



Mountford Manor

Curriculum Policy

## History

*“If you don’t know history then you don’t know anything. You are a leaf that doesn’t know it is part of a tree”.*

*Michael Crichton*

### Whole School curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated Learners**
- Seek **Meaningful futures**
- Become **Proud citizens**

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities** and **experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our History Curriculum

Golden Thread	How this is embedded in History
<b>Embed Values</b>	Through learning about different periods of time of both Britain and other regions of the world; children develop an appreciation of the importance of respect and tolerance and begin to grow an understanding of where they from and how this has been shaped by the past. This supports pupils in becoming rounded; proud citizens.
<b>Develop Oracy Skills</b>	In each unit of work, children are exposed to a range of historical terms which enables them to describe, discuss and debate connections, contrasts and trends over time. Children are given opportunities in lessons to develop their historical understanding through discussion, debate and drama. Examples of this include hot seating a significant individual from history, orally retelling a significant event from different perspectives and developing an argument based on an interpretation of a source.
<b>Cultivating a culture of readers</b>	Where possible History units are linked to and/or inspired by a key text including poetry, myths and legends, fiction, fantasy and fairy tales.
<b>Giving exposure to real life opportunities and experiences</b>	In each unit of work, children are exposed to a range of experiences such as visiting local and regional historical sites. They also have the opportunity to experience for themselves the process of historical enquiry using a range of artefacts as well as primary and secondary sources. Children are made aware of the different types of careers and opportunities that the study of History brings. Work is celebrated with various stakeholders (including) parents and

	opportunities are planned so that children can share what they are learning with others at home.
<b>Encourage curiosity</b>	By gaining a wide knowledge about influential figure and innovations from different period of time; children develop a good sense of understanding of History. By knowing more; gives children the confidence to find out more about themselves and the world. This inspires them to seek more opportunities to learn more.

### **History Curriculum Intent**

The history curriculum at MMP intends to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history, taught chronologically from the first settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars. While studying these periods the units explore themes of change and continuity, perspective and power.

We have carefully selected units that explore world history to provide global coverage and introduce a number of themes.

By bringing pupils up to the present day – in the case of Civil Rights (including Britain’s Black History)– the curriculum demonstrates the importance of past events in shaping both our local area and the world of today. Throughout the curriculum connections and comparison are made between events and individuals: the units on the Victorians and industrial revolution centres around the importance of Brunel in shaping not only the UK but our local area of Swindon.

Throughout the curriculum, pupils are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon. More abstract concepts, too, are carefully developed across the key stage, so that pupils gain an increasingly sophisticated understanding of, for example, kingship or empire. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised.

### **Aims and Objectives:**

The History curriculum at Mountford Manor 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



**Curriculum Map (Progression and sequencing):**

**History Skills – I can....**

Through every History Unit at Mountford Manor, there are 5 Historical strands (Chronology; Accessing & Interpreting Evidence; Using Evidence; Historical Communication; and Historical Vocabulary) which thread through each unit. These help pupils develop the disciplinary skills of history whilst learning about the substantive content which defines each period

History Strand	EYFS	KS1	LKS2	UKS2
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Comment on images of situations in the past.</li> <li>• Organise events using basic chronology (simple timeline).</li> <li>• Understand that things happened before I was born.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the words past and present.</li> <li>• Use everyday words and phrases to describe the passing of time.</li> <li>• Sequence events and changes in my own lifetime.</li> <li>• Understand how to sequence events and artefacts such as objects or photographs.</li> <li>• Use historical words and phrases to describe the passing of time including dates and decades</li> <li>• Sequence events and changes in the past.</li> <li>• Understand how to sequence events, people and artefacts in order using a scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the term century and name specific dates.</li> <li>• Understand what a timeline is.</li> <li>• Understand that a timeline can be divided into BC and AD/CE.</li> <li>• Use a timeline to place events I have found out about.</li> <li>• Understand that the past can be divided into time periods.</li> <li>• Name the century and dates of significant events from the past that I know about.</li> <li>• Place events in history approximately in the right place on a time line.</li> <li>• Understand the importance of a scale when using a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes within a period of history (political, technological and cultural).</li> <li>• Develop a timeline using an appropriate scale.</li> <li>• Place historical events and time periods accurately on a timeline.</li> <li>• I can describe the main changes within a period of history and over different periods of history.</li> <li>• Use previous learning to inform my timeline scale.</li> <li>• Use a timeline to demonstrate changes and developments in culture and technology.</li> </ul>
<b>Accessing and interpreting Evidence</b>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Use images of familiar situations in the past.</li> <li>• <b>ELG (PAST &amp; PRESENT)</b> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Know what a source is</li> <li>• Use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past</li> <li>• Know how to use clues to find out about the past.</li> <li>• Use a source.</li> <li>• Use more than one type of source to find out about an event or a person from the past.</li> <li>• Understand how to use evidence to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use multiple sources to find out information.</li> <li>• I know the difference between a primary and secondary source.</li> <li>• I can look at two versions of the same event in history.</li> <li>• Evaluate sources in terms of their usefulness.</li> <li>• Identify a primary and secondary source and say which is more reliable.</li> <li>• Look at two versions of the same event in history and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose reliable and useful sources of evidence and start to give reasons.</li> <li>• Give clear reasons why there may be different accounts of history.</li> <li>• Choose reliable sources of evidence and give reasons for my decision.</li> <li>• Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or</li> </ul>

				misinformation, and that this affects interpretations of history.
<b>Using Evidence</b>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check I have understood what has been said to me.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about selected non-fictions to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>• ELG (PAST &amp; PRESENT)</b> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i></p>	<ul style="list-style-type: none"> <li>• Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?)</li> <li>• Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?)</li> <li>• Start to answer questions about the past using evidence to help me.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a historical question looks like.</li> <li>• Use evidence to start to generate my own questions about the past.</li> <li>• Confidently use evidence to help me answer questions about the past.</li> <li>• Devise my own historical questions</li> <li>• Follow a line of historical enquiry given to me by my teacher.</li> <li>• Choose suitable sources of evidence for my historical enquiry and use them to support my answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, evaluate and refine my own questions.</li> <li>• Follow my own line of historical enquiry.</li> <li>• Choose reliable sources of evidence to help me answer questions giving reasons for my choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions.</li> <li>• Adapt and refine my line of enquiry.</li> </ul>
<b>Historical Communication</b>	<ul style="list-style-type: none"> <li>• Comment on images of situations in the past.</li> <li>• Listen to and talk about selected non-fictions to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Describe events in some detail.</li> <li>• Talk about the lives of people around me and their role in society.</li> </ul> <p><b>• ELG (PAST &amp; PRESENT)</b> <i>Talk about the lives of the people around them and their roles in society;</i></p>	<ul style="list-style-type: none"> <li>• Share what I have found out by telling someone.</li> <li>• Show what I have learnt through drawings, models, art, photographs and drama.</li> <li>• Recount an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally retell an event from the perspective of having been there.</li> <li>• Use drama to improve my understanding of a historical event.</li> <li>• Present to others what I have found out.</li> <li>• Write a report, diary entry etc. of an event from the perspective of having been there.</li> </ul>	<ul style="list-style-type: none"> <li>• Use my historical understanding and empathy to communicate my ideas.</li> <li>• Communicate different viewpoints (orally and written).</li> <li>• Organise a presentation about an historical event, person or source and answer questions about it.</li> <li>• Organise a presentation about an historical event, person or source and lead a discussion.</li> </ul>
<b>Historical Vocabulary</b>	Use new vocabulary in different contexts.	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were	century, BC/AD/CE, civilisation, in the ....century, in the ....decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization,	change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source

	Now; Then; Younger; Older; Past; now; yesterday; tomorrow; history; historian.	young, before, after, old, new, history, evidence, sequence, museum, recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.	monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate.	reliability, hypotheses, interpretation, analyse, refine, critically, immigration.
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## **Knowledge and Facts – I know...**

### **EYFS**

**Past and Present ELG** By the end of the year, children in Reception are expected to;

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.

There are planned key focuses throughout the year that are explicitly designed to give children the opportunity to explore; talk and learn about the past.

<b>FOCUS 1</b>	<b>FOCUS 2</b>	<b>FOCUS 3</b>
<p align="center"><b><u>Marvellous Me</u></b></p> <p>Children will be talking about members of their family using photographs as prompts. Children will begin to develop an understanding of how families are different. Children will be able to name and describe people who are familiar to them. Children learn to will compare and contrast from stories, discussing similarities and differences.</p> <p align="center"><b><u>KEY KNOWLEDGE &amp; FACTS</u></b></p> <ul style="list-style-type: none"> <li>• I know and can talk about my family.</li> <li>• I know that all families are different.</li> </ul>	<p align="center"><b><u>Toys</u></b></p> <p>Children will learn to compare old toys and new toys. Children will be sharing their favourite toys. Children will be learning to investigate the artwork of Pieter Bruegel and what we can learn from a picture. Children will learn about how toys change as they get older.</p> <p align="center"><b><u>KEY KNOWLEDGE &amp; FACTS</u></b></p> <ul style="list-style-type: none"> <li>• I know which toys are from the past.</li> <li>• I know how toys change as I get older.</li> </ul>	<p align="center"><b><u>Let's Celebrate!</u></b></p> <p>Children learn about different festivals both ones they and other cultures celebrate. Children learn about traditions and how these have developed over time.</p> <p align="center"><b><u>KEY KNOWLEDGE &amp; FACTS</u></b></p> <ul style="list-style-type: none"> <li>• I know what a celebration is.</li> <li>• I can name and talk about some celebrations.</li> <li>• I know that people celebrate special times in different ways.</li> </ul>

\*EYFS History curriculum is not cyclical over 2 years.

### **KS1 & KS2**

The units at in KS1 & KS2 at MMP are taught on a 2-year cycle. Through these units, the key knowledge and skills laid out in the History Policy are taught and consolidated. Each history unit covers a range of knowledge and facts. To help measure pupils' progress through the History curriculum; key knowledge/facts have been identified. By monitoring and assessing children's recall of this key knowledge (over time), ensures pupils are best prepared to move onto the next stage of learning.

## Cycle 1

Content Knowledge	KS1	LKS2	UKS2
<p><b>UNIT 1</b></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – <b>Technology (Telephones and communication)</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• What items do we need to take on a typical day trip out in the 1980s?</li> <li>• Who invented the first phone (Alexander Graham Bell 1854)</li> <li>• How to make a string phone?</li> <li>• To create a timeline of phones that</li> <li>• What can phones do now that they couldn't do when your parents were young? Is this good or bad change?</li> </ul>	<p>Changes in Britain from the <b>Stone Age to the Iron Age</b> – Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• To identify and label the three different Stone Age time periods.</li> <li>• To identify that features of the Palaeolithic era (focus on the first Homo Sapiens and their origin, cave paintings in various countries, that the era began 2.5 million years ago.)</li> <li>• To identify features of the Mesolithic era (domestication of animals, homes being built, signs of farming and the invention of the wheel).</li> <li>• To identify features of the Neolithic era (signs of copper smelting, domestication of the horse, writing was invented)</li> <li>• Compare the Neolithic Age in Britain with another European country (compare and contrast)</li> <li>• To know what Stonehenge is and other key monuments of the Neolithic era.</li> <li>• Know how the Stone Age ended and which era took over (Iron Age).</li> </ul>	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066 – <i>A significant turning point in British history</i> – <b>Battle Of Britain (WWII)</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• When did WW2 happen and events leading up to the Battle of Britain; where does it fit on a timeline (World and British history)?</li> <li>• How did advancement in technology influence the war? Radar; Airplanes; weapons and code breakers.</li> <li>• What are the key events of the Battle of Britain?</li> <li>• 1)What was the Eagle Attack? How was this a turning Point</li> <li>• 2) What was life like during the Blitz? Why were people Evacuated? Blackouts and Rationing.</li> <li>• End of World War 2; How did the Battle of Britain help end the war?</li> </ul>
<p><b>UNIT 2</b></p>	<p>Events beyond living memory that are significant nationally or globally – <b>Moon Landing (Swindon's headquarters to the British Space Agency)</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• What is space?</li> <li>• Where and how do astronauts live in space?</li> <li>• To name four astronauts who went into space and order (Tim Peake, Mae Jemison, Neil Armstrong, Yuri Gagarin/Helen Sharman)</li> <li>• Sequence the events for the Space Race</li> </ul>	<p>Britain's <b>settlement by Anglo-Saxons and Scots</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Who Were the Anglo-Saxons and Where Did They Come From?</li> <li>• To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</li> <li>• When were the Anglo-Saxons around?</li> <li>• To understand how the Anglo-Saxons changed Britain</li> <li>• How Do We Know About the Anglo-Saxons?</li> <li>• To know about Anglo-Saxon runes and what the different symbols represent.</li> </ul>	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066 – <i>the legacy of Greek or Roman culture</i> – <b>Medicine through the ages</b> (Ancient through to Modern medicine);</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• What were the medical practices of prehistoric civilisations including Ancient Egyptians and Greece?</li> <li>• What was the Romans attitude towards health and medicine and how this was influenced by the Greeks?</li> <li>• To investigate Medieval medicine and the events during the Black Plague</li> </ul>



	<ul style="list-style-type: none"> <li>• To know who was first person land on the moon?</li> <li>• Who is Neil Armstrong and his role in the Space Race?</li> <li>• Scientific understanding of the moon was developed by the moon landing.</li> </ul>	<ul style="list-style-type: none"> <li>• What Anglo-Saxon Items Were Discovered at Sutton Hoo?</li> <li>• To understand what life was like in Anglo-Saxon Britain.</li> <li>• How did the Anglo Saxons live?</li> <li>• Who were the Anglo-Saxon Kings?</li> <li>• To know about the legend of King Arthur</li> </ul>	<ul style="list-style-type: none"> <li>• What were the medical practices of the Tudor period?</li> <li>• What were the medical advancements and who were the significant people during the Victorian period?</li> <li>• Key historical figures including Hippocrates; Florence Nightingale; Marie Curie.</li> </ul>
<p><b>UNIT 3</b></p>	<p>Significant historical events, people and places in their locality e.g. <b>Isambard Kingdom Brunel</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Who is Isambard Kingdom Brunel</li> <li>• How did the steam railways transformed Victorian transport.</li> <li>• Why was Brunel a significant figure in Victorian times (Nationally and locally)</li> <li>• What did Brunel build? Clifton Suspension Bridge/ Thames Tunnel/GWR</li> <li>• Brunel was the chief engineer for Great Western Railways – link to local area</li> <li>• What did Swindon look like during this time?</li> <li>• To know how trains have changed over time.</li> </ul>	<p>The <b>Viking and Anglo-Saxon struggle</b> for the kingdom of England to the time of Edward the Confessor – Viking raids and invasion</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Who were the Anglo-Saxons and their leaders (link to the invasion/ take-over of the Romans)?</li> <li>• What were the different kingdoms and their kings?</li> <li>• Who were the Vikings and why did they invade?</li> <li>• Who was Alfred the Great and Edward the Confessor? Why were these important?</li> <li>• Who was King Canute and King Æthelstan?</li> <li>• What was life like for a Saxon and a Viking?</li> <li>• What was the Battle of Hastings and why was it significant? (perform a drama piece from the POV of a Saxon or Viking)</li> </ul>	<p>A non-European society that provides contrasts with British history – one study chosen from: <b>Mayan civilization</b> c. AD 900;</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• I know when in history the Mayan Civilisation took place and</li> <li>• I understand who they were and when and where they lived.</li> <li>• Say where the ancient Maya people lived, naming some major features and cities in them.</li> <li>• Know some of the main Maya gods and what they represented.</li> <li>• Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.</li> <li>• Know that corn and chocolate were important foods and be able to identify some reasons for this.</li> <li>• Research and provide some of their own ideas about the significance of corn and chocolate.</li> <li>• Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.</li> <li>• Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.</li> </ul>

## Cycle 2

Content Knowledge	KS1	LKS2	UKS2
<p><b>UNIT 1</b></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – <b>Toys</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Which toys are popular today? Children bring to school own favourite toy to photograph and describe.</li> <li>• How can we find out about toys in the past? Which toys were popular in the past? Prepare question and interview parents and grandparents about their favourite toys.</li> <li>• How have popular toys changed over time? Use results of investigation to create a simple timeline of toys in living memory (child, parent, grandparent).</li> <li>• How have individual toys changed over time? Compare the same toy from the past and present day (dolls/teddy bears, board games, construction toys).</li> <li>• Why have toys changed over time and quantity of toys? Materials, attitudes, safety, technology</li> <li>• To sequence the change of toys/books.</li> <li>• What toys will children in the future have?</li> </ul>	<p>The <b>Roman Empire</b> and its impact on Britain – The successful invasion by Claudius and conquest, including Hadrian’s wall</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Who was Julius Caesar and what is he remembered for?</li> <li>• Why is Tiberius Claudius Caesar Augustus Germanicus such an important Roman Emperor?</li> <li>• What did he achieve during his reign?</li> <li>• What is the Roman Empire and how is it related to Britain?</li> <li>• Who was Queen Boudica and why is she important?</li> <li>• What was everyday life like in Roman Britain?</li> </ul> <p>How did the Romans shape the Britain we know today?</p>	<p>A study of an aspect or theme in British History that extends pupil’s chronological knowledge beyond 1066 – changes in an aspect of social history – <b>Civil Rights movement</b> (Women’s Right to Vote and British Black History)</p> <ul style="list-style-type: none"> <li>• What was the abolition of slavery?</li> <li>• What did Thomas Clarkson do?</li> <li>• What was life like for women in the early to mid 1800s?</li> <li>• Why did Emmeline Pankhurst fight for women's rights?</li> <li>• Black people’s rights changed during the mid 50s. Which historical figure began this revolution?</li> <li>• Why was Martin Luther King Jr so inspirational?</li> <li>• How has marriage rights changed over time?</li> <li>• How different would it have been for the same gender people to marry 20 years ago?</li> </ul>
<p><b>UNIT 2</b></p>	<p>Events beyond living memory that are significant nationally or globally – <b>Great Fire of London</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• When was the Great Fire of London? To know that the Great Fire of London happened in 1666.</li> <li>• What happened in the Great Fire of London? To be able to sequence the events of the Great Fire of London – started in Thomas Farriner’s bakery in Pudding Lane on Sunday 2nd September, spread quickly on Monday 3rd September, King orders</li> </ul>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt</b>.</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Who were the ancient Egyptians?</li> <li>• What was life like as an ancient Egyptian child?</li> <li>• Who was Tutankhamun and why was he important?</li> <li>• Who was Cleopatra and why was she important?</li> <li>• Identify different Gods from the afterlife.</li> </ul>	<p>A local history study – The Industrial Revolution; How Isambard Kingdom Brunel and the Great Western Railway fuelled the growth of Swindon.</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• What was the industrial revolution?</li> <li>• When did the industrial revolution happen?</li> <li>• Where in world history did it take place?</li> <li>• Why was steam so important during the industrial revolution?</li> <li>• How did the development of the steam engine lead to the industrial evolution?</li> <li>• Why was Brunel instrumental in the growth of Swindon from a Market village?</li> </ul>

	<p>houses to be pulled down to stop the spread on Tuesday 4th September, wind dies down and the fire burns more slowly on Wednesday 5th September, the fire is put out Thursday 6th September</p> <ul style="list-style-type: none"> <li>• Why did the fire spread so quickly? To know the factors that contributed to the Great Fire of London – timber houses, houses close together, long, hot summer, strong wind, no fire brigade or firefighting equipment.</li> <li>• How do we know about the Great Fire of London? To know that Samuel Pepys was an eye-witness and that his diary is an important source of information about the Great Fire of London.</li> <li>• What changes occurred after the Great Fire of London? To know that the Great Fire of London changed the way that houses were built in London and prompted the establishment of an organised fire service.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about the journey to the afterlife.</li> </ul> <p>To explore the pyramids and know why they were built.</p>	<ul style="list-style-type: none"> <li>• Who is Daniel Gooch?</li> <li>• What is the Railway Village and why is this important to Swindon's History?</li> <li>• Where did people come from to work in Swindon?</li> </ul>
<p><b>UNIT 3</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements e.g. <b>Christopher Columbus</b></p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• What is an explorer?</li> <li>• Who is Christopher Columbus?</li> <li>• What was life like in 1400s?</li> <li>• Why is Christopher Columbus remembered?</li> <li>• How did he travel and know where to go?</li> <li>• Christopher Columbus brought back goods to Spain including slaves.</li> <li>• Christopher Columbus brought back tomatoes and potatoes.</li> </ul>	<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• Who were the Ancient Greeks and what was daily life like (in the Hellenistic period)</li> <li>• What was the Hellenistic period of Ancient Greece? (link to the emergence of the Roman empire and conquest of Ptolemaic Egypt topic links)</li> <li>• Who was Alexander the Great? (Hellenistic period link)</li> <li>• What were some of the inventions of the Ancient Greeks?</li> <li>• When did the first ancient Olympic games take place (Dark Age period of Ancient Greece)</li> </ul> <p>Who did the Ancient Greeks believe in (Link back to Romans, compare and contrast)</p>	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066 – <i>changes in an aspect of social history</i> – <b>Crime and Punishment</b> from the Anglo-Saxons to the present</p> <p><u>KEY KNOWLEDGE &amp; FACTS</u></p> <ul style="list-style-type: none"> <li>• I can outline the definition of crime and punishment and how it has changed overtime.</li> <li>• I can understand some of the terms used in crime and punishment.</li> <li>• I can discuss how the legal system worked in Anglo Saxon Britain.</li> <li>• I can compare both the modern British justice system with that of the Anglo-Saxons.</li> <li>• I can evaluate and compare different punishment methods that were popular during the Tudor period.</li> <li>• I can research and summarise the life of based on historical sources.</li> <li>• I can understand the experiences of Victorian prisoners.</li> <li>• I can reflect on what I have learnt about the history of crime and punishment in Britain.</li> </ul>

			<ul style="list-style-type: none"> <li>I can explain modern methods of crime prevention and detection with what existed in the past.</li> </ul>
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**Historical Big Ideas – I understand where it fits in...**

To enable children to make connections between the Units there are 3 Historical Big Ideas that thread through all History Units. These Big Ideas are; Influential figures & leaders; Advancement through Innovation; and Exploration & Invasion. By making explicit links to these Big Idea during the teaching and learning process children are able to make connections between their new learning and prior learning which in turn develops meaning and strengthens memory and future recall.

BIG IDEAS	KS1	LKS2	UKS2
<b>Influential figures &amp; leaders</b>	<ul style="list-style-type: none"> <li>Charles Babbage (C1U1)</li> <li>Alexander Bell (C1U1)</li> <li>Neil Armstrong (C1U2)</li> <li>Isambard Kingdom Brunel (C1U3)</li> <li>Queen Victoria (C1U3)</li> <li>Christopher Columbus (C2U3)</li> <li>Samuel Pepys (C2U2)</li> <li>Tim Berners-Lee (C1U1)</li> </ul>	<ul style="list-style-type: none"> <li>Alfred the Great and Edward the Confessor (C1U2)</li> <li>King Canute and King Æthelstan (C1U2)</li> <li>Alexander the Great (C1U3)</li> <li>Tutankhamun (C2U1)</li> <li>Cleopatra (C2U1)</li> <li>Tiberius Claudius; Caesar Augustus Germanicus; Julius Caesar; Queen Boudica (C2U2)</li> <li>Wu Ding (king of Shang) (C2U3)</li> </ul>	<ul style="list-style-type: none"> <li>Aelius Galenus- Greek physician (C1 U1)</li> <li>Hippocrates (C1 U1)</li> <li>Edward Jenner (C1 U1)</li> <li>Florence Nightingale (C1 U1)</li> <li>Marie Curie (C1 U1)</li> <li>Thomas Clarkson (C2 U1)</li> <li>Emmeline Pankhurst (C2 U1)</li> <li>Rosa parks (C2 U1)</li> <li>Martin Luther King Jr (C2 U1)</li> <li>Acamapichtli (C1 U3)</li> <li>Adolf Hitler (C1 U2)</li> <li>Winston Churchill (C1 U2)</li> <li>Isambard Kingdom Brunel; Daniel Gooch (C2 U2)</li> <li>King Henry VIII (C2 U3)</li> </ul>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>Changes in technology; digitalisation (C1U1)</li> <li>Nasa (C1U2)</li> <li>Railways(C1U3)</li> <li>Improvements in technology/ materials/ manufacturing(C2U1)</li> <li>Transport; sailing boats (C2U3)</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in tools; farming and settlements (C1U1)</li> <li>Stonehenge (places of worship) (C1U1)</li> <li>Democracy (C1U3)</li> <li>Olympics (C1U3)</li> <li>Hieroglyphics (C2U3)</li> <li>Pyramids (places of worship) (C2U1)</li> <li>Roads; Army (Armour and Weapons) (C2U2)</li> <li>Farming (irrigation); Writing (Logographs); Bronze weapons (C2U3)</li> </ul>	<ul style="list-style-type: none"> <li>Romans – hygiene/early medicine (C1 U1)</li> <li>Victorians – vaccines (C1 U1)</li> <li>WW2 -Weapons and technology (C1 U2)</li> <li>Aztecs – Cities/building (C1 U2)</li> <li>Law and ethics (C2 U1)</li> </ul>
<b>Explore &amp; invade</b>	<ul style="list-style-type: none"> <li>Exploring outer space (C1U2)</li> <li>Going on holiday to the coast (C1U3)</li> <li>Discovery of South and North America (C2U3)</li> </ul>	<ul style="list-style-type: none"> <li>Battle of Hastings (C1U2)</li> <li>The invasion of Britain by the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>Allies &amp; Axis - WW2 (C1 U2)</li> <li>Increased Trade routes during Industrial Revolution (C2 U2)</li> <li>Slave Trade (C2 U1)</li> <li>Roman empire (C1 U1)</li> <li>Aztecs (C1 U3)</li> <li>Tudors (C2 U3)</li> </ul>

## The Teaching and Learning of History

At Mountford Manor, we approach teaching and learning of History through 6 Key Principles. These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

### 1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

### 2.EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)
2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)
3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:
  - a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
  - b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
  - c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

### 3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures**. For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

### 4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.

2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility. a. Guide student practice (Rosenshine, 2012)
- b. Require and monitor independent practice (Rosenshine, 2012)

## **5.FEEDBACK**

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

## **6.QUESTIONING**

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

## **Inclusion and the History Curriculum**

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

## **Monitoring and Assessment**

### **EYFS**

In ETFS the new skills and knowledge learnt in History is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children's historical knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

### **Key Stage 1**

In KS1 the new skills and knowledge learnt in History is evidenced through a combination of work in books and pupil's responses to key historical questions.

Children's historical knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's work and pupil's responses to key questions show progress against the

age related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

### **Key Stage 2**

In KS1 the new skills and knowledge learnt in History is evidenced through a combination of work in books and pupil's responses to key historical questions.

Children's historical knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's work and pupil's responses to key questions show progress against the age related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills is to be addressed so each child is best prepared for the next stage of their learning.

### **Review**

*To be reviewed September 2023 by Robyn Allford (History Curriculum lead) and Lee Edmonds (Principal at Mountford Manor).*