

The Curriculum at Lawnside Academy

The Intent, implementation and Impact of our Curriculum – History

At Lawnside we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Intent

At Lawnside, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At Lawnside, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2.

Impact

The impact and measure of this is to ensure that children at Lawnside are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

History Objectives Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Place known events and objects in chronological order • Sequence events and recount changes within living memory • Use common words and phrases relating to the passing of time 	<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Show an awareness of the past, using common words and phrases relating to the passing of time • Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods 	<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time • Describe memories of key events in his/her life using historical vocabulary 	<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Place some historical periods in a chronological framework • Use historic terms related to the period of study 	<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline 	<p>Chronological understanding:</p>
<p>Historical enquiry:</p> <ul style="list-style-type: none"> • Find answers to some simple questions about the past from simple sources of information • Describe some simple similarities and 	<p>Historical enquiry:</p> <ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows 	<p>Historical enquiry:</p>	<p>Historical enquiry:</p> <ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past 	<p>Historical enquiry:</p> <ul style="list-style-type: none"> • Compare sources of information available for the study of different times in the past 	<p>Historical enquiry:</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

<p>differences between artefacts</p> <ul style="list-style-type: none"> • Sort artefacts from 'then' and 'now' • Ask and answer relevant basic questions about the past 	<p>and understands key features of events</p> <ul style="list-style-type: none"> • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented 		<ul style="list-style-type: none"> • Use a variety of resources to find out about aspects of life in the past 		<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Make confident use of a variety of sources for independent research
<p>Historical interpretations:</p> <ul style="list-style-type: none"> • Relate his/her own account of an event and understand that others may give a different version 	<p>Historical interpretations:</p> <ul style="list-style-type: none"> • Describe changes within living memory and aspects of change in national life • Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated 	<p>Historical interpretations:</p>	<p>Historical interpretations:</p> <ul style="list-style-type: none"> • Understand that sources can contradict each other 	<p>Historical interpretations:</p> <ul style="list-style-type: none"> • Make comparisons between aspects of periods of history and the present day • Understand that the type of information available depends on the period of time studied • Evaluate the usefulness of a variety of sources 	<p>Historical interpretations:</p>

	<p>through festivals or anniversaries</p> <ul style="list-style-type: none"> • Describe significant historical events, people and places in his/her own locality 				
<p>Organisation and communication:</p> <ul style="list-style-type: none"> • Talk, draw or write about aspects of the past 	<p>Organisation and communication:</p> <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms • Speak about how he/she has found out about the past • Record what he/she has learned by drawing and writing 	<p>Organisation and communication:</p>	<p>Organisation and communication:</p> <ul style="list-style-type: none"> • Communicate his/her learning in an organised and structured way, using appropriate terminology 	<p>Organisation and communication:</p> <ul style="list-style-type: none"> • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source 	<p>Organisation and communication:</p>
<p>Understanding of event, people and changes:</p> <ul style="list-style-type: none"> • Understand key features of events • Identify some similarities and differences between 	<p>Understanding of event, people and changes:</p> <ul style="list-style-type: none"> • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use 	<p>Understanding of event, people and changes:</p>	<p>Understanding of event, people and changes:</p>	<p>Understanding of event, people and changes:</p> <ul style="list-style-type: none"> • Give some reasons for some important historical events 	<p>Understanding of event, people and changes:</p> <ul style="list-style-type: none"> • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within

<p>ways of life in different periods</p>	<p>some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>				<p>and across the periods he/she studies</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time and show developing appropriate use of historical terms • Describe changes in Britain from the Stone Age to the Iron Age • Describe the Roman Empire and its impact on Britain • Describe Britain's settlement by Anglo-Saxons and Scots • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Describe a local history study
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					<ul style="list-style-type: none">• Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066• Describe 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• Describe a study of Ancient Greek life and achievements and their influence on the western world• Describe a non-European society that provides contrasts with British history - one study chosen from:
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					<p>early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <ul style="list-style-type: none">• Use evidence to support arguments
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KS1 History 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year A		Recognising significant historical figures – Neil Armstrong/ Mae Jemison Florence Nightingale/Mary Seacole		Events beyond living memory – Great Fire of London The lives of significant individuals – Samuel Pepys, Charles 1	Mary Anning	Seaside in the past
History Year B		Queens KS history		The lives of significant individuals – in transport – Amy Johnson KS history		Significant individuals – Mary Anning KS history

LKS2 History 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year A	Vikings		Ancient Egypt		Local history	
History Year B	Stone Age		World War 2		The Romans	

UKS2 History 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year 5	<i>Ancient Greece</i>		The Victorians		The Anglo-Saxons	
History Year 6	Ancient Maya		Rich and Poor Tudors		Crime and Punishment	