

**Miers Court  
Primary School**

# History

At Miers Court, we aim to engage our pupils with a relevant, exciting and challenging history curriculum, which inspires curiosity and helps them to understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups.

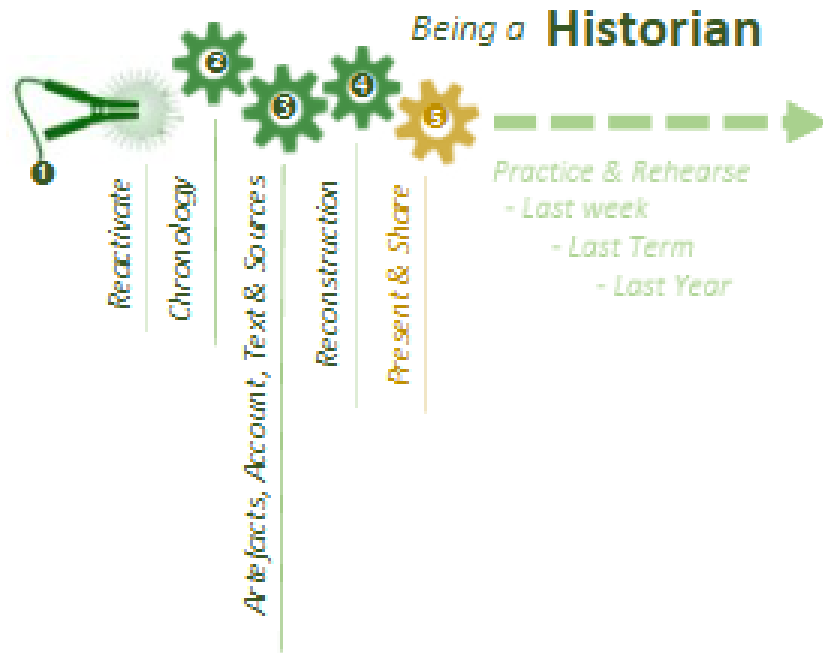
Our pupils better understand the challenges of their time and, by developing their critical thinking skills, they make reasoned judgements that are logical and well thought out.

## Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the following way:

- |                     |                                                                                                                                                                           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-belief</b>  | To understand the impact people can have on our world and how everyone can play a part in bringing about change.                                                          |
| <b>Togetherness</b> | To develop empathy and understanding towards others. We want our pupils to experience other people and cultures and recognise and celebrate similarities and differences. |
| <b>Aspiration</b>   | To recognise how wide the world is and open up ambition for their futures.                                                                                                |
| <b>Resilience</b>   | To learn from different times, places and cultures and use this to reflect on right and wrong as well as the impacts on the modern world.                                 |
| <b>Success</b>      | To have a wide understanding of the world and its people, both past and present, and their place in it.                                                                   |

## How Do We Teach **History**?



History is taught once a week in every class, it alternates termly with Geography.

### History 'Route-map'

#### 1. Re-Activating

The first stage is for our pupils to understand where the new learning fits with prior learning (knowledge, skills and understanding). Pupils should be able to recall learning from previous years so they are well-placed to build on their knowledge of time periods and develop their understanding of key concepts.

#### 2. Chronology

Pupils develop a sense of chronology. This is achieved by understanding that time is organised into 'periods'; pupils should be able to describe where and how new knowledge fits on a timescale in

relation to prior learning. Children should develop secure knowledge of the time periods of British history and to make comparisons with what was happening elsewhere in the world, at the same time.

### 3. Historical enquiry and sources of evidence

*(artefacts, written/oral accounts, buildings/ monuments, museum collections, historians, archaeology)*

Pupils will use a range of sources to enable them to respond to the enquiry question; they will use the evidence acquired from the sources to justify their answers. The children will develop an understanding of the reliability of sources, taking into account the subjectivity of oral and written accounts and the possibility that accounts of the same event may differ. During this stage, the pupils will develop their knowledge and understanding of key concepts within and across time periods, as follows:

- Cause and consequence - How historians make judgements about why an event, or chain of events, occurred and the consequence(s) of an event, or chain of events, to understand how and why things happened in the past.
- Change and continuity - How historians make judgements about the extent, nature and pace of change within and/or across time periods (as a result of cause and effect) and how historians draw conclusions that conditions remain the same.
- Similarity and difference - How historians use their knowledge and understanding of people's lives, different viewpoints and the relationships between groups to identify similarities and differences.
- Historical significance - How historians decide which events and people are important from our past.

### 4. Present and share

At this stage, pupils will demonstrate their learning by showcasing their knowledge and skills by completing an end task. Enabling children to communicate their learning in different ways, the end task can be presented in a variety of ways, eg: presentation, discussion, writing task, such as a double-page spread.

## How do we support pupils in **History**?

### Non-Negotiables that need to be in place in all lessons/classrooms when teaching history

1. Use of dual coded resources.
2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling

### Cognition and Learning

#### Subject Challenges

Conceptual understanding of chronology.

Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers)

Low attainment in literacy can present barriers to activities.

#### Provision for SEND

Use of simplified visual activities to support children's understanding.

Use of simplified, dual coded resources. Potentially additional support during lessons.

Adapt to provide shorter, simplified texts.

Teacher / TA support for children during lessons to access learning.

Use of writing frames to support children access activities.

### Communication and Interaction

#### Subject Challenges

Language difficulties may make it difficult for children to participate in activities and access learning.

Difficulties with processing language.

#### Provision for SEND

Teacher / TA support for children during lessons to access learning.

Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week.

Simplified step by step instructions.

## Physical and sensory

### Subject Challenges

Children with sensory impairments may find it difficult to observe historical artefacts.

Children with visual or auditory impairment may have related challenges to accessing lessons.

Day trips to museums or places of historical significance may be difficult.

### Provision for SEND

Teacher / TA support for children during lessons to access artefact observation.

Consider where children are seated in classroom and potentially provide additional support during lessons to support children overcome barriers to learning.

When planning school trips ensure facilities are appropriate and accessible for all children.

## Social Emotional and Mental Health

### Subject Challenges

If children believe they cannot be successful in class they may become frustrated and withdraw.

Children may find certain lessons upsetting or triggering (for example lessons about war)

### Provision for SEND

Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible.

Ensure content being used in lesson is not overly distressing for any children in class.

## How Is **History** Sequenced Throughout The School?

The History knowledge for the pupils is sequenced to build up not only in year but also in three key themes over each year.



### **Society \_S\_**

- i. Religion & Ethics.*
- ii. Education & Employment*
- iii. Rule of law, Governance & Democracy.*

### **Impact (of change) \_I\_**

- i. Invasion, settling and migration*
- ii. Developments in knowledge and learning*
- iii. Technological developments.*

### **Diversity & Inclusion \_D\_**

- i. How experiences of groups have changed over time.*
- ii. Similarities & differences.*
- iii. Attitudes and behaviours.*

## How is **History** Sequenced Over The Year?

	Key Theme 1 <b>Society</b>	Key Theme 2 <b>Impact (of Change)</b>	Key Theme 3 <b>Diversity &amp; Inclusion</b>
<b>R</b>	My past	Events that cause change	Traditions
<b>1</b>	The Great Fire of London	A day at the beach - Margate over the years?	Charles Dickens
<b>2</b>	Greeks	Romans	What was life like in Medieval Britain?
<b>3</b>	Egyptians	Stone Age	How do patterns create fashion?
<b>4</b>	Mayans	Settlers	Rosa Parks
<b>5</b>	Shang Dynasty	India Colonialism	Immigration to Australia
<b>6</b>	Tudors	World War 2	Change of women's roles post WW2



## How is **History** Sequenced Over the Year?

These strands are delivered in the following terms:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>R</b>	Over the course of the year and through the terms, children in Year R will be taught skills linked to History. These skills include but are not exhaustive of; begin to understand routines, family traditions, and how life changes over time, talk about past events in their own lives and the lives of people they know, understand that events can cause changes (e.g., birthdays, moving house, new baby) talk about similarities and differences between people's lives now and in the past. recognise that families and communities have different histories and experiences.					
<b>1</b>				Why did the Great Fire of London spread so quickly?	Who was Charles Dickens?	Why do people go to the seaside?
<b>2</b>		What was life like in Medieval Britain?		How did the Romans impact Europe?		What is the legacy of the Ancient Greeks?
<b>3</b>		How did life in the Prehistoric era change?	How do patterns create fashion?	How did the Egyptians impact the world?		
<b>4</b>				How did the Mayans do what they did?	How did Rosa Parks change the USA?	How have Settlers impacted the world?
<b>5</b>		How did the British Empire impact India?	Why was the Shang Dynasty so important?			How did emigration from Britain affect Australia?
<b>6</b>		What was the New World?		What was the impact of World War 2?	Change of women's roles post WW2	

## What Are The End Points For Each Year In **History**?

	<b>Chronology</b>	<b>Comparison</b>	<b>Enquiry, Vocabulary and Representation</b>
<b>R</b>	<ol style="list-style-type: none"> <li>1. Know about people around them and those in the past.</li> <li>2. Understand the past through stories and events.</li> </ol>	<ol style="list-style-type: none"> <li>3. Know similarities between things in the past and now.</li> <li>4. Know differences between things in the past and now.</li> </ol>	<ol style="list-style-type: none"> <li>5. Ask questions about the past.</li> <li>6. Comment on images of familiar situations in the past.</li> <li>7. Use the words past, present and future.</li> <li>8. Use the words day and week.</li> <li>9. Use the word year.</li> <li>10. Compare and contrast characters from stories, including figures from the past.</li> </ol>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Can place their own life story into chronological order.</li> <li>2. Can place some UK historical events into order.</li> </ol>	<ol style="list-style-type: none"> <li>3. Can notice similarities between now and another period of time.</li> <li>4. Can notice differences between now and another period of time.</li> </ol>	<ol style="list-style-type: none"> <li>5. Can think of their own questions about the lives of people and events from the past</li> <li>6. Can use images and secondary sources to find answers to their questions.</li> <li>7. Can give their own answers to questions.</li> <li>8. Can use some common vocabulary about time, such as past, month, year, past, future, before, after</li> <li>9. Beginning to use primary evidence.</li> <li>10. Know there are different types of sources.</li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Can place some European historical events in order.</li> <li>2. Can measure passage of time in years, decades, and centuries.</li> </ol>	<ol style="list-style-type: none"> <li>3. Compare their own life and another period of time</li> <li>4. Reason about why they their own time and the past are different.</li> </ol>	<ol style="list-style-type: none"> <li>5. Ask questions for themselves about people or events.</li> <li>6. Choose which source to use to find out answers to questions.</li> <li>7. Answer questions using this evidence.</li> <li>8. Use wide range of historical terms, such as century, decades, ancient.</li> <li>9. Use primary and secondary evidence to research.</li> <li>10. Choose how to represent their findings.</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Can place major civilisations into chronological order.</li> </ol>	<ol style="list-style-type: none"> <li>3. Can describe how their own lives are similar</li> </ol>	<ol style="list-style-type: none"> <li>4. Suggest useful research questions.</li> </ol>



	2. Can divide the past into different periods of time.	and different to living in past times.	5. Use labelled diagrams, recounts, stories diaries and pictures to show understanding about historical events and famous people. 6. Use a range of source materials to answer questions about the past which go beyond simple observations. 7. Discuss the validity and reliability of different types of sources. 8. Begin to infer from sources beyond simple observations 9. Choose how to present a response to their own questions. 10. Use subject specific vocabulary linked to the topic studied.
4	1. Can place different periods of time on a timelines 2. Can remember key facts and some dates from a period studied.	3. Compare two points in history and give an analysis of the culture and time period, including reasoning.	4. Ask and answer complex questions through independent research. 5. Use a range of sources in answering questions. 6. Choose the best way to record a range of historical information, giving reasons for their choice. 7. Choose the most important source material for a task, showing an awareness of a range of sources. 8. Present a response with explaining their evidence. 9. Talk about whose point of view the source is from. 10. Use subject specific vocabulary linked to the topic studied
5	1. Independently place historical event, time periods or change on a timeline, remembering key facts from a period of history studied.	2. Make connections between two periods of history. 3. Develop an historical perspective, identifying changes and patterns over a period of time.	4. Ask historically valid questions about change and cause. 5. Use a range of sources to answer questions in an efficient way. 6. Explain why people acted as they did, using evidence to support their ideas. 7. Select, organise, summarise and present relevant information.



			<ul style="list-style-type: none"><li>8. Describe how different types of evidence tell us different things about the past.</li><li>9. Understand why contrasting arguments and interpretations occur.</li><li>10. Use subject specific vocabulary linked to the topic studied</li></ul>
6	<ul style="list-style-type: none"><li>1. Show a secure knowledge and understanding of chronology or world significant event.</li><li>2. Know how to check for accuracy and legitimacy of historical events.</li></ul>	<ul style="list-style-type: none"><li>3. Draw contrasts and identify trends in periods of history to improve historical perspective.</li><li>4. Explain the consequences, lessons learnt or missed from the past.</li></ul>	<ul style="list-style-type: none"><li>5. Ask historically valid questions about periods of history, including change over time.</li><li>6. Use a wide range of sources in the most effective way to answer questions.</li><li>7. Select, organise, summarise and present relevant information.</li><li>8. Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</li><li>9. Describe the negative or positive impact of a period of history on contemporary society.</li><li>10. Use subject specific vocabulary linked to the topic studied</li></ul>