



# Great Rollright

## History Curriculum



Good Shepherd as a learner	Good Shepherd as a friend	Good Shepherd as a guide	Good Shepherd as a protector	Good Shepherd as a cultivator
<ul style="list-style-type: none"> <li>- deep understanding</li> <li>- exciting and broad</li> <li>- needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>- love and care</li> <li>- respect</li> <li>- celebrates diversity</li> </ul>	<ul style="list-style-type: none"> <li>- moral compass</li> <li>- role model</li> <li>- success and resilience</li> </ul>	<ul style="list-style-type: none"> <li>- sustainable future</li> <li>- appreciate the planet</li> <li>- embrace responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- courage and perseverance</li> <li>- growth mindset</li> <li>- achieve their best</li> </ul>

### Rosenshine's Principles of Instruction

Daily Review	New Learning in Small Steps	Asking Questions	Providing Models	Guide Student Practice
Recap prior knowledge to strengthen connections of materials learned, and free working memory.	Present new material in small steps and only proceed when it is mastered.	Successful teachers employ lecturing, demonstrating and questioning – to determine how well material has been learned.	Modelling, worked examples and teacher thinking help clarify the steps involved.	Time is built in to rephrase, elaborate and summarise new material to enable pupils to store it in their long-term memory.
Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
Continued exploration of pupils understanding, even if there aren't any questions.	A success rate of 80% indicates learning as well as challenge.	Scaffolds are a temporary support and may take the form of modelling, teacher thinking aloud, cue cards, checklists.	Independent practice produces 'over learning' a necessary process for new material to be recalled automatically.	The effort involved in recalling newly learned material embeds it in the long-term memory. The more this happens the easier it is to build on.

Intent	Implementation	Impact
<p>In line with the EYFS and National Curriculum, at Great Rollright, we deliver a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past. We also want pupils to develop skills including asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. An important element of this is the use of educational visits to enhance learning.</p>	<p>In the EYFS the children explore historical themes and content through the Understanding of the World strand of the EYFS curriculum which is delivered through the topics we cover. This involves guiding the children to develop sense of their immediate past, as well as their historical events important in the community, through opportunities to explore, observe and find out about people, places, and the key events.</p> <p>In Years 1-6, history is taught in blocks throughout the year, so that children can achieve depth in their learning. Topics have been carefully planned to ensure that key aspects are revisited and built upon throughout their history learning journey through the school.</p> <p>Our history curriculum is carefully planned to take into consideration strands of history as inspired by Key Stage History, such as 'why events happened' in KS1 or 'understanding the significance of events' in KS2. We have ensured that all of these strands have been covered through various different topics, making best use of thematic links where appropriate. The areas we plan to study have been placed onto a world map to ensure we have a balanced coverage of locations.</p> <p>We have identified the key knowledge, vocabulary and skills of each blocked topic and consideration has been given to ensure progression of these across topics throughout each year group across the school. During history lessons, children will draw comparisons and make connections between different time periods and their own lives.</p> <p>Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. The local area is also utilised to enhance children's history learning, with opportunities for learning outside the classroom through visits. We encourage regular references to timelines and how topics fit together as well as a hands-on approach involving artefacts and outreach programmes where appropriate so as to bring history alive to our young learners.</p>	<p><b>Formative assessment</b> – teachers' knowledge and understanding of pupils means that the main method of curriculum assessment we employ is formative assessment.</p> <p><b>Retrieval practice</b> – completed regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.</p> <p><b>Pupil behaviour</b> – children will show that they are enjoying learning history and that work has been pitched appropriately through their behaviour and attitudes during lessons.</p> <p><b>Pupils' work</b> – Work is completed in exercise books. Teachers will give feedback verbally. Work in books will show progression over a topic or unit of work.</p> <p><b>Summative assessment</b> - Progress is measured against objectives set by the teacher that term and recorded on an assessment grid which is subsequently analysed.</p>

# History Long Term Plan

	Year A					Year B				
	Term 1	Term 2	Term 3	Term 4	Term 5/6	Term 1	Term 2	Term 3	Term 4	Term 5/6
<b>Reception</b>	Dinosaurs	Family celebrations and memories	In the jungle	Space	Minibeasts	Pirates	Seasonal changes	Toys	Holidays	You, me and everyone
<b>Year 1 and 2</b>	Mary Anning	Remembrance Day		2 significant individuals	Significant places locally	Gunpowder Plot	Hot and Cold Places	Changes in Technology	A seaside holiday	
<b>Year 3 and 4</b>	The Stone Age	WW2 in the locality		Ancient Greeks		Boudicca and the Romans		The Pyramids		
<b>Year 5 and 6</b>		WW2 National and International		Space Race		Vikings and Anglo Saxons		Mayans		

# History in the Early Years

History in the Early Years			
Year A and B			
30-50 months	<b>Understanding the world</b>	<b>People and communities</b>	<ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them.</li> <li>To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul>
		<b>The world</b>	<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> </ul>
40-60 months	<b>Understanding the world</b>	<b>People and communities</b>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>
		<b>The world</b>	<ul style="list-style-type: none"> <li>To look closely at similarities, differences, patterns and change.</li> </ul>
ELG	<b>Understanding the world</b>	<b>People and communities</b>	<ul style="list-style-type: none"> <li>To talk about past and present events in their own lives and in the lives of family members.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
		<b>The world</b>	<ul style="list-style-type: none"> <li>To know about similarities and differences in relation to places, objects, materials and living things.</li> <li>To talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>

# History Topic Overview in the Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<p><b>Dinosaurs</b> Pupils will find out about dinosaurs and the people that discovered them. They will learn about a dinosaur timeline They will look at fact books and videos to find out information about dinosaurs. Pupils will find out about the first dinosaur discovered and the latest one.</p>	<p><b>Family, celebrations and memories</b> Pupils will find out about their own family and those of others. They will learn about family tress and about my family in the past. They will join in with their family customs and traditions. They will learn about the family traditions and customs of others. Pupils will learn about a time capsule and begin a memory box in the reception class</p>	<p><b>Rainforests- Madagascar</b> Pupils will find out about where Madagascar is and when it was discovered. They will find out about some of the farming traditions of Madagascar. They will discover the history of Madagascar.</p>	<p><b>Space</b> Pupils will find out about space and the solar system. They will learn about the history of space travel. They will learn about the people who travelled to the moon.</p>	<p><b>The natural world- minibeasts</b> Pupils will talk about events that may happen with regards to life cycles of minibeasts They will use to talk to sequence events and ask and answer questions about minibeasts. They will use the correct vocabulary to discuss growth change and decay.</p>	
Year B	<p><b>Pirates</b> Pupils will find out about the history of pirates. They will learn about the ships they used for travel and compare them to now. The Pupils will discover how Pirates would have navigated the seas compared to today.</p>	<p><b>Seasonal changes</b> Pupils will learn about seasonal changes and be able to discuss them using the correct tense. Pupils will discover the history of a weather forecast. How did people predict the weather in the past?</p>	<p><b>Toys and games</b> Pupils will compare the toys they have now with ones from the past. They will find out about toys their own parents or grandparents used to have. Pupils will learn about the history the materials used in creating toys. The pupils will learn some of the games children played in the past and compare them to now.</p>	<p><b>Holidays</b> Pupils will compare different holiday destinations from different time periods. They will talk to their parents and grandparents about their holidays and how they may differ from now. Pupils will be able to discuss the differences between old black and white photographs or videos of holidays and colour.</p>	<p><b>You, me and everyone</b> Pupils will find out about their own family and those of others. They will learn about family tress and about my family in the past. They will join in with their family customs and traditions. They will learn about the family traditions and customs of others. Pupils will learn about a time capsule and begin a memory box in the reception class</p>	



# KS2 History Units

Year	Autumn		Spring	Summer
LKS2A	<p><b>The Stone Age</b> Pupils will develop their chronological understanding by exploring the concept of a time line which can represent the 'Stone Age. They will learn about the life of a Hunter/Gatherer and how this changed due to farming and settlement. They will find out about life in the settlement of Skara Brae.</p>	<p><b>WW2 in the locality</b> Pupils will consider how life in Great Rollright was affected during WW2. They will use the school log books as historical evidence to find out about changes in the life of the school during WW2. They will use first hand accounts of evacuees to find out about children evacuated to Great Rollright. They will learn about national initiatives that would have affected people in Great Rollright e.g. rationing, dig for victory. They will explore maps to find out about bombing in the local area, and consider why Oxford was not bombed. They will learn about the actions of a local resident and consider whether an award for Gallantry should be issued.</p>		<p><b>Ancient Greeks</b> Pupils will understand the term 'legacy' and consider which of the legacies left by the Ancient Greeks should be considered their greatest achievement. Pupils will learn about the Battle of Marathon and how this gave rise to the Olympics. Pupils will consider the cities of Athens and Sparta and how they were different, leading to understanding of the significance of democracy. Pupils will learn about Alexander the Great and how his achievements led to the growth of the Greek Empire.</p>
UKS2A		<p><b>WW2 – National and International</b> Pupils will learn how why Britain went to war in 1939 and what helped us to stand firm against the German threat. They will learn how propaganda was used, the importance of Alan Turing's invention, and how Britons celebrated Christmas and VE day.</p>		<p><b>Space Race</b> Pupils will learn the timeline of space exploration, starting from 1957 (Sputnik 2) and ending in 1990 with the launch of the Hubble Space telescope</p>
LKS2B	<p><b>Boudicca and the Romans</b> Pupils will learn about Celtic life in Britain before the arrival of the Romans, and how this brought huge change. They will consider how Boudicca led resistance to this, and why. They will consider how the perspectives of the Celts and Romans has led to difference in the way this history was recorded. Pupils will then learn about the changes that the Romans brought to the UK.</p>		<p><b>The Pyramids</b> Pupils will learn about life in Ancient Egypt, including finding about their burial practices.</p>	
UKS2B	<p><b>Vikings and Anglo Saxons</b> Pupils will learn why the Anglo-Saxons invaded, where they lived and about Alfred the Great. They will also learn about their struggle against the Vikings. Pupils will consider the reasons for the Vikings' bad reputation and what we can learn about Viking settlements.</p>		<p><b>Mayans</b> Pupils will learn what life was like for Mayan people. They will also learn why the Maya empire grew and why it later declined.</p>	<p><b>Victorians</b> Pupils will learn what life was like in Victorian Britain, including factories, railways and schools.</p>

