

Rationale

History is important as all around us; it helps to ignite curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, pupils understand how the past influences the present.

History enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. It allows an understanding of their place in the world and in the long story of human development.

At The Forwards Centre our aim is to deliver a history curriculum that stimulates, motivates and engages pupils who may have missed significant parts of their education and who may have had a negative experience of learning, in order for them to develop their knowledge, skills and understanding of the world around them. We want to enable all pupils to experience academic success - ensuring that no child is disadvantaged due to their academic level, SEND need or what point on their educational journey they are at or what time in the year they arrive, by having a “climbing frame” to achieve clear ambitious end points

Contribution and Readiness

We ensure that the history curriculum:

- helps pupils gain a secure knowledge and understanding of their immediate history, that being their family and location; Britain’s past and that of the wider world
- allows pupils to make links between current and previous learning;
- makes comparisons between different historical periods, places and societies;
- develops chronological knowledge and understanding from the Stone Age to present day
- gives pupils the skills to research and interpret evidence, experiencing and using a range of different sources,
- teaches pupils to think critically – weighing up what they have found, asking questions about this, and drawing their own conclusions,
- develops the pupils’ ability to think empathetically – putting themselves in someone else’s shoes
- encourages pupils to work independently or collaboratively, to ask, as well as answer, historical questions
- make reasoned decisions and have the necessary skills to construct historical arguments from their point of view, based on evidence and different sources

Links to the National Curriculum

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
know and understand significant aspects of the history of the wider world:

Conduct and Morals

We ensure that pupils develop their own character attributes through the history curriculum by:

- Understanding the impact that human beings can have on the lives of others over time.
- Encouraging pupils to question, challenge and investigate evidence and data that is presented to them and to become aware that information and data can be biased, incomplete or misleading.

Links to the National Curriculum

Our children understand how our knowledge of the past is constructed from a range of sources.

Celebrating similarity and difference

We ensure that pupils celebrate similarity and difference through the history curriculum by:

- Learning to accept and respect views and opinions that are different to their own.
- Developing an appreciation of how and why some things change and others remain the same

Links to the National Curriculum

Our children regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Caring for ourselves

We ensure that pupils learn to care for themselves through the history curriculum by:

- Encouraging them to find their voice and to be confident to express their views

Links to the National Curriculum

Our children should know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Culture and Creativity

We ensure that pupils learn about culture and creativity through the history curriculum by:

- Ensuring that pupils can respond to their learning and express their thoughts and feelings in creative ways.
- Developing an appreciation of different cultures in different time periods

Links to the National Curriculum

Our children should understand how our knowledge of the past is constructed from a range of sources.

Curriculum Design

History end points are mapped out through the school via knowledge and skills threshold concepts. As children move through school, they revisit certain threshold concepts and are exposed to increasingly complex historical skills.

Whilst at the Forwards Centre children explore different historical events; the roles of historical figures of importance to our lives today, children also learn about different time periods from the earliest times to the present day.

History is taught in weekly blocks which has had a positive impact on both the fidelity of implementation and outcomes for pupils.

Reading is promoted in all history lessons, subject specific key vocabulary is displayed and explicitly taught to ensure that pupils are able to fully access the history curriculum. Pupils are also taught to understand the disciplinary literacy of history. Pupils are taught to;

- Understand timelines, cause-and-effect relationships, and how events unfold over time. This includes recognising how different events are connected and influenced by earlier developments.
- Understand that history is constructed through different interpretations, and that historians do not only "report" facts—they analyse and interpret them.
- Compare events, ideas, and periods in history to identify similarities and differences, and understanding how those comparisons inform our understanding of change over time.
- Read sources critically, considering their origin, purpose, audience, and biases.

Curriculum Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Green Room Cycle A		History Why do we celebrate different events? Bonfire night Christmas Remembrance Day		History Changes within living memory What was life like for Grandma and Grandad?	History Events beyond living memory Great Fire of London	
Green Room Cycle B	History Lives of Significant people Florence Nightingale V Edith Cavell				History Lives of Significant people Christopher Columbus v Neil Armstrong	
Blue and Burgundy Room Cycle A	History Stone Age, Iron Age				History The changing power of Monarchs over time	History Life as a Victorian Child
Blue and Burgundy Room Cycle B			History Ancient Egypt			
Purple, Orange Yellow and Turquoise Room A	History The Romans, Anglo Saxons and The Vikings				History Brilliant Bolton	
Purple, Orange Yellow and Turquoise Room Cycle B			History Ancient Greece			

I know and I can statements				
	Within living memory	Beyond living memory	Lives of significant people	Local history
Green Room	<ul style="list-style-type: none"> I know that the toys my grandparents played with were different to my own I know that artefacts can be ordered by age I know what a number of older objects were used for 	<ul style="list-style-type: none"> I know about an event or events that happened long ago, even before my grandparents were born I know that my life today is different to those of children a long time ago 	<ul style="list-style-type: none"> I know the name of a famous person from the past and explain why they are famous I know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> I can differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)
	Blue and Burgundy Room		Purple Orange Yellow and Turquoise Room	
CHRONOLOGY (Stone age to 1066)	<ul style="list-style-type: none"> I know how Britain has changed between the beginning of the stone age and the iron age I know the main differences between the stone, bronze and iron ages I know what is meant by 'hunter-gatherers' 		<ul style="list-style-type: none"> I know how Britain changed from the iron age to the end of the Roman occupation I know how the Roman occupation of Britain helped to advance British society I know how there was resistance to the Roman occupation and know about Boudica I know about at least one famous Roman emperor I know how Britain changed between the end of the Roman occupation and 1066 I know about how the Anglo-Saxons attempted to bring about law and order into the country I know that during the Anglo-Saxon period Britain was divided into many kingdoms I know that the way the kingdoms were divided led to the creation of some of our county boundaries today I can use a timeline to show when the Anglo-Saxons were in England I know where the Vikings originated from and show this on a map I know that the Vikings and Anglo-Saxons were often in conflict I know why the Vikings frequently won battles with the Anglo-Saxons 	
ANCIENT History	<ul style="list-style-type: none"> I know about one of the advanced societies that were in the world around 3000 years ago I know about the key features of Ancient Egypt; 		<ul style="list-style-type: none"> I know some of the main characteristics of the Athenians and the Spartans I know about the influence the gods had on Ancient Greece I know at least five sports from the Ancient Greek Olympics 	
Beyond 1066	<ul style="list-style-type: none"> I know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history I know how to place historical events and people from the past societies and periods in a chronological framework I know how Britain has had a major influence on the world 			
Local History	<ul style="list-style-type: none"> I know how Bolton's history over time links with aspects of national history I know about an aspect of history/site that is significant in the locality. I know about a period in history that has a strong connection to Bolton and understand the issues associated with the period. I know how the lives of wealthy people were different from the lives of poorer people during this time I know how and why Bolton has developed in the way it has I can investigate the people and events that took place in Bolton during a specific period in time I have developed a sense of historical curiosity about Bolton and a sense of place I can see how Bolton was involved in, responded to and was affected by regional, national and international events and actions – was Bolton typical or was it unique? I understand why Bolton is worth knowing about I am aware of the features of Bolton and the extent to which they are an asset I can appreciate how and why some things change and others remain the same 			

Key historical Skills			
	Green Room	Blue and Burgundy Room	Purple Orange Yellow and Turquoise Room
Chronological understanding	<p>I can sequence events in my own life</p> <p>I can describe memories of key events in my life</p> <p>I can talk about the differences between my own life and the life of my grandparents (e.g. school, toys, games)</p> <p>I can match objects to people of different ages</p> <p>I can talk about the differences in my own life and the life of people during the 1950s</p> <p>I can describe what life was like during Victorian times and how this is different to life now</p> <p>I can recall facts about the Great Fire of London and understand where this event took place on a timeline</p> <p>I can sort objects into groups e.g. then and now</p> <p>I can use a timeline to order events or objects</p>	<p>I can place the time studied on a time line</p> <p>I can sequence several events or artefacts from the period</p> <p>I can place events from the period studied on time line</p> <p>I can use dates and terms relating to the study unit and passing of time</p> <p>I can use the terms BC and AD</p>	<p>I can know and sequence key events of time studied</p> <p>I can use some technical vocabulary</p> <p>I can make links between different periods of history</p> <p>I can place current study on a time line and show it correctly in relation to other studies</p> <p>I can sequence up to 10 events on a time line</p> <p>I can use relevant terms and period labels</p> <p>I can make comparisons between different times in the past</p>
Range and depth of historical knowledge	<p>I can recognise the difference between past and present in their own and others' lives</p> <p>I can recall some facts about significant figures in History</p> <p>I can recognise why people did things the way they did</p> <p>I can explain how they (Florence Nightingale) have influenced our lives today</p>	<p>I can learn about the everyday lives of people the Iron Age and Stone Age</p> <p>I can learn about the everyday lives of people in Ancient Egypt</p> <p>I can compare my everyday life to theirs</p> <p>I can identify reasons for their actions and the results of these.</p> <p>I can use evidence to learn about life at the times taught</p> <p>I can identify key information about the times studied</p> <p>I can offer some simple explanations for events</p>	<p>I can study different aspects of different people – e.g. differences between men and women, Athenians and Spartans</p> <p>I can use different sources of evidence to find out about the past</p> <p>I can identify causes and results of great events</p> <p>I can identify the impact on people</p> <p>I can compare how life changed from the beginning to the end of a time studied.</p> <p>I can choose reliable sources of evidence to find out about beliefs, behaviour and characteristics of people</p> <p>I can recognise that not everyone shares the same views and feelings</p> <p>I can compare beliefs and behaviours with another time studied</p> <p>I can compare alternative explanations for past events</p>
Interpretations of history	<p>I can understand the difference between fact and fiction using stories to help</p> <p>I can use different sources to find out about the past - pictures, books, photos etc.</p> <p>I can compare 2 versions of a past event</p> <p>I can consider the reliability of different sources</p>	<p>I can identify different ways in which the past is represented</p> <p>I can give simple reasons why the past is shown differently in different sources for different ways in which the past is represented</p> <p>I can distinguish between different sources – compare different versions of the same story</p> <p>I can look at two sources of evidence and identify differences</p> <p>I can give simple reasons why it may be different</p> <p>I can begin to understand that people in the past give interpretations that helps them persuade others</p>	<p>I can compare two sources of evidence and identify differences, giving reasons why this may happen</p> <p>I can evaluate the usefulness of the sources</p> <p>I can offer some reasons why versions of events may be different</p> <p>I can consider ways of checking the accuracy of different sources and interpretations</p> <p>I can identify fact, opinion, propaganda and misinformation.</p> <p>I can evaluate evidence to choose the most reliable form</p> <p>I can give clear reasons why there are different accounts of the past.</p>
Historical enquiry	<p>I can explore events, look at pictures and ask simple questions such as “which things were old and which were new?” “What were the people doing?”</p> <p>I can explore objects from the past and ask questions such as “what were they used for”?</p> <p>I can ask questions about events and individuals from the past</p>	<p>I can observe small details in artefacts and pictures</p> <p>I can use a range of sources to find out about a period</p> <p>I can select and record information relevant to the study</p> <p>I can use books and the internet for research</p> <p>I can use a range of evidence to build up a picture of the past</p> <p>I can choose relevant material to understand one aspect of life</p> <p>I can ask a variety of questions</p>	<p>I can use a wide range of evidence to build up a picture of the past</p> <p>I can identify what primary and secondary sources are</p> <p>I can select relevant sections of information</p> <p>I can investigate my own lines of enquiry by posing my own questions to answer</p> <p>I can use a range of sources to find out about an aspect of time past</p> <p>I can recognise that one source will not give different view points</p>

Assessment and Progress in History

At the Forwards Centre we believe that regular assessment is crucial to learning, because it provides both staff and pupils with valuable insights into understanding and progress. It helps identify strengths and areas for improvement, guiding teaching strategies and the personalised support given to our pupils. Additionally, assessments help to ensure that learning objectives are met and that pupils are developing the skills and knowledge necessary for future success.

For every topic in history, the mid-term plans set out the new knowledge and skills that pupils should acquire. During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired. Every term teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered.

At the beginning of the topic children complete a knowledge check which identifies any previous knowledge and gaps. Teaching is then adapted to meet the children's needs.