



History

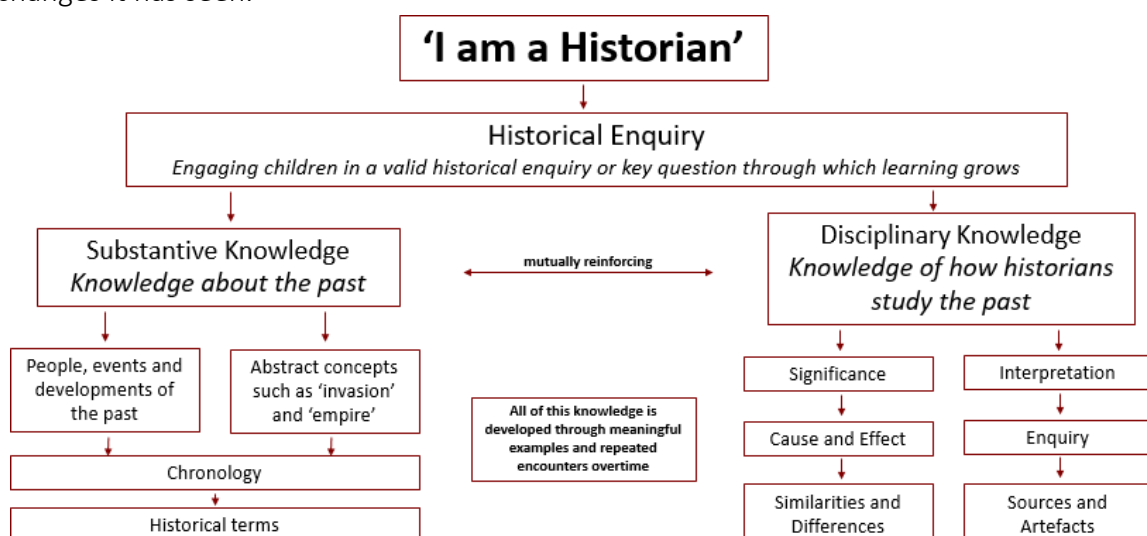
History

Intent

At Nerrols, we aim to immerse our children in a rich dialogue with the past and with the traditions of historical enquiry through our History curriculum. We have carefully considered the design and sequencing of our curriculum to ensure our children develop their knowledge and understanding of the past and how it has shaped the identities of diverse people, groups and nations, as well as their own place in the world and the long story of human development. Throughout our curriculum, and in every single lesson and opportunity to learn more about history, we aim to develop our children's curiosity and fascination with the past alongside their:

- substantive knowledge (this includes the children's knowledge of the past, including their chronological knowledge as well as key substantive concepts such as 'invasion' and 'empire')
- disciplinary knowledge (this includes the children's knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts and includes concepts such as historical significance and interpretation, similarities and differences and the use of historical sources and artefacts).

We aim for our curriculum content to be rich in knowledge, vocabulary and experience and endeavour to ensure our children are knowledgeable about their locality's history and the changes it has seen.



Implementation: Scope and Sequence

Key Stage	Year Group	Focus	Overarching Historical Enquiry Question(s)	Main EYFS/ National Curriculum Focus	Substantive & Disciplinary concepts
EYFS	Reception	Throughout the EYFS, our children are provided with regular opportunities to begin organising events using basic chronology and recognising that things happened before they were born. They learn about the past by commenting on pictures, stories, artefacts and accounts from the past, including familiar situations, and explain any similarities and differences to their lives. They are given hands-on experiences to deepen their understanding, including visiting local places of historical significance.		Understanding the world	Chronology, Similarities and Differences, Cause and Effect, Historical Significance, Historical Interpretation, Historical Enquiry, Sources and Artefacts
Key Stage 1	Year 1	My Family History	What was life like when our grandparents were children?	Changes within living memory	
		The Greatest Explorers	Who were the greatest explorers?	The lives of significant individuals	
		Great Inventions: Transport	How did the first flight change the world/Why were the Rainhill trials important?	Events beyond living memory that are significant national or globally	
	Year 2	Bonfire Night and the Great Fire of London	Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?	Events beyond living memory that are significant national or globally	
		Our Local Heroes	Who are our local heroes and why should we remember them?	Significant historical events, people and places in their own locality	
		Holidays	How have seaside holidays changed over time?	Changes within living memory	
Lower Key Stage 2	Year 3	The Stone Age	What was new about the Stone Age?	Changes in Britain from the Stone Age to the Iron Age	
		The Bronze Age and the Iron Age	Which was more impressive – the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age	
		Our Local Area	Why is local history important?	A local history study (that extends knowledge beyond 1066)	
	Year 4	The Ancient Egyptians	How much did the Ancient Egyptians achieve?	The achievements of the earliest civilisations	
		Roman Britain	Was the Roman invasion good or bad for Britain?	The Roman Empire and its impact on Britain	
		Crime and Punishment	How has crime and punishment changed over time?	A study of a theme in British history that extends pupils' chronological knowledge past 1066	
Upper Key Stage 2	Year 5	The Anglo-Saxons	Was the Anglo-Saxon period really a Dark Age?	Britain's settlement by Anglo-Saxons and Scots	
		The Vikings	Would the Vikings do anything for money?	The Viking and Anglo-Saxon struggle for the Kingdom of England	
		Journeys	What makes people go on a journey?	A study of a theme in British history that extends chronological knowledge past 1066	
	Year 6	The Maya Civilisation	Why should we remember the Maya?	A non-European society that provides contrasts with British history	
		The Ancient Greeks	What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world	
		The Impact of War	Did WWI or WWII have the biggest impact on our locality?	A study of a theme in British history that extends pupils' chronological knowledge past 1066	

Implementation: Overview by year group

Our History curriculum is well sequenced to provide a coherent subject structure that develops children's historical substantive and disciplinary knowledge. Key substantive knowledge and concepts support children's knowledge of the past: such as the people, events, period and society they are learning about; a secure chronological knowledge of the major developments across and within different periods as well as key substantive concepts that are more easily transferable to different and new contexts to further develop historical knowledge and include concepts such as 'empire', 'civilisation' and 'parliament'. We aim to develop our children's disciplinary knowledge in history by ensuring they are given meaningful and repeated contextualised opportunities to learn how historians investigate the past, how they construct historical claims, arguments and accounts through concepts such as similarities and differences, cause and effect, significance, historical enquiry and sources and artefacts.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

In the Early Years, it is our aim to introduce children to the study of the past which will help them to learn more about history in the future. We do this by ensuring our children begin to make sense of the world around them and their local area in the present day, but also in the past as we support them to build a sense of timescale (e.g. "before I was born"). We believe that our children should also encounter and begin to understand key concepts, such as significance, through learning about events that are important to them and other people as well as learning about significant members of society, both today (such as police officers, nurses and firefighters) and in the past. We aim to do this through familiar situations, such as through talking about the children's family history and using stories, such as fairy tales, to help build powerful knowledge for future learning as well as securing their understanding of further concepts and vocabulary such as kings, queens and battles.

In Year 1, children begin the autumn term by exploring the similarities and differences between their own lives and those of people their grandparents' age. This learning focuses on events within living memory and experiences that the children will already be familiar with, such as their home, toys, shops and schools, and explores their own family history. This learning works well as an introduction to formal history studies as it supports the children in beginning to develop an awareness of the past and their use of common words related to the passing of time. The children will then build on their understanding of where people and events fit by investigating the lives and journeys of explorers from various eras and from different perspectives, discussing what makes an explorer 'great', and who might not think that. The children will finish Year 1 by exploring the stories of two significant events in the history of travel and the impact they had on people's lives, back then and in the future, by using sources from the time to provide context. As they progress through Year 1, their learning in history helps the children to consolidate their understanding of some of the ways in which we can find out about the past, identify different ways it is represented as well as similarities and differences between ways of life in different times.

In Year 2, the children begin by exploring two very different events within the Stuart period: the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences; and the Great Fire of London to decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable. They will then be given the opportunity to learn about the lives of some of the most significant people in the history of our locality which will support them in gaining an understanding of the breadth of contributions people can make in order to become significant,



further building on their prior learning about significance from Year 1 and the use of sources from throughout the key stage. This learning will also revisit and embed some of the key vocabulary and concepts from previous topics, while introducing new and more challenging terms ready for study at Key Stage 2. The children will finish Year 2 by learning will then be given the opportunity to build on their learning from Year 1 when they explore holidays in the 1950s and 1960s, particularly seaside holidays, as they strengthen their awareness of the past and consolidate previous learning regarding similarities and differences between ways of life in different time periods. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images, and consider the use of stories as sources of evidence.

In Year 3, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. This will help to build on previous learning regarding the types of evidence introduced at Key Stage 1, with the children's knowledge further developed. This learning also supports the children's future learning as they move on to study the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Throughout this learning, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence and reconstruction drawings of both periods with differing interpretations of this evidence being considered. As they end Year 3, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning.

In Year 4, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The children will be introduced to other civilisations in order to support their understanding of where they were located in time and place, some of the common features that made them so successful and to support their knowledge of similarities and differences across different periods of time whilst also making comparisons with what was happening in Britain at the same time, linking back to prior learning in Year 3. This helps the children to understand why the achievements of the Ancient Egyptians should be regarded as so significant, and learning includes a strong focus on sources of evidence. Next, the children's knowledge of British history is developed further from previous learning as they learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion, using a variety of sources of evidence to investigate. Finally in Year 4, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time as they utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods, looking at some small case studies in more depth to understand triggers for change, as well as also beginning to appreciate that some things remain the same over long periods of time.

In Year 5, the children will discover more about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages' as they build on their understanding of other settlements such as during the Roman Britain period. There is a strong focus on the range of sources that provide us with evidence about the people living at that time and the children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists. The children will then move on to learn about the Vikings, and consider the reasons



why they raided and then settled in Britain and build on previous learning relating to the Anglo-Saxons and the Romans. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth by studying primary sources of evidence, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. To end Year 5, the children will explore the question of why people go on a journey, and look at different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period. The children will make links to the journeys made by those peoples already studied in earlier Key Stage 2 units, such as those covered in Year 4 (Roman Britain), Year 5 (The Anglo-Saxons and The Vikings) as well as being reminded of the journeys made by the explorers they studied in Year 1 (The Greatest Explorers).

In Year 6, the children will build on their knowledge of societies, particularly their knowledge of The Stone Age (Year 3) and The Ancient Egyptians (Year 4), as they explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. They will learn about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings, considering the issues faced when studying a culture where only limited types of evidence are available. They will then move on to learning about aspects of political, social and cultural Ancient Greek life, focusing in depth on the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period and link this knowledge to prior learning on the nature of empires, particularly Roman Britain (Year 4). To end Year 6, the children will research and compare the impact of the First and Second World Wars on our locality, focusing on the Home Front and how the wars impacted on our community. The children will make a number of visits around our local community to gather or check evidence.

Implementation: Effective teaching

In History lessons at Nerrols, our teachers reflect on what knowledge is necessary for children to understand new material, and plan and teach lessons to ensure that important content is learned. This effective teaching ensures that our children not only retain the core knowledge they have learned in the long term but that it also supports future learning – it is therefore ‘sticky’ knowledge. Our children make progress in history through building their knowledge of the past (substantive), of how historians study the past (disciplinary) and by learning our history curriculum. We ensure our children have an appropriate understanding of the substantive and disciplinary knowledge which has been taught in order to access future material. For example, the children’s knowledge of how historians study significance is introduced in Year 1 by exploring the stories of significant events in the history of travel and the impact they had on people’s lives and built upon in Year 2 (and beyond) when learning about the lives of significant people in the history of our locality.

Within and across lessons, regular opportunities for our children to revisit and retrieve prior substantive and disciplinary knowledge and concepts are implemented to make it more robust and flexible. Each time a memory is retrieved, it is strengthened and less likely to be forgotten. Each lesson also includes opportunities to develop our children’s chronological knowledge, for example by using class timelines to support our children to organise their knowledge of events and periods, secure coherent overviews and enable pupils to ‘orientate’ their knowledge in time.

Our teaching of history is driven by an enquiry approach that seeks to capitalise on children's curiosity and prior learning. Our curriculum units are structured around an overarching historical enquiry to ensure teaching is focused and children are working towards a clearly defined outcome. The overarching enquiry is often broken down into small sub-enquiries to give children a sense of incremental progression and make learning large chunks of content more manageable.

Every year group participates in an immersive history day linked to one of its curriculum units. The day is carefully planned to build upon the knowledge, vocabulary and historical concepts taught during lessons rather than being a standalone experience.

Through purposeful activities such as role play, historical enquiry, artefact exploration and practical tasks, pupils retrieve, apply and deepen their learning. Children may dress in clothing inspired by the period and act in role to explore different perspectives and develop their understanding of life in the past.

The immersive day provides opportunities for pupils to demonstrate what they know and remember, make connections between their learning and use historical vocabulary in context. Teachers use questioning, observation and pupils’ outcomes to assess understanding and identify any misconceptions. This memorable experience supports the development of secure, connected and lasting historical knowledge



Impact: How do we know our curriculum is effective?

We believe that our children are making progress in history if they know and remember more history content as set out in our plans above. If they are able to develop their key substantive and disciplinary knowledge in history then they will be able to access future learning and our curriculum will be effective. Our curriculum is designed to enable pupils to acquire a rich web of knowledge as the sequence and selection of knowledge builds on what the children already know and can do and towards future learning.

Evidence of the children's knowledge in their books will demonstrate a broad history curriculum which enables them to demonstrate a secure knowledge and understanding of key concepts. We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. If a child is able to confidently formulate and explain their own responses to an overarching enquiry, then the curriculum and its delivery have been successful.

Our children will leave Nerrols Primary School and Nursery being knowledgeable about key people, events and time periods from the past and will weave these together to form informed, overarching historical narratives.

