

Primary Specification



History

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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop 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, as well as their own identity and the challenges of their time.

The national curriculum for music 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
- 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

Objectives

KS1

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.

KS2

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

Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Local history study

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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

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.

HISTORY INTENT

At Marus Bridge, we intend for our History curriculum to inspire children's curiosity about the local background of Wigan. Due to our well-thought out and sequenced curriculum approach, children will gain a coherent knowledge and understanding of the past of Britain and that of the wider world. History teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Children will not only appreciate historical achievements but will also understand the follies of mankind and use this knowledge to debate the impact that civilisations, leaders and communities have had on the world.

HISTORY IMPLEMENTATION

History topics are taught in KS2 in chronological order, which carefully plans for progression and depth of learning from one-year group to the next.

History is taught in blocks allowing for continuous learning and regular recap to retain information; focusing and building on knowledge and skills stated in the National Curriculum.

Historical vocabulary is encouraged and used, progressively building upon vocabulary word banks across year groups. Teachers use a knowledge organiser for children to access to support their understanding.

Trips and visiting experts will enhance the learning experience for children across the school.

Teachers are encouraged to teach Humanities with cross curricular links, particularly to core subjects, and enhance learning experiences through making lessons interactive and enjoyable e.g. With the use of digital technologies, outdoor learning, field trips, debates, map making, exploring the local area etc. Trips and visiting experts will enhance the learning experience for children across the school.

HISTORY IMPACT

Pupils at Marus Bridge can compare and understand how historical events have impacted on life today.

Children gain a historical understanding about their own locality.

Children are highly skilled historians. They have a coherent knowledge and understanding of the past.

They understand how civilisations, leaders and historical periods shaped the world we live in today.

Children have the knowledge, skills and concepts needed to be successful in future learning and employment.

Due to quality first teaching ensures children make excellent progress in learning and attainment is consistently high.

Children remember in the long term the content they have been taught and can integrate new knowledge into larger concepts

Summary of Subject Content

The history curriculum is dependent on chronological understanding, where pupils grasp a sound understanding of chronology through a real sense of time, period and narrative. It encompasses local, national and international history including how they relate to one another. History topics in KS2 are taught in order of chronology according to **British history**, alongside the achievements of the earliest civilizations, a study of Greek life and a non-European society that provides contrasts with British history - these are taught in year groups that best support cross-curricular learning in Geography and core subjects.

Year 1	<i>Changes within living memory</i> Toys and Seaside	<i>Events beyond living memory</i> Great Fire of London	<i>Life of a significant individual</i> Florence Nightingale
Year 2	<i>Significant historical events, people and places in own locality</i> Emmeline Pankhurst Manchester	<i>Events beyond living memory</i> Titanic	<i>Life of a significant individual</i> Ernest Shackleton Important people through time
These units will include 60% teaching of new content and 40% of the lessons will be used to build links to previous learning. These lessons will be to revise, re-visit and refer to prior learning using the key concept skills. Pupils will be taught the skills of historiography and use them to contrast, compare and re-visit content studied previously.			
Year 3	Stone Age	Iron Age	Romans
Year 4	<i>Invaders and Settlers</i> Anglo-Saxons and Vikings	<i>Invaders and Settlers</i> Normans	Egyptians
These units will include 60% teaching of new content and 40% of the lessons will be used to build links to previous learning. These lessons will be to revise, re-visit and refer to prior learning using the key concept skills. Pupils will be taught the skills of historiography and use them to contrast, compare and re-visit content studied previously.			
Year 5	Local History – Wigan	Ancient Greece	Tudors
Year 6	Mayans	Victorians – Children through the ages summary	World War 1 & 2 - Evolution of war summary

Stage Descriptors

EYFS

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Use words and phrases like; a long time ago, before I was born, last week, when I was younger, yesterday, new, old, object, photograph, before, after, next, now, past, present, during, modern, recent, diary, event, museum, timeline

Recognise that some objects belonged to the past

Ask questions about old and new objects

Answer simple historical questions

Recognise similarities and differences such as here/there and then/now involving situations and other sources

KS1

Draw some simple conclusions about sources such as what an artefact was used for

Understand that the people and events I study fit within a chronological timeline

Know some ways in which we find out about the past and identify different ways in which the past is represented.

Recount the life of someone significant who lived in the past, explaining how they had an impact on others lives

Compare aspects of life from two periods of time

Describe an historical place, event or person from my own locality

Understand and discuss changes within living memory

LKS2

Use appropriate historical vocabulary to communicate, including; ancient, BC/AD, century, era, decade, chronology/chronologically, archaeology/archaeologist, architecture, evidence, artefact, source, civilisation, empire, conquest, enemies, invade, settle, enquiry, evaluate and conclusion

Use a timeline within a specific period of history to set out the order that things may have happened

Plot events on a timeline covering the periods studied

Describe events from the past using dates when things happened

Explain some of the times when Britain has been invaded

Draw information from different sources to find similarities and differences between two or more periods of history

Use research skills to answer specific historical questions

Compare modern day Britain to the past making connections and comparisons

Explain how historic items and artefacts can be used to help build up a picture of life in the past

Explain how an event from the past has shaped our life today

UKS2

Use appropriate vocabulary to communicate, including; change, period, citizen, continuity, cultural, legacy, monarchy, peasantry, social, democracy, government, parliament, political, excavate, interpretation, reliability, immigration, perspective, propaganda, analyse, hypotheses.

Identify and explain differences, similarities and changes between different periods in history

Construct a timeline with different historical periods showing key historical events and lives of significant people

Research two versions of an event and explain how it can differ

Detect change and continuity and comment on these

Describe the social, ethnic, cultural or religious diversity of past society

Explain how parliament affects decision making in England and compare it to a past society.

Use sources to form an argument and justify my conclusions about life in a past society.

Use original ways to present information and ideas

Summarise how Britain has had a major influence on the world

Summarise how Britain may have learned from other countries and civilisations

Place features of historical events and people from the past societies and periods in a chronological framework

Summarise the main events from a period in history, explaining the order of events and what happened.

Identify and explain propaganda

Describe the features of historical events and way of life from periods studied; present to an audience

Assessment Criteria



1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

