








<p>VALUES</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RESPECT <b>Our Environment &amp; Community</b></p> </div> <div style="text-align: center;">  <p>RESPECT <b>Each Other</b></p> </div> <div style="text-align: center;">  <p>RESPECT <b>Yourself</b></p> </div> </div>
<p>INTENT</p>	<p>At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> - develop a rich and deep subject knowledge</li> <li>• <b>Skills</b> - secure basic skills in reading, writing and maths</li> <li>• <b>Nurture</b> – be supported to grow and develop new skills and independence through a variety of contexts and enrichment experiences</li> <li>• <b>Curiosity</b> -be curious learners who fully engage in learning, enjoying challenges and develop a lifelong thirst for knowledge</li> <li>• <b>Ambition</b> – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain</li> <li>• <b>Diversity</b> - gain an understanding of fundamental British Values and use these to inform their own moral code</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>
<p>SKILLS FOR LIFE</p>	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Problem Solving</li> <li>4. Creativity</li> <li>5. Staying Positive</li> <li>6. Aiming High</li> <li>7. Leadership</li> <li>8. Teamwork</li> </ol> <div style="text-align: center; margin-top: 20px;">  </div>

## OVERVIEW

At Kingswood Primary Academy our history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British, and world history.

The children will learn about fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages. The history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world.

Our curriculum aims to introduce children to a wide variety of people from the past. From Aristotle and Martin Luther King to Emmeline Pankhurst and Alan Turning—studying the lives of the widely venerated as well as the lives of the less well-known offers pupils’ rich insights into life during key historical periods.

Furthermore, our curriculum aims to develop disciplinary knowledge by supporting children to understand how the past is constructed and contested. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference, and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

We aim to ignite children’s love for history through our carefully sequenced curriculum and prepare them with the essential knowledge and skills they need to study Key Stage 3 and beyond.

To enhance children’s learning in history, children participate in visits to outdoor locations such as Rockingham Castle and Holdenby House. Children also enjoy immersive in school experience days such as historical workshops, visits from local historians and British Celebration experiences such as holding a street party.

## INTENT

The choice of History units is informed by the national curriculum and are sensitive to children’s interests, as well as the context of the local area. The history curriculum at Kingswood Primary Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at Kingswood aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past.
- Are encouraged to develop questioning skills, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and cultures, and relationships between different groups, as well as their own identity and aspirations, and the challenges of their time.

The history curriculum at Kingswood Primary Academy draws from and makes full use of the immediate and wider local area to enrich their learning, enabling children to develop a deep understanding of the rich history of their locality.

## IMPLEMENTATION

Our history curriculum is supported by a knowledge-rich curriculum. This knowledge based, progressive curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. At the beginning of each topic, children revisit what they know already as well as what they would like to find out. Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. As an example, for pupils to really understand the causes of significant national and global events, such as World War I, they will have learned some background knowledge of what happened before through the origins and growth of European empires, including the British Empire

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Ancient Egypt and Early Islamic civilisations.

The Early Years Foundation Stage (EYFS) aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Our whole curriculum is shaped by our school vision which aims to enable all children to develop their individual talents, realise their potential and aspire to become the very best they can be, regardless of background and ability. History lessons should be taught with our ethos in mind; inspire wonder and intellectual curiosity. We teach the National Curriculum through our chosen periods of History.

Lessons follow a specified format, allowing pupils to become familiar with the structure of learning and prior learning is revisited along with key-vocabulary specific to each lesson.

## IMPACT

We aim for our children to know and remember more throughout their history journey. We aim to equip them to ask perceptive questions and develop their enquiry skills i.e. to think critically, weigh evidence, sift evidence and develop perspective and judgements. They should also leave our school with a learned chronology of events from British history and the wider world.

Outcomes in History and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular experience days, visitors into school and trips outside of school provide further relevant and contextual learning, engaging members of the community in children's learning and providing positive role models from the community for children to learn from.

In history, it is expected that evidence of the children's study will be recorded in their history book. Historical writing in Key Stage Two will demonstrate what the children have learnt, and their understanding of historical events and how this relates to the world we currently live in. We will assess pupils' learning at the end of each unit of work using a variety of formats including quizzes, written work and questions. In addition, we monitor the impact of history curriculum through:

- lesson observations – how well children are contributing to discussions and how they articulate ideas about relevant themes;
- learning walks – how well our curriculum intent is embedded in lessons
- book looks – as part of triangulation with learning walks and assessments
- pupil voice – enables us to listen to pupils' views about their learning and how well curriculum content is taught and understood;
- monitoring of the curriculum by the history lead

## CURRICULUM DESIGN

The coverage of topics is checked against the national curriculum.

Progression and coherence are advanced through the framework of three vertical concepts. These vertical concepts provide lens through which to study and contextualise history, as well as a gradual, deep understanding of complex, more abstract ideas:

**'Quest for knowledge'** - How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise?

**'Power, empire and democracy'** - Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts?

**'Community, family and culture'** – What is lifelike for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places? How is their culture the same or different to those of other societies we have learned about?

Year	Key Learning Sequence	Historical Focus and Connections
EYFS	<p>All about me</p> <p>Transport past and present.</p> <p>Space Growing and changing.</p> <p>Kings and Queens</p> <p>Stories from the past</p>	<ul style="list-style-type: none"> <li>• Children know that fairytales are stories passed on by people from a long time ago. Children will know that stories from the past can teach us. Children will understand that over time, stories can change</li> <li>• Children understand that the crown is passed down through the Royal Family. Children may be able to talk about a local building with Royal links or historical significance. Children know that the Magna Carta is an important document from history.</li> <li>• Children will be able to describe how they have changed over time (linking back to previous units and how children have considered chronology).</li> <li>• Children recognise that transport in the past was very different from transport today. Children know that trains ran by steam in the past. Children know transport has changed over time.</li> <li>• Children are beginning to understand chronology and the passing of time. Children begin to think about the past, present and future.</li> </ul>
Y1	<p>Discovering History Kings, Queens and Leaders Parliament and Prime Ministers</p>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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</li> <li>• Significant historical events, people and places in their own locality</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• Changes within living memory (the coronation of Elizabeth II)</li> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>
Y2	<p>Discovering History The Romans in Britain The Tudors</p>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> <li>• Events beyond living memory that are significant nationally or globally (Boudicca's rebellion)</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements (Boudicca, Julius Caesar, Emperor Claudius)</li> </ul>
Y3	<p>The Stone Age and Iron Age</p>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>

	<p>Ancient Egypt</p> <p>Anglo Saxons, Vikings and Scots</p> <p>Law and Power</p> <p>The Wars of the Roses</p>	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt</li> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul>
<p><b>Y4</b></p>	<p>Ancient Greece</p> <p>Life in Ancient Rome</p> <p>The Rise and Fall of Rome</p> <p>The Stuarts</p>	<ul style="list-style-type: none"> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• The Roman Empire and its impact on Britain</li> </ul>
<p><b>Y5</b></p>	<p>Baghdad AD900</p> <p>The Early British Empire</p> <p>The French Revolution</p> <p>The Transatlantic Slave Trade</p> <p>The Industrial Revolution</p> <p>The Victorian Age</p>	<ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Develop a chronologically secure knowledge and understanding of world history</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<p><b>Y6</b></p>	<p>World War I</p> <p>The Suffragettes</p> <p>The Rise of Hitler and World War II</p> <p>World War II and the Holocaust</p> <p>The Cold War</p> <p>The History of human rights</p>	<ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>• understand how our knowledge of the past is constructed from a range of sources.</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>

**SEND** – Strategies for supporting access

**Enrichment**

- Break down learning – now/then
- Adult support – start off then independent (where possible)
- Images to support
- Specific simple instructions
- Differentiation – scaffold
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Definitions – revisit

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Kingswood Primary Academy, the children have opportunities to experience history on educational visits, explore local historical landmarks such as Rockingham Castle, visit archaeological sites and meet local historians.

## SUBJECT LEADERSHIP AND DEVELOPMENT

### Subject Strengths

- Knowledge of subject gaps and how these have been addressed.
- Staff knowledge of their curriculum – progression and sequence
- Pupil enjoyment of History and remembering key facts
- Range of trips and experiences provided.
- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning and in pupil books

### Areas to Develop

- Continue to develop use of knowledge organisers and quizzes
- Continue to develop lesson activities for effectiveness
- Continue to access specialist training from external providers to ensure the best and most current practise.
- Continue to develop academy website
- To understand the PKC

### Monitoring

- T1 Focus – MTPs - Book monitoring
- T2 Focus – Historical connections – CT discussions - Books/pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

### CPD

- Sequence of learning – Development of LTPs and MTPs – identifying and addressing gaps
- To undertake CPD provided by the PKC.
- GAT Primary Networks – History Leads