

Curriculum Quality
History

Subject Leader:
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Intent

At the Marchant-Holliday school, we aim to promote and support curiosity surrounding History and the impact that historical events have on modern living. As our pupils progress, they will gain a coherent knowledge of the wider world, by asking questions which give them an understanding about the past. Pupils at MHS will develop the skills to think critically, use evidence to support their reasoning, and view arguments openly to make reasoned judgements. We want our pupils to explore the complexity of change, the diversity of culture and society, and consider their own identity within a changing world.

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The overarching concepts for History at The Marchant-Holliday School are to embed historical learning within thematic planning- enabling children to fully embrace the concepts presented to them in a contextual way. To ensure that every pupil gains a breadth and depth of knowledge from their curriculum through an overview that covers enough content in each year without repetition.

Implementation

Throughout KS1 and KS2, we ensure full coverage without repetition by planning a two-year rolling programme The History curriculum is delivered through thematic Learning Experiences, designed to cover all curriculum objectives by the time the children leave MHS. The purpose of delivering the curriculum through thematic planning is to provide pupils with the opportunity to immerse themselves fully in their learning. This sets the learning in context and makes it more meaningful for the pupils. We believe that the promotion of a language rich History curriculum is essential to the successful acquisition of knowledge and understanding in history. The promotion and use of an accurate and rich historical vocabulary throughout school is planned as part of our history focused learning experiences and reflected in the classroom working walls, visual displays and hands-on artefacts. We are members of the Somerset Rural Life Museum and Heritage Lending Library. This provides us with the opportunity to take the pupils on unlimited visits to the Museum in Glastonbury to see history in a local context. The loan service enables us to borrow books, artefacts and resources to support the teaching of History and to enable the pupils to have a first-hand experience of relics from the past.

The key knowledge, language and meanings that the children use to understand History are transferable skills across all aspects of the curriculum and support the pupils understanding of British Values and Social, Moral, Spiritual and Cultural teachings.

Curriculum Overview (Knowledge and Skills)						
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 1/2 Cycle A	London's Burning The Great Fire of London: significant individual- Samuel Pepys. .	<i>Amazing Animals</i> -	Passport to China Events beyond living memory- the silk trade. Significant individual: Marco Polo	<i>Watch Out There's a Monster About</i> -	<i>Secret Garden</i> -	I do Like to be Beside the Seaside Events beyond living memory- Victorians. Significant individuals: Queen Victoria. Changes within living memory. Aspects of Change; the beach holiday in Victorian times, for our grandparents, parents and ourselves
Years 1/2 Cycle B	Dungeons and Dragons The lives of significant individuals in the past who have contributed to national and international achievements. A comparison of aspects of life in different periods Elizabeth I and Elizabeth II. The changing role of the monarchy –King John and the Magna Carta, Henry VIII and the Church of England Castles and sieges in the local area: Old Wardour Castle and Sherborne Castle	<i>Out of Africa</i> -	Brilliant Brunel Significant historical events, people and places in the South West –the GWR, Bristol Temple Meads, SS Great Britain and the Clifton Suspension Bridge The lives of significant individuals in the past who have contributed to national and international achievements – IK Brunel Victorian engineering and machinery in rural Somerset.	<i>How To Grow a Human</i> -	On Display History: Events beyond living memory Significant individuals: Monet; Van Gogh	<i>Predators and Prey</i> -
Years 3/ 4 Cycle A	The Ancient Egyptians The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: The Ancient Egyptians	<i>The Electric Age</i> -	<i>What's the Matter?</i>	<i>A drop in the Ocean</i> -	<i>Around the World in 80 Days</i> -	Roll out the Romans To describe the Roman empire and consider its impact on Britain

						Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army -
Year 3/4 Cycle B	History Rocks! Stone Age developments. Prehistoric settlements. Hunting and gathering. Life in the stone age.	Remember, Remember. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Gunpowder Plot The reign of King James 1st	<i>Exploding Earth</i>	Metal Works Progression through bronze age and iron age. Changes through History.	<i>Chocolate: From Bean to Bar</i>	<i>Go Ape (Rainforests)</i>
Years 5/ 6/7 Cycle A	Crime & Punishment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history crime and punishment -the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods Year 7s only in Aut. 1 The Norman Invasion Medieval Britain	<i>Robots</i>	Can I fall into Space? The history of the Space Race- connections, contrasts and trends over time. Astronomy – questions about change, cause, similarity and difference, and significance.	Explorers & Trailblazers The historical voyages of John Cabot, Sir Walter Raleigh and Sir Francis Drake and modern sailors such as Ellen Macarthur.	The Mayans in The Americas A non-European society that provides contrasts with British history: early Mayan civilization c. AD 900	<i>Planet Earth</i>
Years 5/6/7 Cycle B	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world	<i>Magic and Muggles</i>	<i>Blue Planet</i>	Raiders and Invaders The Viking and Anglo-Saxon struggle for the Kingdom of England – raiders and invaders Anglo-Saxon invasions, settlements and	<i>Being Human</i>	A Passage to India A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 History: trading-

				kingdoms: place names and village life A Local History Study Sherborne Endeavour and Endurance only: Bloody Battles 1066 study; monarchy and armies.		significant turning point in British History. The Indus Valley
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Impact

The pupils at the Marchant-Holliday School will have gained key skills in historical enquiry, interpretation and organisation. Using these skills the pupils will gain a knowledge and understanding about how life and achievements in the past have shaped the world we live in today. Their knowledge will help them in their evaluation of historical events and their consideration of the role of significant individuals from the past. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. We use gap analysis to inform planning and this is especially important for our pupils who have been out of schooling for significant periods before joining MHS. If children are keeping up with the curriculum, they are deemed to be making good or better progress. We measure the impact of our curriculum by the teachers assessing the pupils understanding against the planned outcomes. We use pupil voice to scribe some of the pupils' ideas, take photographs of them doing practical activities and conduct pupil interviews to allow individuals to provide feedback on their experiences. Successes are celebrated during and after each learning experience and the pupils are able to discuss what they have learned.

By the end of Key Stage 1: Pupils will have gained a platform of skills and knowledge upon which to build as they enter Key Stage 2. They will have developed an ability to ask questions, to gain knowledge and to understand the impact that historical events have on modern day living.

By the end of Key Stage 2: Pupils will have developed a deeper understanding of historical events and the affect these have on the modern day. Children will make sophisticated comparisons and be able to discuss change over time.

By the end of year 7: the pupils, at the Marchant-Holliday school, will have continued to close the gaps and develop their historical knowledge, enquiry skills and reasoning in preparation to begin the KS3 curriculum in their next school setting.