

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
<p><u>Chronological understanding</u></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><u>Historical enquiry</u></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 differences between artefacts • Sort artefacts from 'then' and 'now' 	<p><u>Chronological understanding</u></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><u>Historical enquiry</u></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 and understands key features of events • Show understanding of some of the ways in which we find out about 	<p><u>Chronological understanding</u></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><u>Chronological understanding</u></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><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past • Use a variety of resources to find out about aspects of life in the past

<ul style="list-style-type: none"> • Ask and answer relevant basic questions about the past <p><u>Historical interpretations</u></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><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Talk, draw or write about aspects of the past 	<p>the past and identify different ways in which it is represented</p> <p><u>Historical interpretations</u></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 through festivals or anniversaries • Describe significant historical events, people and places in his/her own locality <p><u>Organisation and communication</u></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 		<p><u>Historical interpretations</u></p> <ul style="list-style-type: none"> • Understand that sources can contradict each other <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate his/her learning in an organised and structured way, using appropriate terminology
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<p><u>Understanding of event, people and changes</u></p> <ul style="list-style-type: none"> • Understand key features of events • Identify some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> • Record what he/she has learned by drawing and writing <p><u>Understanding of event, people and changes</u></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 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 		
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KS1 History 2 Year Rolling Programme

	Autumn	Spring	Summer
History Year A	Recognising significant historical figures, Christopher Columbus, Armstrong, Rosa Parks, Florence Nightingale and Nellie Spindler Use time words Identify differences between then and now	Events beyond living memory – Great Fire of London The lives of significant individuals- Samuel Pepys, Charles 1	The lives of significant individuals, past and present - scientists
History Year B	Lives of significant individuals – Kings, queens Historical significant events	The lives of significant individuals – Grace Darling	Changes in living memory – food changes – computing, bread making, buying food etc.

KS2 History/Geography 2 Year Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Year A	The Saxons and The Vikings		Comparing Ancient Egyptian civilisation and Britain at the period in history, Howard Carter, debate removal of artefacts from Egypt, Pharaohs and pyramids		Local History	
History Year B	The Stone Age		WW2		The Romans	