



Hennock Community Primary School History Curriculum

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.

The study of History should inspire children's curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes the learning focused for the children. Enquiry questions are chosen for each historical topic, to pique children's interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.

Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.

Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Key Vocabulary

EYFS		
Year A - Year 1 & 2	Childhood Artefact, museum, childhood, elderly, past, present, decade, family tree, Victorian, coronation, decade, past, present, today, childhood, housewife, museum, timeline	School Days Arithmetic, blackboard, cane, centenary, classroom, education, era, future, lesson, past, present, punishment, Victorian.
Year B – Year 1 and 2	Movers and Shakers Activist, artist, campaign, Dawson's model, diamond ranking, discovery, explorer, fact, invention, monarch, monument, opinion, protest, rights, role model, scientist, significant, speech, statue commerce suffragette, timeline, viewpoint, vote.	Magnificent Monarchs Absolute power, AD, castle, century, chronology, decade, empire, feudal system, future, air, hierarchy, invasion, Kingdom, law, monarch, monarchy, palace parliament, past, portrait, power, present, rain, religion, royal, rule, ruler, serf, sovereign, timeline, year.

<p>Year A – Year 3 & 4</p>	<p>Stone Age and Bronze Age Millennium century, a D, BC/BCE, prehistoric, settlement, tribe, conflict, migration, trade, Stone Age, Bronze Age, Iron Age, archaeologist offering, henge, palaeolithic, Neanderthal, homo sapiens, hunter gatherer, Roundhouse, Long Barrow, cursus.</p>	<p>Iron Age Invention, Iron, loom. Metal worker, plough, Primary source, quern, radiocarbon dating, roundhouse, wattle and daub, Secondary source, settlement, sickle, tin, Bronze Age, Stone Age, Celt, Iron Age Hillfort, warrior, farming.</p>	<p>Emperors and Empires Absolute power, Amphitheatre, aqueduct, artefact, auxiliary, basilica, Britannia, cause, Celt, century, cohort, quest, consequence, console, dictator, domus, emperor, empire, equites, forum, hierarchy, hypocaust, insulae, invasion, Kingdom, legion, paganism, Patrician, Pax Romana, picked, plebeian, rebellion, Republic, Romanise, Senate, senator, slave.</p>
<p>Year B – Year 3 & 4</p>	<p>Invasion Angle, Anglo-Saxon, battle of Hastings, Celt, Christianity, Danelaw, East Anglia, Essex, heptarchy, hierarchy, invasion, Jorvik, jute, Kent, Kingdom, Mercia, monastery, monk, mythology, Norman, Northumbria, Pagan, picked, Saxon, Scandinavia, Scott, Sussex, Viking, Wessex.</p>	<p>Ancient Civilisations Afterlife, ancient Egypt, ancient summer, archaeologist, or archaeology, artefact, canopic jar, civilization, cuneiform, fertile Crescent, floodplain, hierarchy, hieroglyph, Indus valley, irrigation, Mesopotamia, mummification, necropolis, nomad, papyrus, pharaoh, pyramid, sarcophagus, scribe, chef, vizier, ziggurat.</p>	

<p>Year A – Year 5 & 6</p>	<p>Britain at War Air raid, Allied powers, Axis powers, battle of Britain, blackout, blitzkrieg, campaign, civilian, D-Day, evacuation, Holocaust, Homefront, Luftwaffe, munitions, Nazi party, propaganda, rationing, women's land army full stop</p>	<p>Frozen Kingdom Antarctic circle, Antarctica, Arctic Circle, North Pole, South Pole, inhospitable, exploration, northwest passage, expedition, iceberg, Robert Falcon Scott, Roald Amundsen, Ernest Shackleton, RMS Titanic.</p>	<p>Maafa Abolish, abolition of the slave trade act, abolitionist, apprenticeship, auction, chattel, civilization, coffle, colonisation, dehumanise, DS Bora, discrimination, emancipation, enslavement, enslaver, exploitation, export, import, indenture, indigenous, Martha, maroon, marron age, natural resource, Oba, oppression, plantation, race relations act, racism, rebellion, resistance, revolt, shackles, slavery, slavery abolition fact, trader, transatlantic slave trade, triangular slave trade, uprising, Windrush generation.</p>
<p>Year B – Year 5 & 6</p>	<p>Dynamic Dynasties Afterlife, ancestor, by, bronze, chariot, China, civilization, dagger- axe, deity, Ding, divination, dynasty, emperor,</p>	<p>Tudors/Off with her Head Allegation, annulment, arrest, banquet, beheading, Catholicism, Christianity, Church of England, conspiracy, coronation, court,</p>	<p>Groundbreaking Greeks Acropolis, agora, archaic., architecture coma iris toy, artefact, assembly, Athens, citadel, citizen, city state,</p>

	hierarchy, inscription, jade, Oracle bones, plastron, power, sacrifice, shaman, Shang Dynasty, silk, towel tie, Xia dynasty, Yellow Emperor, Zhou Dynasty full stop	divorce, dynasty, embroidery, English reformation, evidence, execution, exile, heir, Henry's 'Great Matter', judgement, miniature, monarch, motive, offence, ordinances of Eltham, patronage, plea, plot, Privy chamber, Protestantism, rebellion, rain, Riddle, sentence, succession, treason, trial, trinket, Tudor.	classical., Corinth, dark age, Delian league, democracy, evidence, golden age, Hellenistic period, hierarchy, legacy, Minoan civilization, Mount Olympus, Mycenaean civilization, mythology, Neolithic, Oligarchy, Olympic Games, Parthenon, Peloponnesian War, philosophy, polis, primary source, secondary source, Sparta, strategoi, Trojan War, tyranny.
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Our History curriculum is delivered as a two-year rolling programme in KS2 and KS1 as we have classes in curriculum phases; children are immersed in the subject using a variety of practical and cross-curricular learning opportunities for example – Writing opportunities linked with themed days.

This is taught weekly each half term with each lesson helping to develop the children's interests, investigative and inquiry skills.

When planning lessons teachers ensure that historical skills are included and developed upon as well as knowledge-based learning.

We build on a child's vocabulary by teaching the children subject specific vocabulary throughout the unit. Teachers will continually model the use of these Tier 3 words throughout the topic, which the children will become more secure in as they develop their understanding of the topic they are learning about.

Through exploring artefacts (old toys), school visits e.g. Torquay Museum and Kents Cavern, visitors to the school e.g. parents and grandparents and immersing themselves in historical themed days e.g. Roman, Greek and Viking Day. Children are inspired to extend their knowledge of their own history; Britain's past and that of the wider world. Whole school celebrations and memorial days e.g. Armistice day, Queens Jubilee.

The National Curriculum

Pupils are taught:

In Key Stage 1:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

In Key Stage 2:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- a local history study – 'Exeter'

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; B

Curriculum Overview

At Hennock we use Cornerstones Education's subject scheme to deliver the history curriculum. We have organised the scheme so that history projects are delivered in half-termly blocks across the year. The projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. 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. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Through the Ages is taught alongside the art and design project Prehistoric Pots to give children a better all-round understanding of ancient Bronze Age culture.

Links with EYFS

The history curriculum begins as soon as the children start school in the EYFS. Learning in history links to the EYFS Statutory Educational Programme: Understanding the world. The activities and enhanced provision in our early years curriculum provide opportunities for children to explore images and share stories that introduce

them to people and events from the past and compare them with their own lives. Throughout their time in the early years, children explore life in the past, discuss how they have changed since they were babies, are introduced to vocabulary related to the passage of time, and put events in order.

Key Stage 1

In Cycle A, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. They continue the project in the spring term to explore life in the 1950s.

In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Cycle B, children explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history.

In the spring term they link their learning with their geography project Bright Lights Big city and learn about The Fire of London.

In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key Stage 2

In Cycle A, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Bronze Age.

They continue this learning in the spring term to discover about life in Iron Age Britain and the development of farming. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of **Cycle B**, children continue learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons. They continue this project in the spring term to learn about Viking invasions, and it concludes in 1066. In the summer term, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer and ancient Egypt.

Upper Key Stage 2

In the autumn term of **Cycle A** children study the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the impact of the Second World War on the local area.

In the spring term, children link their learning with geography to learn about significant polar explorers and in the summer term, children conduct a non-European study to explore the Kingdom of Benin.

In the autumn term of **Cycle B**, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork.

In the spring term they develop their understanding of local history and learn about the everyday life in the Tudar period of history.

In the summer term, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

Inclusive Approaches adopted at Hennock

At Hennock, we work to ensure that all children receive a broad and balanced curriculum where children can access the knowledge and skills with support in place to ensure that no child is left behind.

These may include, but is not exhaustive, examples of the following:

Cloze paragraphs, widgets for technical vocabulary, adapted outcomes, recording pupil knowledge and understanding through scribing, video recordings of pupils investigation, laptops for extended pieces of writing, widgets and vocabulary on display, pastel coloured slides, neutral backgrounds on displays and scaffolded independent tasks

In order to assess impact

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task based on answering the Enquiry question for the topic and this will also be used to assess progress at the end of the topic based on the use of subject specific vocabulary that has been taught across the unit and the understanding of substantive concepts alongside an end of unit assessment where children will respond to feedback from the teacher's marking to address misconceptions.

As a measure of key skill coverage at the end of every lesson, teachers complete a coverage assessment for key skills taught to monitor that children are being taught key skills regularly throughout the year. The can be adjusted for pupils who haven't fully secured the skill taught.

At the end of every lesson, teachers will complete Knowledge ROCKs (Retrieval of Core Knowledge) where they ask children questions on identified knowledge from previous units to ensure that children's learning and understanding is fully secure.

Children's progress is monitored against National Curriculum expectations, substantive and disciplinary knowledge and key skills. Judgement is informed through use of children's books, dialogue, Tapestry, and

AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

The progress of children with SEND who find writing and communication a barrier to completing a written assessment could be assessed using an adult scribing, this being repeated at the end of the unit where they have an opportunity to express and explain their knowledge and understanding. From this, the teacher is able to make a judgement of progress achieved from the beginning to the end of the unit.

There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum by highlighting the objective to make it has been achieved.

We measure the impact of History through the following methods:

- Elicitation and End of Unit Enquiry Question
- End of Unit Assessment
- Marking written work
- Moderation of children's learning in staff meetings, allowing opportunities for dialogue between staff members
- Annual reporting to parents on their child's progress
- Learning Walks
- Moderation of children's learning across our Academy
- Interviewing the children about their learning (Pupil Voice)
- Lesson observations
- Book scrutiny
- Ensuring knowledge and progression of skills is being taught

