



Moorside Primary School, Lancaster

EYFS & National Curriculum 2023 – 2024

Moorside History Curriculum

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-Talk about the lives of people around them and their roles within society.</p> <p>-Understand the past through settings, characters and events encountered in books and read in class and storytelling.</p> <p>-Know some similarities and differences between things in the past and now drawing on their own experiences and what has been read in class.</p>	<p>Changes within living memory.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international.</p>		<p>A study of the achievements of the earliest civilizations-an overview and a depth study.</p> <p>Ancient Greece-a study of Greek life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrasts with British history.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	<p>British invaders and settlements.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Roman Empire and its impact on Britain.</p> <p>A local history study.</p>	<p>The Vikings and Anglo-Saxon struggle for the Kingdom of England.</p> <p>20th Century Britain.</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	Remembrance Day Nativity Timeline of their lives from birth	I wonder what is out there...	I wonder who lives there...	I wonder how things grow... Houses and Homes (Now and Then)	Pasting of time- What can I do wh (babies/now/future)	I wonder how people help us...
Year 1	Under the Sea	Seasonal Change	Castles History significant historical events, people and places in their own locality.	Wild Things	Explorers History events beyond living memory that are significant nationally or globally 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	Growing
Year 2	Coasts	People in the Past History 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 changes within living memory. Where appropriate, these should be used to		China		Plants and Habitats

		reveal aspects of change in national life (school history and how its changed)			
Year 3	Birds	World Food Stone Age History changes in Britain from the Stone Age to the Iron Age	Beneath our Feet (Underground?)	Ancient Civilizations History 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: Mayans; Study of Greek Life; Ancient Egypt; Benin; Baghdad 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; Benin (West Africa) c. AD 900-1300. Ancient Greece – a study of Greek life and achievements and their influence on the western world	World Food
Year 4	Engineering	Lancaster City Study History a local history study (Pendle Witches, Lancaster Slave Trade)	British Invaders and Settlers History the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots	Forests and Rainforests	
Year 5	Space	Vikings History the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Water	20 th Century History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (technology, fashion)	
Year 6	World War I History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain (non statutory)		Survival	Human Body	

Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught from year group to year group:

- Historical terms are scaffolded initially, modelled and then used by children. Pupils gain a deeper body of knowledge and make links to prior history learning.
- To demonstrate the four strands of history and their progression across the year groups

Substantive Concepts in History from EYFS to Year 6 (what is explicitly taught)-

Substantive concepts -The Knowledge Content

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Their place in the world and their significant events. The Christmas Story People in their lifetime and their impact to our lives. Big dreams (non-fiction) Homes Settlement Homes and buildings (non-fiction text) Technology All about me and family and lives of people familiar to me.	<u>Castles</u> Their timeline and a visit to Lancaster castle. Local history Motte & Bailey castles; the battle of Hasting, the Normans Power (Monarchy) Conflict (Invasion) Settlement <u>Explorers voyagers</u> Power Rights -Slavery	<u>People in the past-</u> Local history through a significant individual from Lancaster (James Williamson) in Victorian times. Rights (rich and poor/ social divide)	Early civilization-main focus is on Egyptians with the Mayans and the Greeks (mythology is through English work) Belief Power Stone Age Settlement Technology	Roman Empire Conflict Power Empire Pendle witches and the slave trade in Lancaster Local history Rights	The Vikings Conflict Settlement Belief 20 th Century Britain. Technology Rights - women, race, disability	WW1 Conflict Rights (Suffragettes Voting) Local history Power Colonies)

Look at familiar local buildings (Ashton Memorial) Local History						
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Disciplinary knowledge and skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension, knowledge and understanding of events. Chronology. Analysis and use of sources investigations. Research, explanation and communication Perspective and interpretation.						
Introducing/revisiting opportunities Personal Timeline Stories and artefacts and sources to bring the past to life. Discuss why local buildings are important to the community? Understand people in our lifetime have made an impact to our lives. Adults modelling vocabulary and questions.	Historical terms are scaffolded Their timeline and sense of past 1066 Adults model historical language. Encourage debate right or wrong?	Increase in historical terms 80% adult/20% child Timeline-add significant dates to it. Ask and answer questions/ reflect/ embed learning in role-play. Gaining perspective by asking and answering questions?	Increase in linking terms to timeline-given basic facts. More practised at using sources and an increase in sources. They start to question reliability. An increase in independent thinking in relation to Impact and achievements and legacies.	In this year group we are bringing the timeline to life, linking it to other times. Pupil's will identify and explore links; they refer to dates and use historical terms. Pupils will discuss significant events and make connections.	Use historical terms to create a 'real' sense of passage of time. Short term and long- term scales. They use vocabulary. Have things changed over time? Have we learnt from history? Can they demonstrate their understanding of people, events and changes? 20th Century is in process of replanning.	Have they got a wider range of historical terms? A secure knowledge of events and period of time and show it? Do they show their own thinking? See significance? See bias? Empathise? Reflect? Analyse links with other times?
Key vocabulary past/now modern old new family	A long time ago same/different change people lives history artefact	Queen Victoria Victorian workhouse	Key vocabulary- Continually revisit previously taught words chronological millenium century/decade BC/BCE AD/CE era time period similarities/differences prehistoric evidence primary/secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significant impact Upper KS2 as above plus.... cause and effect propaganda bias society empire point of view objectivity subjectivity consequences legacy modern British values laws			

How the curriculum has been designed to meet the needs of *Moorside learners*:

- Key historical concepts have been identified and these are re-visited over the seven years, each time consolidating knowledge, deepening learning and making links
- The content in Reception and Key Stage 1 has been selected so that it supports learning that place later in the school
- We encourage a sense of pride for their local community with visits to local Historical areas of interest.
- A sense of empathy is valued and the language of emotion is encouraged. Children's emotional intelligence is valued and encouraged as we believe History is a study of human condition.
- Enthusiasm for the subject is modelled by all adults in the class as we aim to install a sense of fun and genuine enjoyment of the subject in the children.
- We value real experiences with real artefacts and use of a range of sources to create a sense of awe and wonder with their learning.
- We aim to support the development of enquiring minds-the children have a voice; each topic begins from their understanding; children's ideas and opinions are valued and encouraged. The children realize the importance of talk.
- Questioning, problem solving, debating and the understanding of new Historical language are skills that are overtly taught.
- We encourage and model open-ended questioning and provide a varied and exciting range of resources to stimulate their enquiry skills.
- We aim to develop a rich sense of the past for the children and for them to make links with the present and the future when appropriate.
- Pupils will have clear expectations regarding the Learning Objective and an opportunity to review and reflect on their work as it unfolds.
- The children recognize that it is good to have an opinion, but that historians work by basing that opinion on knowledge and evidence
- We want the learning to stick in their young minds and aim to engage the children with interest using a variety of good sources, visits, visitors, artefacts and much more.
- We want the children to progress with the key skills for the four areas in History; links are made to prior learning in History as a new topic is beginning.

How teachers are expected to teach this subject:

- Children will experience a vast range of experiences in the classroom and beyond with special events, visits, visitors, artefacts, role-play and interviews to name but a few of the ways that we engage the children and make learning memorable. The curriculum is enriched with well-designed and inclusive opportunities to learn outside the classroom. Children can immerse themselves in the past and use Historical language in context.
- Each year group consider what a Moorside History learner is for them-they will practise and develop specific skills that have been planned for each year group that encourage their understanding of Historical concepts.
- Children will be trained in key skills like questioning, enquiry, how to be reflective, to analyse and how to apply ideas to other situations.
- History will focus on valuable activities that engage young minds and encourage their learning and understanding and application of History.
- A common thread of teaching techniques will take place across the year groups; these will be practised, reviewed and revisited through the History topics so that children progress with the key skills.
- Each Historical topic have clear objectives that are reflected on and reviewed by the pupils as they work.

- Each child learns at their pace with opportunities to challenge and extend their thinking and develop a more sophisticated response over the primary years.
- Adults have designed a stream lined curriculum that will engage, have structure, become concrete, be credible and touch the hearts of the children.
- Emphasis is placed on the talk and the engagement of pupils when learning.

How is this subject assessed? How do teachers make a judgement?

- Subject-specific KLIPs for History are used to assess children’s knowledge and progress within these subject areas; these are referred to explicitly where appropriate, then evidenced throughout the topic.
- Informal assessment takes place through talking and clarifying ideas. Speaking and listening is crucial and valued.
- Teaching is modified as it is taught and learning activities are adapted accordingly with ongoing feedback to address any difficulties.
- A good use of adult questioning is used to assess and advance children’s learning.
- Skills and concepts are revisited and become more sophisticated over the primary years; we will evidence this by outcome in the process.
- A good starting point and ending point is vital to inform progress for each child.

What is expected in terms of recording and evidencing:

- Evidence in topic books reflects an individual’s learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning / feedback made explicit.
- Children have Evidence in topic books reflects an individual’s learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning / feedback made explicit.
- Children have an opportunity to reflect on all the new knowledge they learnt by annotating questions from the beginning of the topic.

How do you know that end points are met?

At the end of each topic taught a summary of learning needs to evident. A chance to refer back to the original knowledge and questions throughout the unit and at the end. Date and evidence progress.

How is ambition for all promoted within this subject?

A new format to celebrate the History curriculum by introducing individual subject books for recording. This allows children to not be restricted on the quantity of their recording. It also acts as a tool for a reference for previous learning. History is a subject which is open ended which encourages using their enquiry skills.

How does the subject leader(s) *evaluate* impact (not *monitor*) to know how well the subject is taught?

- Pupil interviews
- Book look- responding to feedback
- Yearly assessment data
- Planning shows progression
- Pupils are able to use what they have learnt