

I have been the subject lead for History for as long as I can remember! I have really enjoyed planning the new units this year – devising exciting and interactive lessons for all learners - ones they will hopefully enjoy and remember, and ones which enable them to think like historians, ask questions of the world and make links between different topics.

## The Role of History in the National Curriculum

The National Curriculum states that: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**The National curriculum outlines the subject content for primary school history. It says that pupils in KS1 should be taught about:**

- ❖ changes within living memory.
- ❖ 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
- ❖ significant historical events, people and places in their own locality.

**It says that pupils in KS2 should be taught about:**

- ❖ changes in Britain from the Stone Age to the Iron Age
- ❖ the Roman Empire and its impact on Britain
- ❖ Britain's settlement by Anglo-Saxons and Scots
- ❖ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ❖ a local history study
- ❖ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ❖ the achievements of the earliest civilisations
- ❖ Ancient Greece
- ❖ a non-European society that provides contrasts with British history

## History at Oswald Road Primary School

From Year 1 we teach the required content in a series of six-week units which show a logical progression in learning (with the exception of WW1 in year 6). We have golden threads (recurring themes or concepts) woven through the units such as *significance* and *cause and consequence* beginning in KS1 and *civilisation* and *conflict* in KS2. This is to promote deeper understanding and retrieval of knowledge, rather than just memorizing isolated facts, and allows the children to make stronger links to prior learning.

Diversity is considered as paramount throughout the school and is included in units when able and where it is relevant.

### EYFS

In our Early Years, history is a broad and exciting subject taught through six broad topics where it fits most appropriately e.g. Transport lends itself to looking at similarities and differences between things in the past and now.

We ensure that a wide range of experiences and opportunities are available to our children so that they can begin to develop their knowledge, find things out for themselves and make observations. This can be through teacher led sessions, continuous provision or stories.

### Key Stage 1

**The three units covered in Year 1 are chosen due to being in/near living memory building on the direct experiences' children have had access to in EYFS.**

**Toys** – This includes playing with old and new toys, looking at how and why they have changed, interviewing grown-ups about their favourite toys and presenting these to the class.

**The Moon Landing** – The children look the moon landing using footage from the time, drama and stories. They focus on Neil Armstrong as a significant individual and discuss how the event was significant globally. They also explore how the space exploration has impacted our lives today.

**Lowry** – L.S Lowry and his paintings are used to study the local areas around Manchester and Salford. The children focus on his paintings as a way to identify changes from then to now and, of course, visit the art gallery!

**In Year 2, we start to talk about similarities and differences and cause and consequence.**

**Guy Fawkes** – This is a drama-based unit where the children explore the events leading up to November the 5<sup>th</sup> including the monarchy and life in Britain at the

time. They discuss the element of religion and link this to work we do on Rights Respecting.

**Rosa Parks** - The children study the cause and consequences of the Montgomery Bus Boycott. They focus on what life was like at the time and concentrate on Rosa Parks as a significant individual, looking at primary sources such as newspapers, photos and eye witness accounts, as a way of carrying out historical enquiry.

**The Great Fire of London** – Within this unit the children look at similarities and differences between London before and after the Great Fire. They use Samuel Pepys' diary as a primary source of evidence and examine the cause and consequences the fire had.

## **Key Stage 2**

**In Year 3 the themes of civilisation and conflict begin to be developed.**

**Stone Age to Iron Age** – As this is a very long time frame, the unit continues over two half terms. The children follow the development of people from hunter-gatherers to farmers, and from nomads to settlers. They look at the effects of discovering metals in the bronze and iron ages, migration of people and the establishment of The Celts.

**Romans** – This unit explores why the Romans came and why they left. They look at the impact this made on Britain and their legacies.

**In Year 4 the focus includes an understanding of early British history up to 1066.**

**Anglo Saxons** – This history unit looks at what Britain was like when the Romans left, where the Anglo Saxons and Scots came from and how, over time, Britain was divided into kingdoms. The children study evidence such as the burial sites at Sutton Hoo, and use this to make historical assumptions.

**The Vikings** – The focus of this unit is primarily the struggle between Anglo-Saxons and the Vikings. The children find out who they were and where they came from. It explores the many struggles they had for kingdoms, how these changed, the first king of England and concludes with the Battle of Hastings.

**Ancient Egypt** – This is the first unit on an ancient civilisation. The children look at how the Egyptians lived, their beliefs in the after-life and how important the River Nile was to their success. They briefly compare the ancient Egyptians to other early civilisations and discuss the legacies they left.

**In Year 5 the history continues to build on their prior knowledge.**

**Ancient Greece** – This unit focuses on daily life, achievements and, again, legacies. This includes comparing the lives of women in Sparta and Athens, the success at the Battle of Marathon and research using evidence such as Greek vases.

**Victorian Manchester** – This is a local study unit which builds on the work they did in key stage 1 on Lowry. The children discuss the growth of Manchester during the Industrial Revolution through the cotton industry. It also includes the Atlantic slave trade and its decline following the American civil war. Using evidence, they look at what it would have been like to be a child in Victorian times.

**World War II** – The children start by looking at the reasons Britain went to war and the consequences of this e.g. evacuation, rationing. They examine what happened during the Blitz and the role of the home front. The unit lead them to consider why World War II was a significant event.

**In Year 6, the children are really able to see how the history units have come together**

**Islamic Golden Age** – In this unit the children look at the wonderful design of Baghdad, its links to the silk road and the notoriety of The House of Wisdom. They link the age to what was happening in Britain at the same time and also to other civilisations they have learnt about.

**World War I** – The unit begins with a look at events leading up to the war and the countries involved. It includes the use of propaganda, the home front and warfare inventions. The children take a closer look at The Battle of the Somme and life in the trenches and conclude with the signing of the Treaty of Versailles and the repercussions of this.

**Suffragettes** – The children look at the role of women through history and the many differing views of women's suffrage at the end of the 19<sup>th</sup> century. They focus on key individuals including Emmeline Pankhurst and Millicent Garrett Fawcett, their different movements and how they changed society.

## **SEND**

We aim to ensure all our SEND children have full access to the History curriculum at an appropriate pitch (both for challenge and support). Lesson have been planned with all children and learning styles in mind. We are aspirational for all children.

**So much of our history curriculum lends itself to our school vision where we want the children to leave as young people who are inspired to learn, be creative and well rounded.**

**Also, by looking at the past, we can explore and understand the present. Many of our topics allow conversations which link to Rights Respecting and British Values such as tolerance, respect and democracy.**



## Pupil voice

"It's really fun learning about the Stone Age. I liked seeing the pictures of the weapons. It was great going to Manchester Museum to see them in real life. I can remember loads!"

"I liked learning about Neil Armstrong because I want to go to the moon when I am older and it makes me want to go even more."

"I enjoy history because it teaches us what good and bad things have happened in the past. When we are learning about sad things it helps us understand what things we can improve for the future so we don't make silly decisions happen again."

"I like the way we have gone from Stone Age all the way to the Victorians in order so we understand how civilisations have changed."

"In our lessons we have a lot to learn about and I think it's important for people to know what the past was about."

"I really liked the Guy Fawkes when we went through the tunnels. I found it interesting that in the Stone Age they used moss for toilet paper!"

"I liked how the Suffragettes protested for women to vote when even Queen Victoria said they shouldn't and she was a woman herself! I liked how the Suffragettes linked to World War I because women helped in the home front in the war."

"All in all I really like history and hope it continues to expand my knowledge."

## Subject Trips, Visits and Enhancements

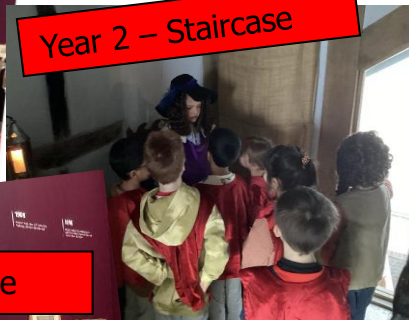
We are so lucky to have many enrichment opportunities available to support the history curriculum and bring it to life. I know the children always enjoy them! Here are just a few of the things we have done so far this year...



EYFS – Visitors and



Year 2 – Staircase



Year 1 – The



Year 4 – Portals of



Year 3 – Manchester



Year 6 – Imperial War



Year 5 – Quarry

