

History

Intent, Implementation and Impact

Curriculum Intent

At Moorfield School, we aim to provide our students with a rigorous history curriculum that instils them with the core knowledge to gain an in depth and critical understanding of the past. Through studying the narrative of different periods of history, its key events and significant people, our children build a picture of how the world and its people have changed throughout time; to help them understand the world they live in today. They begin to understand why things happened, what caused change and what are the key driving forces behind these changes. The school-wide History curriculum is purposefully constructed to allow children to make links between periods of history and have a good chronological awareness of the past. We want our students to leave Moorfield with enquiring and broad minds and an understanding that the modern world we live in today is moulded by the actions and continuous movements of people from the past. And that our understanding is forever evolving.

Implementation

Our History curriculum is founded upon our school's core substantive concepts. These substantive concepts are the core knowledge that builds children's learning from one period to the next. This is the stuff of History. Through continuously building upon each concept and revisiting the concepts time and time again in different contexts, children can build a strong narrative in their mind about how these concepts have changed over time and why. Ultimately, building a narrative of the world and its people. Children use timelines to place each new context in the correct time in place in History to help them build a strong chronological awareness of the past. We use sources to help teach children about each time period/event and the conclusions historians have drawn so they begin to understand how historians have built our current understanding of the past. Within each topic we read fictional books to help immerse children in the time period and also non-fiction texts to help children gather information and support their learning. We also use our geographical knowledge to enhance our understanding of impact of geography upon civilisations and help put the events/changes into context.

EYFS

We focus upon changes within living memory and embedding the understanding of past and present; things haven't always been the same as they are today. Our chosen topics feature in the children's everyday lives through looking at themselves, families and community and occur in regular themes in the books, nursery rhymes and songs they listen to. We use objects, images, stories and songs. Children use words to describe the past such as now/then/before/after, sort images into past and present and sequence them on simple timelines from oldest to newest. Each topic forms the basis of many of the key concepts that will be revisited throughout the rest of the history curriculum.

KS1

In KS1 we build upon children's understanding that the past is different to now by looking at the changes more in depth. We introduce the idea of sources ; explaining what information historians gained from each source. We continue to use themed story books to help immerse children in the topic and use topic books to help children gather knowledge; ensuring we make the distinction between what is fictional and fact. We build on the key concepts introduced in EYFS and also introduce new ones. We look at changes and significant events within living memory and beyond and significant people within each context.

Year One

We build upon children's understanding how life was different in the past; including within living memory and beyond through looking at childhood and holidays in the 1900s. We study the 'Great Fire of London' and consider how life was different then. We build on children's prior learning about 'people who help us' in EYFS. We also learn that there was no fire brigade at this time and look at how fire fighting equipment was different to now. We use our geographical knowledge to compare modern day London to the past. We revisit the concept of kings/power and look at the king's role in the event and compare him to our current king. Children will consider why we still remember the events through looking at the consequences. We introduce idea of sources and children will learn about what historians have concluded about the cause and effect of the fire using paintings, artefacts from the time and eye witness accounts from Samuel Pepys.

Year two

We look at another significant event the 'Gun Powder plot'. Children remember the GFL and reasons why we still remember it today. We revisit the concept of kings and power and introduce government. We continue to use sources to find out how historians drew conclusions about what happened and why including letters and eye witness accounts from significant people such as Guy Fawkes. We use our geographical knowledge about London to contextualise what happened. We continue our learning about holidays in the past and introduce the concept of technology and transport. We consider how two key events (Rainhill trials and the first flight) helped to change holidays. Within this topic we learn about some more significant people – the Wright Brothers and George Stevenson and consider why they are remembered today. Children will study some other significant individuals through our topics 'Explorers'. We will revisit what makes a person memorable and the concepts of technology and transport. They will begin to think about the concepts of trade and journeys for the first time.

KS2

From year 3 onwards History is taught on a rolling program due to the addition of mixed age classes. This is to ensure children receive a broad and balanced curriculum.

We continue to look at a wide range of sources and explain the conclusions historians have drawn from them. We begin to ask children to discuss the point of view of the source and potential bias to help create the understanding that Historians use a wide range of evidence in order to reach their conclusions. Where possible we also discuss the introduction of modern technology and its impact upon our understanding (CT scanning/rock analysis) so they begin to understand that our understanding is always evolving and building. Where appropriate children will ask historical questions. We read stories to children based on the area of history being studied to help immerse them in the period; making a distinction however between the facts and fictions. Topic books are readily available and used by children to gather information and inform their understanding. Each topic begins with a pre assessment of what children know about linked substantive concepts generally and in the context of a time period already studied. Each topic is begun by placing the period in context of other time periods previously studied and recapping the key information that will help inform the new learning. At the end of each topic children will address the enquiry question and complete what they know about the key concepts studied in the topic.

Year 3/4

In Year 3/4 the curriculum is planned so that children begin to build a good understanding of the earliest humans and what life was like and how society and beliefs changed over time, from the very beginning. We study an overview of the earliest civilisations and also the stone age through to iron age. We look at agriculture and understand that it meant humans could settle for the first time. We begin to understand when and why religion began to appear – a way to help with problems in growing food. We build an understanding that once humans settled, leadership and power was needed for the first time and how this impacted upon the need for written language. We then look at the power and leadership progressed beyond these early civilisations through studying the Romans and Anglo Saxons and Scots. We look at their invasion of Britain and link this to prior knowledge about trade and journeys covered when learning about Explorers. We look at the impact the Roman had on British society.

Year 5/6

We look at early Britain through studying the Anglo Saxons and Vikings. We consider the impact upon how our modern society was created and how it developed over time, relating this to how early civilisations developed and changes that happened. We revisit power and leadership and kingdoms and also invasion. Through studying the Mayans we compare Mayan society to our modern day society, drawing upon all our previous knowledge about the development of Britain over time. We revisit the concept of democracy and monarchy, thinking about how this is similar / different to other civilisations we have learnt about. We introduce democracy and government whilst studying Ancient Greece and consider prior learning about the Gunpowder plot. We also consider their religious views and making comparisons between the religions of other civilisations. We conduct a local study about Ironbridge, and consider which local people made important changes in technology and the wider impact this had on the world.

Impact

Our History curriculum is a rigorous approach to teaching the subject. Our children develop a sound overview of the past and the ability to analyse it with a critical mind. Our curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make connections to previously studied topics and make comparisons. Our assessment and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of teaching are high.

Whole school Substantive Concepts

<p>settlement</p> <p>A group of people live and work together. Geographical location is important. Trade is essential and often have a hierarchy. Affected by migration and invasion and can need defending.</p>	<p>agriculture</p> <p>Essential to settlement. NO need for nomadic lifestyle. People settle by rivers for fertile land.</p>	<p>religion</p> <p>way for people to make sense of world around them and explain bad fortune. Religious beliefs and rituals vary.</p>	<p>trade</p> <p>the action of buying and selling goods and services. Essential part of settlements. Affected by transport and invention.</p>	<p>technology</p> <p>the act of bringing ideas or objects together in a novel way to create something that did not exist before. Can change and impact of culture and advancement of a settlement</p>	<p>journey</p> <p>Different types of journeys for different purposes. These may be voyages to find new land/resources, religion, holidays, trade.</p>
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<p>migration</p> <p>the movement of people from one place to another. There can be different motivations for movement and consequences – many positive.</p>	<p>civilisation</p> <p>A human society that has highly developed material and spiritual resources and a complex cultural, political, and legal organization; an advanced state in social development</p>	<p>empire</p> <p>Many lands ruled by one single ruler. Created out of a desire to improve resources, standard of living or more power. Imposes shared culture upon people .</p>	<p>invasion</p> <p>Other people coming to a settlement to settle or rule. Can often be unwanted and cause conflict</p>	<p>conflict</p> <p>a serious disagreement or argument and can lead to violence. People may disagree with their leader or occur through religion or invasion.</p>	<p>power</p> <p>The capacity or ability to direct or influence the behaviour of others to enforce laws/beliefs. Symbols of power.</p>
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<p>monarchy</p> <p>Kings or queens who may reign or rule over people. Succession is often hereditary . Symbols of power.</p>	<p>kingdom</p> <p>A single land ruled by a king or queen who have a duty to the kingdom.</p>	<p>government</p> <p>The group of people with the authority to <u>govern</u> a country or state. Has power to enforce and make rules/laws. Elected not hereditary.</p>	<p>church</p> <p>Often old. A place where Christians gather and pray. The power of the church has changed over time.</p>	<p>power</p> <p>The capacity or ability to direct or influence the behaviour of others to enforce laws/beliefs. Symbols of power.</p>	
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