History Intent and Overview

At Maple Tree Primary School history education aims to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. We aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils and understanding of Britain's past and that of the wider world. History teaching has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live. At Maple Tree we provide a curriculum that is designed to enable our children to know about significant events in British history and to appreciate how things have changed over time and to develop a sense of chronology. Our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind,



society and culture. The children will know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education. History education will also provide the children to have knowledge and understanding of historical development in the wider world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reception	Peak into the past		Adventures through time				
	Children reflect on memories and experiences from their over		vn past and comment on Comparing and contrasting p		eople from the past and now by looking at photographs,		
	images of familiar situations	in the past	listening to their stories and		earning about their achievements		
Year 1	How am I making history?		How have toys changed?		How have explorers changed the world?		
	Looking at personal chronology and finding out about the		Sequencing toys into a physical timeline, children		Finding out about events and people beyond living		
	past within living memory. By examining photographs		investigate artefacts from the past and begin to pose		memory, children particularly think about explorers and		
	and asking questions, children investigate chronology.		questions. They learn how teddy bears have changed and		what makes them significant. They create a timeline and		
	Beginning to look at a simple timeline extending back to		'interview' an old teddy bear before considering what		investigate which parts of the world they explored,		
	before they were born		toys may be like in the future.		before comparing explorers and discussing ways in which		
					these significant people could be remembered		
Year 2	How was school different in the past?		How did we learn to fly?		What is a Monarch?		
	Understanding that although schools have been in the		Developing their knowledge of events beyond living		Finding out the role of a monarch, children compare the		
	local area for a long time, they have not always been the		memory and reinforcing their chronological		monarchy today with the monarchy in the past. Pupils		
	same; identifying historical similarities and differences;		understanding by looking at significant events in the		investigate how William the Conqueror became King and		
		using a range of sources to recognise continuity between		history of flight on a timeline. Learning about the		learn how he used castles to rule. They study different	
	children's lives past and pres	ent	individuals who contributed to the history of flight		types of castles and consider how these evolved over		
					time.		
Year 3	Would you prefer to have liv	ed in the Stone Age, Bronze	Why did the Romans settle in Britain?		What did the ancient Egypti		
	Age or Iron Age?		Investigating why the Romans invaded Britain and the		Finding out about Egyptian beliefs, children make		
	Looking at the chronology of		reaction of the Celts and learning how the Romans		inferences about beliefs about the afterlife using primary		
	introduced to Britain's story.		changed life in Britain		sources. They investigate pyr		
	evidence to find out about th	ie Stone Age, Bronze and				entify Egyptian beliefs before	
Varu 4	Iron Age	<u></u>			creating a video clip to sumn		
Year 4		ow did the achievements of the Ancient Maya impact neir society and beyond? How have children's lives changed? Investigating the changes in children's lives through		_	How hard was it to invade a		
	their society and beyond?	manuta of anniant manulas like		_	Developing an understanding		
	-	ments of ancient peoples like		s spare time, health and work	settled, learning about Anglo		
	the Maya by investigating his evidence. Through the observ		about a day in the life of a we	work in more detail, learning	spread of Christianity and ass		
	_	•	•	_	the Anglo-Saxons to modern	Britain.	
	rainforests, the cultural signif	their settlement strategies in	significance of Lord Shaftesb children	ury in changing the lives of			
	impact of their beliefs, invent		Ciliaren				
	beyond their society	uons and decline within and					
	beyond their society						

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

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