolution</b>, manual work, education, arithmetic, disease, <b>poverty</b>, <b>pollution</b>, railways, <b>reign</b>, mining, chimney sweeps, <b>era</b>, <b>contrast</b>, terraced, corsets, wealth, waistcoats, pocket watch, hobnail boots, servants, <b>malnutrition</b>, mining, governess, boarding school, <b>slums</b>, sewage, petticoats, mangle, punishments, three Rs (reading, writing and arithmetic, drill, chanting, anaesthetic, antiseptic, Florence Nightingale, <b>infirmaries</b>, cottage hospitals, asylums</p>	<p><b><u>Key Vocabulary</u></b> <b>Invade</b>, <b>occupy</b>, <b>The Blitz</b>, D-day, Neville Chamberlain, Munich agreement, <b>evacuation</b>, <b>billeting officer</b>, gas mask, Lord Woolton, <b>rationing</b>, <b>ration</b> book, Battle of Britain, Windrush, <b>legacy</b>, NHS, commonwealth, Post War.</p>



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<p>Summer 1 <u>Vicious Vikings</u></p> <ul style="list-style-type: none"> <li>- Know where the Vikings originated from and show this on a map</li> <li>- Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>- Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>- Explain what legacy they left behind</li> <li>- Know the significance of King Alfred</li> <li>- Know about King Vortigern invasion</li> <li>-</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<p>Summer 1 <u>Rainforests</u></p> <ul style="list-style-type: none"> <li>- Describe a biome and give an example.</li> <li>- State the location and some key features of the Amazon rainforest.</li> <li>- Name and describe the four layers of tropical rainforests.</li> <li>- Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>- Name one way in which the Amazon is changing.</li> <li>- Articulate why the Amazon rainforest is important.</li> <li>- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>- Use a variety of data collection methods with support.</li> <li>- Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul>	<p>Summer 1 <u>Energy</u></p> <ul style="list-style-type: none"> <li>- Describe the significance of energy.</li> <li>- Give examples of sources of energy and their trading routes.</li> <li>- Define renewable and non-renewable energy.</li> <li>- Discuss the benefits and drawbacks of different energy sources.</li> <li>- Describe the significance of the Prime Meridian.</li> <li>- Identify human features on a digital map.</li> <li>- Discuss how transport links have changed over time.</li> <li>- Locate UK cities on a map.</li> <li>- Use six-figure grid references to identify features on an OS map.</li> <li>- Consider and justify the location of energy sources.</li> <li>- Design and use interview questions.</li> <li>- Plot points on a sketch map.</li> </ul>	<p>Summer 1 <u>Population</u></p> <ul style="list-style-type: none"> <li>- Identify the most densely and sparsely populated areas.</li> <li>- Describe the increase in global population over time.</li> <li>- Begin to describe what might influence the environments people live in.</li> <li>- Define birth and death rates, suggesting what may influence them.</li> <li>- Define migration, discussing push and pull factors.</li> <li>- Explain why some people have no choice but to leave their homes.</li> <li>- Describe the causes of climate change, explaining its impact on the global population.</li> <li>- Suggest an action they can take to fight climate change.</li> <li>- Calculate the length of a route to scale.</li> <li>- Follow a selected route on an OS map.</li> <li>- Use a variety of data collection methods, including using a Likert scale.</li> <li>- Collect information from a member of the public.</li> <li>- Create a digital map to plot and compare data collected from two locations.</li> <li>- Suggest an idea to improve the environment.</li> </ul>
<p><u>Key Vocabulary</u> Vikings, axe, long boat, shield, spear, <b>freeman</b>, archer, sword, <b>thatched house</b>, coins, king, slave, Wessex, <b>Danelaw</b>, horn cup, York, Jorvik,</p>	<p><u>Key Vocabulary</u> Analyse, <b>biome</b>, buttress roots, canopy layer, community, data, <b>deforestation</b>, <b>drought</b>, <b>emergent layer</b>, <b>enquiry</b>, <b>equator</b>, forest</p>	<p><u>Key Vocabulary</u> <b>Biofuel</b>, coal, consumption, contour line, crude oil, dam, <b>emissions</b>, <b>energy source</b>, <b>hydropower</b>, <b>natural gas</b>, <b>non-renewable</b>, <b>nuclear power</b>, Prime</p>	<p><u>Key Vocabulary</u> Air pollution, birth rate, cartogram, <b>climate change</b>, conclusions, death rate, <b>deforestation</b>, <b>densely populated</b>, digital technologies, <b>fossil</b></p>



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<p><b>runes</b>, Freyja, Odin, Thor, Denmark, Norway, Sweden, <b>monastery</b>, <b>raided</b>, Lindisfarne, trade, <b>manuscripts</b>, warriors, leather, weapon, Valhalla, brave, <b>Danegeld</b>, alphabet (Futhark), linen, <b>pagan</b>, carve, <b>intricate</b>, fortune tellers, long ships, chronology.</p>	<p>floor, <b>global warming</b>, <b>greenhouse gas</b>, indigenous peoples, interpret, lianas, <b>lines of latitude</b>, logging, method, mining, present, questionnaire, quote, risk, route, summarise, <b>Tropic of Capricorn</b>, <b>Tropic of Cancer</b>, understorey layer, vegetation, vegetation belts.</p>	<p>Meridian, producer, <b>regenerate</b>, <b>renewable</b>, <b>replenish</b>, sea level, <b>solar power</b>, time zone, urban planner, wind power, six- figure grid reference.</p>	<p><b>fuels</b>, <b>greenhouse gases</b>, impact, improvements, Likert scale, <b>migrants</b>, <b>migration</b>, natural increase, <b>noise pollution</b>, <b>population</b>, <b>population density</b>, population distribution, push factors, pull factors, qualitative, quantitative, <b>refugee</b>, <b>region</b>, sparsely populated, voluntary.</p>
<p>Summer 2 <u>Food</u></p> <ul style="list-style-type: none"> <li>- Identify that different foods grow in different biomes and say why.</li> <li>- Explain which food has the most significant negative impact on the environment.</li> <li>- Consider a change people can make to reduce the negative impact of food production.</li> <li>- Describe the intentions around trading responsibly.</li> <li>- Explain that food imports can be both helpful and harmful.</li> <li>- Describe the journey of a cocoa bean.</li> <li>- Locate countries on a blank world map using an atlas.</li> <li>- Use a scale bar correctly to measure approximate distances.</li> <li>- Collect data through an interview process.</li> </ul>	<p>Summer 2 <u>Tudors</u></p> <ul style="list-style-type: none"> <li>- Know who the Tudors were</li> <li>- Know the Tudor monarchy</li> <li>- Explain the Golden Age of exploration</li> <li>- Explain why King Henry VIII was significant to the Tudors</li> <li>- Explain who should have ruled after King VI and why.</li> <li>- Know the differences between rich and poor during the Tudor times.</li> <li>- Explain what legacy they left behind</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person Daily life</p>	<p>Summer 2 <u>Raiders or Traders</u></p> <ul style="list-style-type: none"> <li>- Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>- Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>- Use a timeline to show when the Anglo Saxons were in England.</li> <li>- Explain what legacy they left behind</li> <li>- Know the significance of King Arthur</li> <li>- Explain the Battle of Hasting</li> <li>- Know about Sutton Hoo</li> <li>- Know about Bayeaux tapestry</li> </ul> <p><u>Themes:</u></p>	<p>Summer 2 <u>Marvellous Mayans</u></p> <ul style="list-style-type: none"> <li>- Know about the impact that one of the following ancient societies had on the world: The Mayan civilization; the Islamic civilization; or the Benin</li> <li>- Know why they were considered an advanced society in relation to that period of time in Europe</li> <li>- Know the gods and their role in Mayan's daily life</li> <li>- Significance of Pakal the Great</li> <li>- Explain what legacy they left behind</li> <li>- Downfall</li> </ul> <p><u>Themes:</u> Legacy Beliefs Significant person</p>



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<ul style="list-style-type: none"> <li>- Analyse interview responses to answer an enquiry question.</li> <li>- Discuss any trends in data collected.</li> </ul>		Legacy Beliefs Significant person Daily life	Daily life
<p><u>Key Vocabulary</u>  <b>air freight, carbon footprint, consume, distribution, export, fertilizer, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend.</b></p>	<p><u>Key Vocabulary</u>  <b>Tudors, monarch, monarchy, executed, reign, King Henry VIII, gown, corset, kirtle, chemise, ruff, farthingale, gallows, pottage, lute, wattle and daub, heir, scythe, Ann Boleyn, Anne of Cleves, Breeches, march pane, sumptuary laws, thatch, treason.</b></p>	<p><u>Key Vocabulary</u>  <b>Anglo-Saxon, Angles, Saxons, Jutes, runes, coins, cremation pot, bronze helmet, battle, Kent, Wessex, Northumbria, East Anglia, Mercia, Offa's Dyke, lyre, Bayeux Tapestry, thatched wooden house, jewellery, emigrating, heritage, armies, monk, St Bede, invasion, chronicles, Alfred the Great, monasteries, King Vortigern, Hengest and Horga, settlement, conquest, threshing, scythe, brooch, Sutton Hoo, barrows, shield, Christianity, Pagans, Canterbury, King Athelstan, chronology</b></p>	<p><u>Key vocabulary</u>  <b>Sacrifice, calendars, maize, cacao beans, Headdress, priests, codex, El Castillo, Chichen Itza, civilization, descendants, warrior, slaves, farmers, empire, dynasty, Mesoamerica, advanced, Temples, pyramids, logograms, phonetic symbols, Mayan glyphs, scripts, calendar, codices, monuments, fertile, slash and burn, ritual, garments, hierarchy, feathers, carvings, Popul Vuh, Hun Ixim.</b></p>
<p><u>Local history week -</u>  <b>What was my school like initially?</b></p> <ul style="list-style-type: none"> <li>- Compare what our school looks like now to what it was.</li> <li>- Children to use maps and compare the buildings.</li> <li>- Look at change and continuity.</li> <li>- Children to compare and contrast the buildings.</li> </ul>	<p><u>Local history week -</u>  <b>50's and 60's - Clean Air Act</b></p> <ul style="list-style-type: none"> <li>- Children to research about the Clean Air Act and explain what it was</li> <li>- Children to explain what life was like in Normacot in the 1950's and 1960's.</li> <li>- Look at change and continuity.</li> </ul>	<p><u>Local history week -</u>  <b>Victorians</b></p> <ul style="list-style-type: none"> <li>- Children to research about the Victorians and what part they played in influencing our area of Normacot and Stoke on Trent.</li> <li>- Children to explain how the Victorians lived and compare to our lives now.</li> <li>- Look at change and continuity.</li> </ul>	<p><u>Local history week -</u>  <b>1700's &amp; 1800's- Sutherland</b></p> <ul style="list-style-type: none"> <li>- Children to explain what life was like in Sutherland in the 1700's and 1800's.</li> <li>- Children to compare and contrast life now to then.</li> <li>- Look at change and continuity.</li> </ul>



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	<p><b><u>Key vocabulary</u></b>  <b>Change, continuity, compare, Normacot, maps, buildings, local area, historical.</b></p>	<p><b><u>Key vocabulary</u></b>  <b>Change, continuity, compare, Normacot, maps, buildings, local area, historical, research, Clean Air Act.</b></p>	<p><b><u>Key vocabulary</u></b>  <b>Change, continuity, compare, Normacot, maps, buildings, local area, historical, research, Stoke on Trent, Victorians.</b></p>	<p><b><u>Key vocabulary</u></b>  <b>Change, continuity, compare, Normacot, maps, buildings, local area, historical, Sutherland.</b></p>
	<p><b><u>Pupils at Key Stage 3:</u></b>  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- the development of Church, state and society in Medieval Britain 1066-1509</li> <li>- the development of Church, state and society in Britain 1509-1745</li> <li>- ideas, political power, industry and empire: Britain, 1745-1901</li> <li>- challenges for Britain, Europe and the wider world 1901 to the present day (including the holocaust)</li> <li>- a local history study</li> <li>- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> <li>- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].</li> </ul>			
<b>Pedagogy</b>	<p><b><u>Approach to History</u></b>  At Alexandra Junior School, we teach history half termly with units spread out throughout the year. Every child will have two hours of history a week during the unit. To allow children to become historians, the curriculum has been designed to help children gain a coherent understanding and the appropriate knowledge of Britain's past and that of the wider world. The National Curriculum states that history teaching 'should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement'. As the children move through the school, they will develop these skills at a deeper level. At Key Stage two, children continue to develop the sense of chronology. They secure their knowledge and understanding of a range of British, local and World history, establishing clear accounts of events within the periods they study. They begin to note connections, contrasting views and trends over time. A key focus within the teaching of history is the correct use of historical terms. As language is a key focus, given the school context, it is central to our teaching. Further on in the document, the way in which we approach this will be explained in more detail. Learning from a range of sources becomes more prominent throughout the key stage and by Year Six, they will construct informed responses that involve thoughtful selection and organisation of relevant historical information.  When planning the curriculum, we ensure that we combine both overview and depth studies to help our pupils to understand both the long arc of development and the complexity of specific aspects of the content.</p>			



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The National Curriculum for history aims 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.

Our curriculum is designed so that the skills the children require progress as they move from Foundation stage to Key Stage 2. Consultations have been held with the feeder Infant School co-ordinator to ensure that skills progress from those taught at the Infant School and repetition is limited. Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners. We use a 3-tier vocabulary approach which is revisited regularly to enable understanding and retention. Pre-cueing of vocabulary is a regular focus for our EAL and SEND pupils.

Knowledge mats are available for all units taught and these are used during classes. These knowledge mats consist of key vocabulary and their definitions, books that link to that area and the sticky knowledge which should be retained by the children. The history lessons support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others,



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Express yourself). These are explicitly shared with the children. Every unit has VIP's (very important points), which are shared with the children and it is this knowledge that the children should be able to recall when asked further down the line.

A key focus within the curriculum is the idea of retention and that the children should be able to recall learnt facts further down the line. With this in mind, the children will be assessed at least half a term after the original teaching. The children will be assessed on their understanding of key vocabulary and learnt skills. The idea behind this is that the knowledge is able to be retained in the child's long-term memory which means that it can be recalled at a later date. We have VIP's (Very Important Point) for each lesson to help the children retain the key facts of the lessons. We also have a I do, We do, You do approach in teaching where the teacher models her thinking and applies it to a question, then the teacher does this with all of the children and then the children apply this independently.

The curriculum has a consistent approach with each year group and topic having the same themes flowing throughout; these consist of the following: Key person, Legacy, Beliefs and Daily life. This ensures the learning is focused and the children gain a consistent approach across the Key Stage which also helps to build up the language and concepts as a Historian. Using the same themes, a Local History week is also planned across the Key Stage to help the children gain a deeper understanding of the area they live in and how it has changed over time. It allows them as Historians, to become experts of their own Local area and use their knowledge of second order concepts to explore the changes.

Children are required to gain a better understanding of key events within history. By teaching the curriculum in the way that the school is, we are providing children with adequate time to gain this understanding. This provides the children with the knowledge and skills they require to be Key Stage three ready by the time they leave the school in Year 6.



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History Overview:

Below is a timetable of when each unit is taught in Key Stage 2. The units highlighted in green are the history units.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Local History Week
Year 3	Stone age	Settlements	Ancient Egyptians	Volcanoes	Vikings	Food	What was my school like initially?
Year 4	Rivers	Romans	Antarctica	Medieval England	Rainforests	Tudors	What was the Clear Air Act in the 1950's and 60's?
Year 5	Mountains	Ancient Greeks	Deserts	Victorians	Energy	Anglo Saxons	Victorians
Year 6	WWII	Fieldwork	Oceans	Post War Britain	Population	Mayans	What history is there in Sutherland from the 1700's and 1800's?





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Below is a progression chart which shows how the knowledge progresses through Key stage 2.

History: Key Stage 2			
	Chronology (Stone age to 1066)	Beyond 1066	Local study
	To include: <ul style="list-style-type: none"> <li>Stone age to iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>	<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of Stone Age and Iron Age</li> <li>Know the main differences between the Stone, Bronze and Iron Ages.</li> <li>Know what it is meant by Hunter gatherers.</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo- Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>		
Year 4	<ul style="list-style-type: none"> <li>Know how Britain changed from the Iron Age to the end of the Roman occupation.</li> <li>Know how the Roman occupation helped to advance British society.</li> <li>Know there was resistance to the Roman occupation and know about Boudicca.</li> <li>Know about at least one Roman emperor.</li> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> </ul>		<ul style="list-style-type: none"> <li>Know about a period of history that has strong links to their locality and understand the issues associated with the period.</li> </ul>



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## History: Key Stage 2

	Ancient Ancients	Civilizations from 1000's years ago	Ancient Greece
Year 3	Cover each of and then choose one to look in depth : <ul style="list-style-type: none"><li>• Ancient Egypt</li><li>• Ancient Sumer</li><li>• Indus Valley</li><li>• Shang Dynasty</li></ul>	Choose one of: <ul style="list-style-type: none"><li>• Mayans</li><li>• Islamic Civilizations</li><li>• Benin Civilization</li></ul>	<ul style="list-style-type: none"><li>• Greek life and the influence on the Western world.</li></ul>
	<ul style="list-style-type: none"><li>• Know about, and name, some of the advanced societies that were around 3000 years ago.</li><li>• Know about the key features of either, Ancient Egypt; Ancient Sumer; Indus Valley or Shang Dynasty</li></ul>		
Year 4			



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## History: Key Stage 2

	Chronology (Stone age to 1066)	Beyond 1066	Local study
Year 5	<p>To include:</p> <ul style="list-style-type: none"><li>• Stone age to iron age</li><li>• Romans</li><li>• Anglo-Saxons</li><li>• Vikings</li></ul>	<ul style="list-style-type: none"><li>• An aspect of theme that takes pupils beyond 1066</li></ul>	<ul style="list-style-type: none"><li>• A local study linked to one of the periods of time studied under chronology; or</li><li>• A local study that could extend beyond 1066</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Know about how the Anglo-Saxons attempted to bring out laws and order into the country</li><li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li><li>• Know that the way the kingdoms were divided led to the creation to some of our county boundaries today</li><li>• Use a timeline to show when the Anglo Saxons were in England</li><li>• Know that the Vikings and Anglo- Saxons were often in conflict</li><li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li></ul>	<ul style="list-style-type: none"><li>• Know about a theme in British History which extends beyond 1066 and explain why this was important in relation to British History</li><li>• Know how to place historical events and people from the past societies and periods in a chronological framework.</li><li>• Know how Britain has had a major influence on the world</li><li>• Know how the lives of wealthy people were different to the lives of poorer people of this time</li></ul>	



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History: Key Stage 2			
	Ancient Ancients	Civilizations from 1000's years ago	Ancient Greece
	Cover each of and then choose one to look in depth : <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> </ul>	Choose one of: <ul style="list-style-type: none"> <li>• Mayans</li> <li>• Islamic Civilizations</li> <li>• Benin Civilization</li> </ul>	<ul style="list-style-type: none"> <li>• Greek life and the influence on the Western world.</li> </ul>
Year 5			<ul style="list-style-type: none"> <li>• Name some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about the influence gods had on Ancient Greece</li> <li>• Know at least five sports from the Ancient Greece Olympics</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>• Know about the impact of one of the following ancient societies had on the world: the Mayans; Islamic civilizations or the Benin</li> <li>• Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	

Please see the top of the intent section for a progression of the skills being taught throughout the Key Stage.



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### SEND/Scaffolding

Our history curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adaptations to achieve this. More guidance on how we achieve this can be found in the Inclusion in history document.

### SMSC

Spiritual development in history aims to foster the mystery of how and why events in the past happened and the reasons behind this. It helps children to realise the significance that key individuals have had on the past and see similarities and differences between people now and in the past.

Moral development in history aims to encourage pupils to comment on moral questions and dilemmas from the past. This will aid the children to empathise with the decisions that people from the past had to make. They will also become more open minded when considering the actions and decisions of people from the past.

Social development encourages the children to think about what societies from the past have done for us. In history, it promotes the child's own social development through collaboration with their peers and problem solving.

Cultural development in history develops a better understanding of our own multicultural society through studying links between local, British, European and world history. It allows children to gain an understanding of and develop empathy with people from different cultures.

### Reading for learning

Reading for learning is encouraged to enable learners to gain more information about the units being covered. E.G. evidence in guided reading sessions. Each year group also has a box of books for reading around the curriculum. Within this box, there are books for every unit covered, these are for use before, during and after units are taught.



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### Assessment and Record keeping

#### Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. For each lesson, there will be a knowledge learning objective and a skill learning objective. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. Any children who are absent will be a part of the catch all group to ensure they do not miss out on any learning. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

#### Summative assessment

At the end of a unit, the teacher will use the formative assessment from the lessons, both knowledge and skills, to make an overall judgement on whether the child has achieved ARE or are WTS. Retention of knowledge is supported and assessed through a range of mini quizzes revisited regularly.

#### Trips and visitors

Trips and visitors are encouraged to engage the children further in their learning. These are encouraged towards the beginning of a unit of work, allowing the children to become fully immersed in the unit. Previous trips have included visits to the Dewa Centre in Chester to learn more about the Romans, Westport lake for a Stone age experience and Stafford Castle for the Anglo Saxons. We also welcome visitors to the school, previously, we have welcomed the Portals from the past in to enhance the children's learning and experiences. Year 5 have visited the Black country Museum over the last couple of years and have really enjoyed learning about the life of Victorians and comparing them to our daily lives today. We also make connections with key events that happen within the world and celebrate specific historical days in the calendar. Examples include National Day of Reflection, Black History Month and the Queen's Platinum Jubilee.