

CURRICULUM DESIGN for HISTORY

History INTENT

At Mosaic Jewish Primary School we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. We hope to develop pupils' understanding of how historians study the past, construct accounts and develop the skills to carry out their own historical enquiries. In our history curriculum, we have thought about key threads that run through the units of learning. These include invasion and settlement, legacy, empire, civilisation, monarchy and society. By carefully mapping these themes across the units and revisiting them in different sequences of learning, we ensure pupils make links and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history. This enables them to build their chronological knowledge in each year group; and between short- and long-term –timescales. This approach allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Deliberate curriculum choices have been made to enable the children to conduct historical enquiry both in the class, through fieldwork and trips to access the rich archaeological and historic treasures and sites available to us as an urban city school, located in Southwest London.

History IMPLEMENTATION

At Mosaic, we have a spiral curriculum model, that follows the National Curriculum, where previous skills and knowledge are returned to and built upon. Children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. Substantive concepts such as power, trade, invasion and settlement, are introduced in key Stage 1, clearly identified in Lower Key Stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to understand these abstract themes crucial to their learning in History.

Lessons are designed to be varied, engaging and hands-on. Each topic is broken down into key questions which focus on the knowledge that the children need to take away from each lesson. These questions answer a broader overarching question, which links to an area of disciplinary knowledge such as 'change and continuity'. We place an emphasis on using their knowledge of historical periods to analyse historical artefacts and primary sources together with the opportunity to visit sites of historical significance. Furthermore, each unit has a knowledge assessment used at the end of the unit to provide a summative assessment, together with pupil voice. This will inform planning and teaching and will also measure progress across each unit.

History IMPACT

We aim for our pupils to 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 can make informed and balanced judgements based on their knowledge of the past.

History programmes of study: key stages 1 and 2 National curriculum in England

Subject content Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- **changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life
- **events beyond living memory that are significant nationally or globally** [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- **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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- **significant historical events, people and places in their own locality.**

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- **changes in Britain from the Stone Age to the Iron Age**

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- **the Roman Empire and its impact on Britain**

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica → 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- **Britain's settlement by Anglo-Saxons and Scots**

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld → Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- **a local history study**

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- **the achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world
- **a non-European society that provides contrasts with British history** – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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

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| Reception | Prominent people from past and present | To know that the environment around us changes as time passes | Sequence events |
| 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 | | | | | | | |
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| | 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 | 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. | |

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| | | | kingdoms and these were governed by monarchs | | |
| 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 know that education existed in some cultures, times and groups. | 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 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 | To be aware of the different beliefs that different cultures, times and groups hold. To understand the |

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| | | | | paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. | 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 | | <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>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.</p> <p>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</p> | <p>Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> | <p>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.</p> <p>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.</p> | <p>Making links between events and changes within and across different time periods / societies.</p> <p>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.</p> <p>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>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> |
| Similarities and differences | | <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> | <p>Knowing some things which have changed / stayed the same as the past. Finding out about people, events and</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>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> |

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| | | <p>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>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 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 changed many people's lives.</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> |
| <p>Sources of evidence</p> | | <p>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.</p> | <p>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</p> | <p>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.</p> | <p>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</p> |

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| | | To know that we remember some (but not all) of the events that we have lived through. | from sources to find out more about the past. | | 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 historically-valid questions. | 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 historical enquiry. Asking questions about the bias of historical evidence. | 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 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 | 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 | 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 |

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| | | the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). | | across a period of time, cultures or groups. Asking the question "How do we know?" | 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 | | <p>Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. (e.g. saying, writing or drawing what they think it felt like in response to a historical story or event.)</p> | <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p> | <p>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.</p> | <p>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 indicating 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</p> |

