

CURRICULUM DESIGN for HISTORY

INTENT

Mosaic Jewish Primary School is a small community situated in part of South West London. Our location has influenced the decisions made in designing this curriculum. As an urban city, there is a strong need for pupils to understand themes of change through time and how London has impacted on local, national and international history. Through using the themes of 'Changes Through Time', 'Explorers and Pioneers', 'Ancient Civilizations' and 'Conflict and Resolution', each enquiry builds from the prior knowledge gained and enables our children to think deeper about their understanding of History. Deliberate curriculum choices have been made to enable the children to conduct historical enquiry both in the class and through fieldwork and trips wherever possible. Our curriculum refers to the rich archaeological and historic treasures and sites available to us.

History IMPLEMENTATION

History follows the National Curriculum; objectives are delivered through long and short enquiries. Children are 'hooked' into their learning before working through an enquiry-based approach. The 'voices' (historical concepts) ensure skills specific to History are taught each and every year and are based in the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community. We assess the impact of the enquiry through SLT reviews: The Head of School meets with children and questions them on their learning and determines the depth of their knowledge as well as their reflections on the core values that they were working on. Topic pages and quizzes are also conducted at the beginning and end of the enquiry to give a numerical track to progress. Children will enjoy school trips, welcome visitors and view artefacts, utilising the resource centre which is on our doorstep— all of which works to enrich their experience within History.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within History.

History IMPACT

Impact of teaching and learning will be determined through SLT reviews, subject lead drop ins, assessment through topic pages/quizzes and pupil voice. This information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in the planning document.

Whole School Overview

There is an expectation that children will use their prior learning and build upon this as they journey through Mosaic Jewish Primary School. Children will reach an **end point** where their understanding of history has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children would encounter History through Understanding of the World; using key events in the calendar allows EYFS children to gain some awareness of historical and cultural events. Year 1 build on this prior learning and extend it through their fieldwork studies and deepened understanding of chronology and events beyond living memory. The EYFS curriculum is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

Year Group	Autumn	Spring	Summer
Reception	Prominent people from past and present	TBC	TBC
Year 1	How am I making History?	How have toys changed?	How have explores changed the world?
Year 2	How was school different in the past?	What happened during the Great Fire of London?	What is a monarch?
Year 3	Would you prefer to live in the Stone age, Iron Age or Bronze Age?	What did the Ancient Egyptians believe?	Why did the Romans settle in Britain?
Year 4	How have children's lives changed?	How hard was it to invade and settle in Britain?	Were the Vikings raiders, traders or settlers?
Year 5	What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo-Saxon?
Year 6	What does the Census tell us about our local area?	What was the impact of WW2 on the people of Britain?	Who should go on the banknote?

Progression of Knowledge

Substantive (Abstract) Concepts							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power (monarchy, government and empire)			To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.			To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
Achievements and follies of mankind		To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers)	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians.			To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.
Invasion, settlement and migration				To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.			To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time.
Civilisation (Social and cultural)				To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To			To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To

				know that education existed in some cultures, times and groups.	understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.
Trade				To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.
Beliefs				To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.
Disciplinary Concepts					
Change and continuity		Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time	Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. To know that daily life has changed over time but that there are some similarities to life today.	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies. To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade.	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. To know that change can be brought about by conflict. To know that change can be traced using the census

<p>Cause and consequence</p>		<p>Asking why things happen and beginning to explain why with support.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know that everyday objects have changed as new materials have been invented.</p>	<p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology.</p>	<p>Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>
<p>Similarities and differences</p>		<p>Being aware that some things have changed and some have stayed the same in their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Knowing some things which have changed / stayed the same as the past. Finding out about people, events and beliefs in society. Making comparisons with their own lives. To know that there are explanations for similarities and differences between children's lives now and in the past.</p>	<p>Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied. Describing change throughout time.</p>
<p>Historical significance</p>		<p>Recalling special events in their own lives. To know that some people and events are considered more 'special' or significant than others.</p>	<p>Discussing who was important in a historical event. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who</p>	<p>Recalling some important people and events. Identifying who is important in historical sources and accounts. To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments. To know how historians select criteria for significance and that this changes.</p>

			changed many people's lives.		
Sources of evidence		Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.
Historical interpretations		Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. To know that the past can be represented in photographs.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past is represented in different ways.	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.
Historical Enquiry					
Posing historical questions		Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).	Asking a range of questions about stories, events and people. Understanding the importance of	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking

			historically-valid questions.	historical enquiry. Asking questions about the bias of historical evidence.	questions about the interpretations, viewpoints and perspectives held by others.
Gathering, organising and evaluating evidence		Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source
Interpreting findings, analysing and making connections		Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions		Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings		Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. saying, writing or drawing what they think it felt like	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims

		in response to a historical story or event.)	discussion, drawing our writing.		
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