



West Drayton Academy

Believe • Empower • Achieve

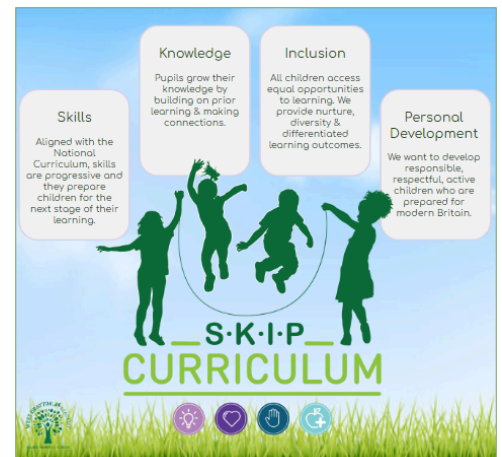


HISTORY CURRICULUM




INTENT

At West Drayton Academy, the History Curriculum aims to inspire a lifelong curiosity about the past, equipping students with the knowledge, skills and values they need to become informed, engaged and responsible members of society. It links directly to the school's S.K.I.P approach (Skills, Knowledge, Inclusion, Personal Development). Through engaging with the past, students develop critical thinking, perspective and judgement, empathy and a sense of identity and belonging within a wider historical context. Our curriculum is underpinned by the teaching of **historical skills (disciplinary knowledge)** and **knowledge concepts**. Skills are embedded into the curriculum, revisited within the units each year and built on progressively over time. Three concepts lie in the core of the learning: power, conflict and society - they are lenses through which students interpret and understand the past as well as the challenges of their time.




IMPLEMENTATION


In West Drayton, we take pride in creating our own broad and ambitious History Curriculum, incorporating resources such as Pearson History and Rising Stars, ensuring the content is sequenced, progressive and of a high quality. The curriculum is structured around three knowledge concepts: power, conflict and society. Children will encounter and explore these knowledge concepts every year at West Drayton Academy - it gives them the opportunity to build on prior learning in a meaningful way that supports the retention of knowledge, as they deepen their understanding of each concept.

	Power (monarchy, empire, leaders, significant figures)
EYFS	The West Drayton story begins in EYFS. Children learn historical skills and concepts through 'Understanding of the World'. The aim of the EYFS curriculum is to prepare children for history learning in year 1 and beyond. Children will learn about important people in our society who help us, including police officers, nurses and firefighters. These significant figures support the concept of power, helping children to understand the connection between power and leadership. In PSHE, the unit 'Healthy Me' covers how to ensure our bodies are strong and healthy, further extending the concept of power.
Year 1	In year 1, the concept of power is explored alongside the second order concept of significance: a person or event can be significant for good or bad reasons. Significant people are recognised in history because they did something important that changed people's lives at the time or after.
Year 2	In year 2, the concept of power and significance is further explored. Children make connections with the RE and PSHE curriculums and their learning about heroes and successful leadership. Children will learn about two powerful/significant female figures from history, Amelia Earhart and Pocahontas.

Year 3	In Year 3, the concept of power is deepened with children learning about powerful leadership, dynasty and empire. In the Spring term, pupils will learn about the Shang Dynasty, which provides pupils with a study of Asian history. People in ancient China believed that the gods gave emperors the right to rule over them: this was called the 'Mandate of Heaven'. In the Summer term, when learning about Ancient Greece, pupils will learn what made Alexander the Great so great. Pupils will be introduced to 'empire' and how expanding an empire builds strength and power.
Year 4	Year 4 will continue to explore the connection between conflict and power. 'Romans, Anglo-Saxons and Vikings' is the longest British period in the primary history curriculum, lasting a thousand years – a millennium. It is also the most formative period in British history, when the country experienced several waves of invasion, including the last invasion to have been successful, in 1066.
Year 5	Strength of empire is further explored in Year 5, Autumn 1, Benin Kingdom. Since this period overlaps with the Anglo-Saxons, Viking and Norman invasions, it provides an excellent opportunity for a direct 'meanwhile, elsewhere' comparison with the history of Great Britain which was studied in year 4. In Spring 1, Medieval Monarchs, pupils return to the chronology of British history, picking up where we left off at the end of Year 4. Pupils will learn about how power is passed or claimed from monarch to monarch, and that Edward the Confessor bearing no children and failing to clearly name a successor led to multiple claims to the throne. In this unit, pupils will further develop their understanding of the concept of power, introducing them to the feudal system and the impact this had on ordinary people.
Year 6	In year 6 pupils will learn about the rise and fall of the British Empire, and how power and wealth created by the empire enabled the Industrial Revolution to thrive. Pupils will draw upon their previous learning of empire in years 3, 4 and 5 to make connections and generalisations about empire. Spring 1, Twentieth-Century Conflict, pupils will apply their understanding of empire to understand tensions in Europe before WW1.

	Conflict (Invasion, war, discrimination)
EYFS	When learning about history, it is crucial that children are able to understand the cause and consequence of different conflicts; this journey begins in EYFS. In PSHE, children will learn how to manage conflict with their peers and consider events from different perspectives. This learning is crucial to prepare children for history learning throughout KS1 and KS2, where children will be asked to make judgements about different conflicts, for example, in year 6, children will be asked, 'Was the Treaty of Versailles fair?'. Children will need to consider the perspectives of all parties and use the information gathered to reach a conclusion.
Year 1	Year 1, Spring 1, 'How has WDA changed over time?', is structured around three sequential history enquiries: 1. Is there any difference between schools today and in the time of their parents and grandparents? 2. Would you prefer to have been in school in the past or now? 3. Were there times in the past when life at school was particularly unusual and why was this? The concept of conflict will begin to be explored when learning about events that have affected schools in history such as WW2.
Year 2	In Summer 1, 'Why should we remember Pocahontas?' pupils will learn about the cultural differences which caused conflict between the Native Americans and the English colonists in the late 16th/early 17th centuries.
Year 3	In year 3, children further explore the connection between power and conflict. In Summer 1, Ancient Greece, pupils will learn that there were different city-states in Ancient Greece, and it was not considered to be one big country. Each of these city-states had different leaders and different interests, and because of this, many of the areas would go to war.

Year 4	During the 1000-year period of 'Romans, Anglo-Saxons and Vikings', there was constant shifting of boundaries, boundaries both on the map and in the minds of the people living then. Different cultures met and clashed time after time. The arrival of the Angles, Saxons, Jutes and Scots from AD450 signalled a change from the 'unified' Roman Empire to disparate kingdoms who warred and vied for power and control of Britain for the next 600 or so years. Summer 1, Vikings, continues with the theme of conflict: children will learn that due to the abundant arable land in Britain, Vikings in Scandinavia set sail exploring and began to plunder England.
Year 5	In Spring 1, Medieval Monarchs, pupils will learn about the succession crisis of Edward the Confessor and the multiple claims to the throne which resulted in the Battle of Hastings. Pupils will learn about the tension between church and state during this time: Henry II appointed his friend Thomas Becket as Archbishop of Canterbury creating a source of conflict regarding where power really lay in England resulting in Thomas Becket being killed.
Year 6	By year 6, children should have a good understanding of the inextricable ties between conflict and power, reaching a crescendo with Spring 1, Twentieth-Century Conflict. In this unit, pupils will have the opportunity to learn about Britain's role in the world during two of the most significant conflicts in history: the first and second world wars. Pupils will learn how weaponry fundamentally changed the nature of warfare at the start of the twentieth-century, with machine guns capable of killing thousands of soldiers in a single assault. Children will explore life in the trenches and the terrible loss of human life on all fronts. Children will explore the conflicts which led to the start of the First and Second World Wars and will answer the enquiry question: 'Could WW2 have been avoided?' The final unit, 'Civil Rights' highlights the ongoing conflicts caused by discrimination. Children will be able to make connections with their learning about 'Changing Britain' in year 5. Pupils will learn about the history of the civil rights movement in the USA as well as more recent events such as the killing of black teenager Trayvon Martin, and the Ferguson protests. Pupils will also consider the UK perspective and the fight for civil rights in our own society.

	Society (People,culture, traditions,religion, lifestyle)
EYFS	In EYFS, children learn about the past and present, a precursor to learning in year 1 about Continuity and Change. The concept of society is covered through learning about significant figures, talking about past events and comparing toys, schools and uniforms from the past and present. Children will also learn about a diverse range of religious celebrations which reflects the diversity of our own community and introduces the idea that different people from around the world have different beliefs and traditions. This will be further explored throughout the history curriculum where children will learn about both British and World history.
Year 1	In year 1, a strong focus of the history curriculum is continuity and change: what was different in the past? What is the same? The history curriculum in year 1 is carefully sequenced to support pupils' understanding of chronology and the past: Autumn 1, 'My Family History', focuses on changes within living memory; Spring 1, 'How has WDA changed over time?' extends pupil's thinking to cover the last century. The final history unit, 'Who were the greatest explorers?' will extend pupils' understanding of the past, requiring them to look back as far back as the 14th Century. This sequence allows children to examine ways in which society has changed and stayed the same through three different lenses.
Year 2	In Spring 1, children will explore how transport has changed over time, beginning with the development of the wheel and how it changed people's lives. The unit then moves on to explore the invention of cars, the railway and flight and their impact on society, making the world a much smaller place. Particular attention is paid to Amelia Earhart, the first female pilot to fly across the Atlantic. Having already learnt about Sunita Williams in Year 1, Amelia Earhart in Year 2, Spring 1, the role of women within society is revisited throughout the history curriculum.

Year 3	In Autumn 1, pupils will learn about ‘Prehistoric Britain.’ Quite simply, Prehistory is the time before the arrival of the Romans. The word ‘prehistoric’ means ‘before written records’ This unit will take pupils from the Ice Age to the discovery of metal, encompassing tens of thousands of years. Pupils will learn about the evolution of Neanderthals and Homo sapiens, and how these human species migrated to Britain from mainland Europe by a land bridge. Then, the three main eras of the Stone Age: the Palaeolithic, Mesolithic and Neolithic era, will be explored, alongside the development in stone tools (<i>lithos: Greek for stone</i>). Pupils will learn about the discovery of metal and its advantages over stone and bone tools. Pupils will have the chance to look at photos of a real stone age settlement and how the homes were organised. In this unit’s Think! question, pupils will answer the question: “What were the major differences between the different eras of the stone age?” This gives pupils a chance to consolidate their knowledge of the period, whilst also engaging in thinking about how society changed over time.
Year 4	The concept of society is further explored through the final history unit for year 4, Vikings. Pupils will have an opportunity to examine the role that religion played during this period. Although the Anglo-Saxons were originally pagans, most people in Britain had become Christians. The Vikings remained Pagans, but pupils will learn how some converted to Christianity, especially after losing battles or when trading with Christian cities.
Year 5	Summer 1, ‘Changing Britain’, ensures that pupils extend their knowledge beyond 1066 by studying a significant social and political turning point from British history, which continues to have great relevance to life in Britain today. In year 4, children will have learnt about The Windrush Generation in the final lesson of ‘Migration’ in Geography and therefore pupils will be able to build on their knowledge of Britain at this time. There are clear links between this learning and the ‘Civil Rights’ unit studied in year 6 and comparisons may be drawn throughout, though this unit focuses on the unique struggle for equality and rights within Britain. Children will learn about inequalities experienced by different groups of people in society and different forms of discrimination, such as homophobia and racism, and how people have influenced change in Britain through strikes and boycotts to secure civil rights for all groups.
Year 6	In year 6, pupils will learn about the rise and fall of the British Empire, and how power and wealth created by the empire enabled the Industrial Revolution to thrive. Pupils will draw upon their previous learning of empire in years 3, 4 and 5 to make connections. In year 2, pupils learnt about the mass production of cars and the development of an assembly line making them more accessible to everyday people. The role of factories will be crucial knowledge as pupils explore the social class system during the reign of Queen Victoria. They will continue to build on learning from year 2 exploring inventions such as the steam engine which helped to drive the industrial revolution. Pupils will learn about the dangerous conditions in mines and factories; jobs undertaken by children; as well as the poor housing many working-class people endured. The relationship between new towns and increasing crime will also be examined, resulting in the creation of the Metropolitan Police Force. Pupils will learn about the voting rights of different groups during the 19 th century, and the increased franchise through the Great Reform Act. They will then learn about how Chartists’ continued pressure to allow more people the right to vote, including the working classes. An attempt to improve working conditions through the Factory Act and the Mines Act will also be considered.

MEDIUM TERM PLANNING

Medium Term Plans detail the relevant prior knowledge that pupils have from previous year groups and topics. They also detail the coverage of skills and concepts within a unit, as shown in the example below. Key vocabulary (which aligns with the vocabulary highlighted in pupils’ knowledge organisers) is included. At the beginning of each lesson, when introducing the learning objective and knowledge concept, the applicable vocabulary for that lesson will be shared with pupils. It provides an opportunity to explicitly discuss the meaning of words, so that later in the lesson, pupils are equipped with the correct, technical vocabulary to discuss their learning.

Context					
Unit	Roman Britain				
Assessment	How far do you agree with the following statement? ‘Life for most Britons didn’t change much when the Romans came to Britain.’				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The study of Roman Britain is a statutory, national curriculum requirement, which states that pupils in key stage 2 should study the Roman Empire and its impact on Britain. The substantive concepts (big ideas) covered in the unit are power, conflict and society. Teachers teaching this unit should be familiar with Y3, Autumn 1, Prehistoric Britain. In year 3, pupils studied Prehistoric Britain and the changes to human life during this time, drawing on knowledge of farming and growing settlement sizes. In year 3, children also studied Ancient Greece and Alexander the Great’s success at building a large empire and the legacy of that empire. The Ancient Greek timeline ‘ends’ because it is incorporated into the Roman Empire (this is also true of Ancient Egypt, although not studied). Deliberately sequenced, this topic develops pupils’ chronological understanding and their ability to see clear contrasts between these contiguous but very contrasting periods. This unit begins with a lesson bridging these different time periods of British history and focuses on how Britain has influenced and been influenced by the wider world. This unit starts with a brief introduction to the Iron age, setting the scene for the Roman invasion. Pupils are taken from the birth of Rome to the downfall of its western empire, with particular focus on the Romans’ impact on Britain. Pupils will learn how Rome began as a monarchy, before becoming a republic and finally an empire. Pupils will learn that the Emperor Claudius succeeded where Julius Caesar failed, defeating the Britons with an organised, disciplined and well-equipped army. The differing reactions to the Roman invasion of Britain: Queen Boudicca’s rebellion and Queen Cartimandua’s cooperation, is also explored. Pupils will explore Roman towns (such as villas, forums, baths and aqueducts), writing, roads and the introduction of Christianity. As the unit draws to a close, pupils will consider reasons for the decline of and fall of the empire in Rome.</p> <p>In Spring 2, children will continue their study of British history with how the control of Britain changed after the Romans left and what life was like in Anglo-Saxon times as Britain was plunged into the ‘Dark Ages.’</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Sequenced and scaled timelines; chronology within periods of time Source Analysis: extracting and interpreting; source limitations; Continuity & Change: how the Romans changed Britain and the legacy that we can see today Cause & Consequence: how the different Celtic tribes reacted to Roman invasion and the consequences of those choices Significance: which of the Roman achievements in Britain had the most significant impact on people at the time Questioning: Use relevant historical vocabulary to ask and answer questions.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Amphitheatre	Citizens	Emperor	Rebellion	Queen Boudicca
	Aqueducts	Client Kings	Empire	Julius Caesar	Queen Cartimandua
	Barbarian	Conquest	Expansion	Emperor Claudius	Rebellion

Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Bridging the chronology of British history - what was Britain like before Julius Caesar Invaded? Iron Age / Celts	To summarise changes in British history from the Stone Age to the Iron Age	Chronology			Y3 Prehistoric Britain
2	How did the Roman Empire become so successful?	To summarise the growth and contraction of the Roman Empire over time	Chronology Continuity & Change			Is Britain today ruled by a monarchy, republic or an empire?
3	How did the Romans invade Britain?	To use evidence to justify and explain reasoning	Cause & Consequence Source Analysis	Powerful female figures		Y3 Shang Dynasty Fu Hao (Powerful Female Leader)
4	How did Britain change under the Romans?	To use evidence to justify and explain reasoning	Significance Source Analysis Continuity & Change			
5	Can you plan your own Roman town?	To compare and contrast settlements from across history	Chronology Continuity & Change		Roman Verulamium St Albans.	- Y3 Villages, Towns and Cities - Y3 Prehistoric Britain
6	Which factors were most important in the fall of the Roman Empire?	To argue which factor was most important in the fall of the Roman Empire	Cause & Consequence Significance Questioning			
7	How far do you agree with the following statement? 'Life for most Britons didn't change much when the Romans came to Britain.'					

RETENTION

Our History curriculum is designed in such a way that supports children learning and remembering more over time. As they build on prior knowledge, their understanding of History broadens. We support this in lessons through a number of ways:

Knowledge Organisers

Each topic has an accompanying knowledge organiser which highlights particular vocabulary, knowledge, images and maps which will be key to the topic. Pupils refer back to this throughout the topic, helping them to recall prior knowledge.

Previous learning

'If nothing has altered in long-term memory, nothing has been learned', (Sweller et al, 2011).

At the beginning of the lesson, teachers will share a 'Previous Learning' slide with pupils. This provides teachers with the opportunity to discuss prior knowledge and previously taught skills from past lessons. The aim is that children are supported in making connections between what they already know and their new learning

Knowledge organiser



Vocabulary		Timeline of events	
Americas	North, South and Central America	900 CE	Lots of villages join together and make a kingdom known as Igodomigodo, ruled by the Ogisu.
Cowrie shells	Rare kind of seashell, which Europeans used as money to trade with African rulers	Approximately 900-1460 CE	A 15 km moat and 16,000 km of walls are constructed around the kingdom.
Empires	Groups of countries or areas that are ruled by another country	1180 CE	The Oba royal family takes over from the Ogisus and begins to rule the kingdom; they are treated like gods.
Enslaved people	People who are the legal property of someone else, and are forced to obey them	1440 CE	Led by Oba Ewuare the Great, Benin wins more land.
Guild	Group of people who all do the same job, usually a craft, in which beginners learn the skills to become masters	1485 CE	The Portuguese visit the Benin Kingdom.
Looted	Took property by force	1514 CE	Oba Esigie sets up trading links with the Portuguese and other European visitors.
Moat	Long trench dug around an area and filled with water to keep invaders out	1700 CE	A series of civil wars in Benin leads to the kingdom declining in power.
Oba	King or chief	1807 CE	Britain passes a law to end the slave trade, which further weakens the kingdom.
Officials	People with authority and public duties	1897 CE	Benin City (in modern-day Nigeria) is destroyed by British troops, and comes under Britain's control.
Plantations	Large area of land where crops are grown		
Key misconception			
The Benin Kingdom is not the same as the modern-day country called Benin.			

1. In the last Lesson

- Where was the Western Front? Tick the correct answer.
 - between the United Kingdom and France
 - between France, Belgium and Germany
 - between Russia and Germany
 - between Germany and Austria-Hungary
- Name two new weapons used in the First World War. Write your answer.

2. A few lessons ago

What does the acronym MAIN stand for? Use these definitions to help you. Write your answer.

M _____ leaders or governments using war as a solution to problems

A _____ agreements between countries to help each other

I _____ the policy of growing power by taking over countries

N _____ being convinced that there is something about your country that makes it better than any other country.

3. In the last unit

What event led to the creation of the Mines Act? Write your answer.

Cause & Consequence

Understand that events within periods of time can have an impact on decisions made later.

4. Before that

Was the Peace Treaty agreed between Alfred the Great and Viking Guthrum fair?

SOLO TAXONOMY



Each lesson will have a clear Learning Intention (LI) and Success Criteria. At WDA, we use SOLO Taxonomy to provide opportunities for children to demonstrate their learning and different levels of understanding, moving from surface level learning, to deeper learning when connections can be made and explored.

“SOLO Taxonomy provides a simple and robust way of describing how learning outcomes grow in complexity from surface to deep understanding”

Biggs & Collis 1982

There are four stages of Success Criteria: bronze, silver, gold and platinum. Pupils

who achieve the learning intention will be working at the gold level of understanding. At the end of the lesson, pupils will self-assess which level of understanding they have achieved during the lesson. When marking, the teacher will highlight the level achieved by the pupil.

LI: To explain the different causes of the First World War.				I	GW	AS	VF
Knowledge Concept: Society, power and conflict.							
Bronze	<input type="checkbox"/>	Silver	<input type="checkbox"/>	Gold	<input type="checkbox"/>	Platinum	<input type="checkbox"/>
I can identify a factor which contributed to the start of the First World War		I can list the different causes of the First World War		I can explain the different causes of the First World War		I can evaluate which was the most crucial factor in the outbreak of the First World War	

The four levels (bronze, silver, gold and platinum) can be defined using the following structure:

SOLO level		Verbs
Bronze	Uni-structural	define, identify, name. draw, find, label, match, follow a simple procedure
Silver	Multi-structural	describe, list, outline, complete, continue, combine, enumerate, perform serial skills
Gold	Relational	sequence, classify, compare & contrast, explain (cause & effect), analyse, form an analogy, organise, distinguish, question, relate, apply, argue, criticise, justify
Platinum	Extended abstract	generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform, Formulate, generate

SKILLS PROGRESSION

EYFS - ELG statement: Talk about past and present events in their own lives and in the lives of family members

	Y1	Y2	Y3	Y4	Y5	Y6
Enquiry <ul style="list-style-type: none"> • Change and Continuity • Cause and consequence • Similarity and Difference • Significance 	<p>Develop awareness of changes within their own living memory.</p> <p>Recount events from the past.</p>	<p>Compare their life to people of the past.</p> <p>Find similarities and differences between the events of the past.</p>	<p>Recognise the reasons why past events happened.</p> <p>Understand the reasons behind choices people made in the past.</p> <p>Find similarities and differences between periods of time and the modern day.</p>	<p>Understand how one event can impact on following events within a period of time.</p> <p>Identify and classify the social, cultural and religious aspects of a period of time.</p>	<p>Understand that events within periods of time can have an impact on decisions made later.</p> <p>Consider the legacy of social, cultural and religious aspects of a period of time.</p>	<p>Explain the significance of events and the impact they have had on the modern world.</p> <p>Clarify the similarities and differences between cultural, social and religious aspects of a period of time.</p>
Sources	<p>Use photographs and artefacts to learn about the past.</p>	<p>Use photographs, artefacts and simple texts to make comparisons from the past to the present day.</p>	<p>Identify the difference between a primary and secondary source.</p> <p>Use sources to retrieve and infer findings about the past.</p>	<p>Begin to understand which sources are more reliable and why.</p> <p>Use sources to make reasoned inferences and explain their findings about the past.</p>	<p>Analyse the reliability of a range of sources.</p> <p>Select appropriate sources from a range of available information and justify their choices.</p>	<p>Explore different interpretations of the past through the impact of contrasting sources from the same time EG war propaganda.</p>
Chronology	<p>Use everyday language to demonstrate understanding of changes between past and present.</p>	<p>Place events in chronological order on a timeline.</p>	<p>Understand that the past can be divided into periods of time.</p> <p>Make appropriate use of key dates and terms.</p>	<p>Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period.</p>	<p>Show awareness of the impact of chronology on events and decisions made by people in the past.</p>	<p>Demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another.</p>
Making Connections	<p>Make connections about changes over time to their own life.</p>	<p>Link changes in living memory to changes in national life.</p>	<p>Describe characteristics of past periods and societies.</p>	<p>Describe characteristics of past periods and societies drawing on prior learning to reach conclusions.</p>	<p>Compare and contrast between past periods of time and societies.</p>	<p>Discern between past periods of time and societies analysing trends.</p>
Questioning (asking and answering)	<p>Ask questions about significant people and events.</p>	<p>Use questions to deepen their understanding about the events of the past.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Research given questions to explore events/people of the past.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Pose questions to direct research about events/people of the past.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Use research to accurately select information and respond to a range of questions.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Pursue historically valid enquiries using questions devised as a stimulus.</p>

LONG TERM OVERVIEW (HISTORY AND GEOGRAPHY)



**West Drayton
Academy**
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	Autumn 1 History	Autumn 2 Geography	Spring 1 History	Spring 2 Geography	Summer 1 History	Summer 2 Geography
Year 1	My Family History Changes within living memory	Where I live Place Knowledge Geographical skills and fieldwork	How has WDA changed over time significant historical events, people and places in their own locality Changes within living memory	Around the World Locational Knowledge	Who is the greatest explorer? Significant individuals Events beyond living memory	Seas and Coasts Human and Physical Geography
Year 2	The Great Fire of London Events beyond living memory	Weather & Climate Human and Physical Geography	Travel and Transport Compare aspects of life in different periods	Countries of the UK Place Knowledge Locational Knowledge	Pocahontas Significant individuals	Map Makers Geographical Skills and Fieldwork
Year 3	Prehistoric Britain Changes in Britain from the Stone Age to the Iron Age	Villages, Towns & Cities Human and Physical Geography: types of settlement and land use	Shang Dynasty The achievements of the earliest civilizations	Mountains, Volcanoes & Earthquakes Human and Physical Geography: describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes	Ancient Greece A study of Greek life and achievements and their influence on the western world	Water & Weather Human and Physical Geography: describe and understand key aspects of physical geography including the water cycle
Year 4	Roman Britain The Roman Empire and its impact on Britain	Rivers Human and Physical Geography: describe and understand key aspects of physical geography including rivers	Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots	Migration Human Geography	Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Natural Resources Human and Physical Geography: describe and understand key

						aspects of human geography including the distribution of natural resources
Year 5	<p>Benin Kingdom A non-European society that provides contrasts with British history</p>	<p>Slums Place Knowledge Locational Knowledge</p>	<p>Medieval Monarchs A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Biomes Locational Knowledge</p>	<p>Changing Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Energy & Sustainability Human and Physical Geography: describe and understand key aspects of human geography including the distribution of natural resources</p>
Year 6	<p>Industrial Revolution A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A local history study</p>	<p>Population Human Geography</p>	<p>Twentieth Century Conflict A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Globalisation Human Geography</p>	<p>Civil Rights A non-European society that provides contrasts with British history</p>	

HISTORY IN THE WIDER-CURRICULUM

GRADES

We aim for our students to grasp and appreciate the diversity among individuals. We emphasise this by examining various aspects: people's differences encompassing **G**ender, **R**elationship dynamics, **A**ge,



Disability, **E**thnicity, and **S**exual orientation. This principle is integral to our History curriculum, as we strive to acquaint students with individuals and cultures divergent from their own firsthand encounters. This approach serves to enrich students' perceptions and experiences of the world. However, there's a risk that without careful instruction, students may perpetuate stereotypical notions and assumptions about people and places. Therefore, we

ensure that our teaching materials provide accurate depictions, presenting a comprehensive portrayal of each group/location. We also ensure that students explore diverse cultures and ethnicities with a mindset of tolerance and understanding toward differences. These efforts contribute to our students graduating with the readiness to become well-rounded global citizens.

Votes for Schools



Each week, we participate in a class debate and vote around a particular topic. Some of these topics link particularly with History such as:

- Do History months help us understand other people?
- Is technology the answer to improving accessibility?
- Is it a good time to call a general election? Is it good to change those who are in charge?
- Are Black British women's stories told in our history ?
- Should the British museum return artefacts that have been removed from other countries?
- Are you interested in the Coronation?
- Are protests necessary for change?

The themes provided by Votes for Schools enable students to connect their learning to contemporary, real-life issues. Several of these themes, including those mentioned earlier, directly intersect with the History curriculum. This enables educators to underscore the significance and applicability of the subject for students, prompting them to reflect on their classroom lessons in light of these discussions.

Do you learn during history months? (Primary 7-11) | Do history months help us to understand other people? (Primary 5-7)

26TH JANUARY - 02ND FEBRUARY 2024

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100 Club

The 100 Club offers 100 experiences for pupils across the school to enrich their education. Many of these align with Historical knowledge, skills and experiences.



Knowledge



Life Skills



Experiences

Knowledge:

- Engage with weekly topical news.
- Name and locate famous landmarks across the world.
- Name the British monarchs from 1066 onwards.

Skills:

- Democratically debate and vote.

Experiences:

- Visit a range of religious buildings.
- Visit a museum
- Visit the Southlands Art Center
- Join the local library
- Tour Heathrow Airport
- Visit Windsor Castle



School trips

A variety of school trips and workshops link directly to the History Curriculum, allowing students to explore museums and places of historical importance. It's an exciting opportunity for pupils to engage with their local and national history.

Year 1:

Year 2: The Great Fire of London workshop and St Martin's Church.

Year 3:

Year 4: Buddhapadipa Temple and QPR stadium.

Year 5: Windsor Castle

Year 6: West Drayton Cemetery and the Imperial War Museum.

INCLUSION

Ensuring accessibility for all pupils across subjects is paramount. Therefore, we take measures to adapt our History curriculum to accommodate diverse learning needs. Employing methods like the SOLO taxonomy aids in this endeavour. For instance, lesson objectives are structured so that pupils can attain the Bronze level independently, with avenues for progression to Silver, Gold, or Platinum. This approach ensures that every student receives support tailored to their learning while also being challenged appropriately. Moreover, we introduce new historical concepts and terminology using tangible examples and visual aids whenever feasible. Utilising accompanying images for vocabulary, for instance, facilitates comprehension and proper usage.

Teachers employ a range of instructional techniques to present new material, ensuring accessibility for all learners in History lessons.

In instances where students are working significantly below their designated year group, teachers take care not to narrow the curriculum. Despite potential differences in pace, the focus remains on ensuring these students acquire essential knowledge from previous years. This foundational knowledge is imperative for accessing the current topic. Accordingly, teachers utilise Assessment for Learning (AfL) effectively to tailor learning for specific students, ensuring that while their learning outcomes in History may differ, their access to a diverse and well-rounded curriculum is not compromised.

IMPACT

The impact of our History curriculum is measured in a variety of ways:

Assessment - Think Questions

The foundation of our Geography curriculum is that it is progressive in both knowledge and skills. To ensure this can happen appropriately, we ensure that pupils have met the expectations of each topic. Each topic is designed around a 'Think' Question (examples of these can be seen below). These questions are displayed at the start of each lesson, and the knowledge gained in each lesson is discussed in the context of the question. At the end of the topic, pupils are given the opportunity to show what they have learnt through answering the 'Think' question. This allows pupils to demonstrate both what they know, and how it applies in the real world. Some children will also show an ability to consider multiple points of views, as well as engaging with critical thinking skills. For some pupils, particularly in KS1 where pupils' writing ability may still be emerging, it is more appropriate to answer the 'Think' question verbally.

The opportunity to assess pupil learning and progression is provided at the end of each 6-week teaching unit. This information will be recorded by class teachers in the Foundation Skills Tracker, and will be monitored by the History Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to give feedback on progress to SLT and stakeholders.