

Year 5	How did the Maya civilisation compare to the Anglo-Saxons? Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined	What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.	What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.
Year 6	What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources	What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.	The Sikh Empire Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.

History Implementation



To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught in half termly stages, at times discretely, though often with clear links to the English curriculum and texts used. The lessons incorporate the substantive and disciplinary strands, including topic knowledge, chronological awareness, substantive concepts, historical enquiry and disciplinary concepts. Throughout the journey through history the children are expected to be aware of change and continuity, cause and consequence, similarities and differences, historical significance, historical interpretations and sources of evidence.

History teaching focuses on enabling children to think critically and provides exploration of the subject. They are taught to be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

Maple Tree provides a variety of opportunities for history learning inside and outside the classroom. Educational visits are an opportunity for the teachers to plan for additional history learning using primary and secondary sources. We also include external companies such as 'History Off The Page' to use their services to either start or complete a topic with a link to real life experiences. All children will have these opportunities irrelevant of cultural capital.

History Impact

Our history curriculum offers high quality and well delivered lessons which encourage progression and confidence in skills. The children will leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. Good historical questioning helps pupils to gain a coherent knowledge and understanding of Britain's past. Through our curriculum, pupils learn to think critically, ask perceptive questions and evaluate evidence. In order to ensure our aims have been met, we scrutinise topics through:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Interviewing the pupils about their learning (pupil voice).
- Moderation where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Sharing good practice in staff meetings.
- Learning walks
- Knowledge organisers