

A Guide to History at Carlinghow Academy



This document outlines the expectations of how we teach and monitor the History curriculum at Carlinghow Academy: progression across year groups and consistency across the school.

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 - The Teaching of History
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Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'. We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire. The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our subject-specific approach is designed so that subject specific skills are taught within an exciting enquiry question or 'big question' and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each 'big question' to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. We ensure that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the History curriculum. They will know and remember key learning of History from their primary years.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.

This History guide explains how the History curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

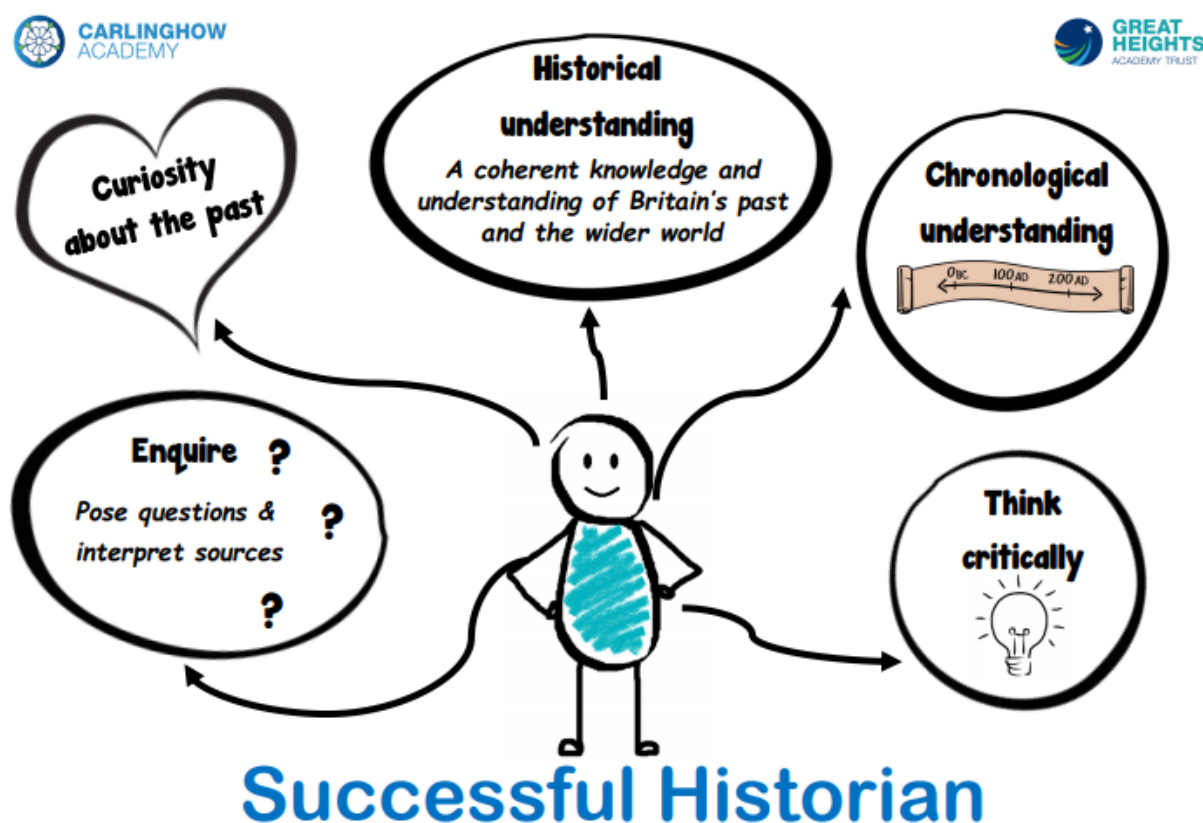
The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

History at Carlinghow

The History curriculum at Carlinghow Academy has been designed in accordance with the Early Years Foundation Stage and the National Curriculum. It provides opportunities for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires and challenges pupils, equipping them with the knowledge, skills and understanding to analyse, appraise and critically evaluate historical events, people and time periods.

We want our children to enjoy learning about History, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. Visitors to school are also a great source of information, providing pupils with expert understanding and access to artefacts and resources.

As pupils progress through our curriculum they will develop the critical skills needed to analyse, develop perspective and identify challenges in the past, present and future. In this way we ensure that children become confident, independent and inquisitive Historians. This will enable them to be ready for each stage of the curriculum and for life as an adult in the wider world.



- Our curriculum is taught on a two-year cycle (Year A and Year B) and within phases (Years 1/2, Years 3/4 and Years 5/6).
- A topic based approach allows children to focus on developing their knowledge and skills, studying each topic in depth.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details key information, dates and vocabulary. This is used to support children with their acquisition of knowledge and is used as a reference document.
- Where possible, we plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.
- Cross-curricular links are planned for with other subjects such as Writing, Art and Computing.

Our curriculum equips the children with:

- Knowledge about the history of Britain and how it has influenced or been influenced by the wider world.
- Knowledge and understanding about ancient civilisations.
- Knowledge of changes in and beyond living memory.
- The opportunity to learn about the lives of significant people in the past.
- The ability to understand methods of historical enquiry and to be able to ask and answer questions.

Early Years

In the Early Years Foundation Stage, History is taught through 'Understanding the World'. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking at and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

Key Stage 1

In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to 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. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary.

Key Stage 2

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. This chronology will be referred to throughout KS2 so that children become secure in their understanding of important historical dates and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The use

of knowledge organisers and the teaching of vocabulary ensures that children can gain and use a historically grounded understanding of abstract terms.

Carefully selected skills have been chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each History topic are mapped across each year group and across the school to ensure progression. We will teach them the skills of enquiry, investigation, analysis, interpretation, evaluation and presentation.

Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A		Great Fire of London		The Wright Brothers & the first flight		Local History study
Year B		Toys	The Moon Landing		Holidays in the past	

Key stage 2 - Children investigate their local area and contrasting areas around the world, finding out about different environments and the people that live there.

Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A		Stone Age	Bronze Age and Iron Age			The Roman Empire
Year B		Ancient Egypt		Anglo Saxons and Scots		The Viking struggle

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A		Ancient Greece				Mayan civilisation
Year B		WW2				Local History study

Progression of History skills throughout the school

EYFS	<p>Past and Present</p> <ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Talk about the lives of the people around them and their roles in society.• Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	<p>As above plus:</p> <ul style="list-style-type: none">• I can use common words and phrases relating to the passing of time.• I can sequence events and recount changes within living memory.• I can ask and answer questions about the past.• I can sort historical objects from 'then' and 'now'.• I can describe some simple similarities and differences between artefacts.• I can understand key features of events.• I can identify some similarities and differences between ways of life in different periods.
Year 2	<p>As above plus:</p> <ul style="list-style-type: none">• I can show an awareness of the past, using common words and phrases relating to the passing of time.• I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.• I can ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events.• I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.• I can describe changes within living memory and aspects of change in national life.• I can describe events beyond living memory that are significant nationally or globally.• I can speak about how I have found out about the past.• I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of the in different periods, e.g. Neil Armstrong.
Year 3	<p>As above plus:</p> <ul style="list-style-type: none">• I can use an increasing range of common words and phrases relating to the passing of time.• I can describe key events using historical vocabulary.• I can use sources of information to answer questions about the past.• I can use resources to find out about aspects of life in the past.

	<ul style="list-style-type: none"> • I can explain what I have learned in an organised and structured way.
Year 4	<p>As above plus:</p> <ul style="list-style-type: none"> • I can place some historical periods in a chronological framework. • I can use historic terms related to the period of study. • I can use sources of information in ways that go beyond simple observations to answer questions about the past. • I can use a variety of resources to find out about aspects of life in the past. • I can understand that sources can contradict each other. • I can explain what I have learned in an organised and structured way, using appropriate terminology.
Year 5	<p>As above plus:</p> <ul style="list-style-type: none"> • I can use dates to order and place events on a timeline. • I can compare sources of information about different times in the past. • I can make comparisons between aspects of periods of history and the present day. • I can understand that the type of information available depends on the period of time studied. • I can evaluate the usefulness of a variety of sources. • I can present findings and communicate my knowledge and understanding in different ways. • I can provide an account of a historical event based on more than one source. • I can give some reasons for some important historical events.
Year 6	<p>As above plus:</p> <ul style="list-style-type: none"> • I can address and ask historically valid questions about change, cause, similarity and difference and significance. • I can construct informed responses that involve thoughtful selection and organization of relevant historical information. • I can understand how our knowledge of the past is constructed from a range of sources. • I can confidently use a variety of sources for independent research. • I can describe a chronologically secure knowledge and understanding of British, local and world history. • I can note connections, contrasts and trends over time.

What is expected to be seen when teaching History?

- Each topic should incorporate a memorable experience to hook the children in and spark their curiosity. This may take the form of a trip, visiting expert, workshop or 'Wow' experience. These should be planned in advance of the topic and take place towards the beginning of the half-term.
- High quality lessons which will inspire enthusiasm and interest in the subject. Children should be encouraged to think and behave like 'Historians'.
- Challenging questions should be asked to enable children to apply their learning. Developing children's questioning skills is an essential part of historical enquiry. Every unit starts with a question, and lessons should provide opportunities for pupils to ask and review questions.
- Learning should be presented in a variety of ways, e.g. role-play, debate, poster, diary entry, etc.
- A wide range of resources to be used within lessons, e.g. photographs, artefacts, interviews, etc.
- Photographs should be taken and added to Seesaw for practical activities and the QR codes should be printed and glued into children's books under the relevant learning objective.
- Cross curricular outcomes in History should be specifically planned for.
- Learning Objectives should display the key vocabulary for the lesson.
- In each classroom, a timeline is displayed to show the key dates and events which are relevant to their learning of the National Curriculum. These should be referred to regularly within lessons and used as a teaching tool to develop chronological understanding.

KS1 Timeline



KS2 Timeline



Working Walls

Classroom displays should be based around your current History topic and be used as a working wall. They should include the enquiry question, key vocabulary, sticky knowledge as it is taught and examples of the children's work. The Knowledge Organiser for the unit should be displayed. In addition, it would be expected to have table top resources for the children to be able to explore and use relating to the topic, including non-fiction texts.

Knowledge Organisers

- Knowledge Organisers need to be present in books at the beginning of each new topic. These will be available on the staff server before the start of each topic; they include the enquiry question, the learning objectives that are going to be covered, the sticky knowledge and key vocabulary. See Appendix 1.
- These should be referred to regularly in History lessons and pupils should be given time to complete the self-assessment section after they are taught each objective.

Differentiation

Lessons should be adapted to meet the needs of the pupils in the class. Consideration should be given to how greater depth pupils will be taught as well as how learners will be supported in line with the schools commitment to inclusion.

This may be done by:

- Adapting the activity, learning objective or success criteria.
- Level of support: scaffolding, guided/modelled, etc. This should be indicated on the Learning Objective.
- Level of challenge provided.
- Differentiated resources, e.g. artefacts, images, sentence starters, word banks.
- For the children who are not yet ready to access their year groups learning objective, where possible they should still be taught the core skills linked to the topic, but taught the objectives of the previous year or the year that is the most appropriate for them.

Resources

- Using Sources - it is important to use a wide range of sources such as photographs, pictures, artefacts, videos, maps, census information, war memorials, oral history from interviews, etc. Children will use these to build up their enquiry thought and processes and to build up their understanding of past.
- History resources are stored on the mezzanine level at the back of the gym.
- Please could you return any resources to the central store as soon as you have finished using them.
- Please check the MTP prior to the half term to see if there are any further resources that you may need and let the subject leader know so that they can be sourced wherever possible.

Monitoring

The monitoring of History will take place through:

- Book scrutiny to look at coverage, progression, the variety of activities provided and differentiation.
- Seesaw for evidence of practical and cross-curricular activities, home learning and research tasks.
- Arbor will be used to monitor progress, to address gaps in learning and to inform future planning.
- Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.

Assessment, Marking and Feedback

- Learning objectives should be placed at the top of each piece of work. At the end of the lesson children should be given the opportunity to assess their own learning by colouring or ticking in the relevant self-assessment circles.
- Work should be marked as per the school marking policy. All marking should be up to date and the pyramid should be completed showing whether the learning objective has been met or the child is working towards. Keep the History L.O. in mind when marking work. Have pupils demonstrated that they have achieved the objective?
- Please remember that when writing green comments, think pinks and next steps, they should be related to learning in History.
- Teachers should fill in the assessment sections on the knowledge organisers after teaching each objective. This should then be used to inform your judgements when completing assessments on Arbor.
- Arbor should be updated at the end of every History unit (or lesson if preferred).

Formative and summative assessments are recorded on Arbor.

Formative assessments are completed using learning objectives and knowledge organisers in books.

Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in Art at a particular point in.

Assessments will be completed by the class teachers

Subject Assessments	KS1	LKS2	UKS2
Aut 1			
Aut 2	Arbor Formative statements <i>Cycle A - Great Fire of London</i> Cycle B - Toys in the past Arbor Summative Assessments	Arbor Formative statements <i>Cycle A - Stone Age</i> Cycle B - Ancient Egypt Arbor Summative Assessments	Arbor Formative statements <i>Cycle A - Ancient Greece</i> Cycle B - WW2 Arbor Summative Assessments

Spr 1	Arbor Formative statements Cycle B - The Moon Landing	Arbor Formative statements Cycle A - Iron Age and Bronze Age	
Spr 2	Arbor Formative Statements Cycle A - The Wright Brothers and the first flight Arbor Summative Assessments	Arbor Formative Statements Cycle B - Anglo Saxons and Scots Arbor Summative Assessments	
Sum 1	Arbor Formative statements Cycle B - Holidays in the Past		
Sum 2	Arbor Formative Statements Cycle A - Local History Arbor Summative Assessments	Arbor Formative Statements Cycle A - Romans Cycle B - Vikings Arbor Summative Assessments	Arbor Formative Statements Cycle A - The Mayan civilisation Cycle B - Local History study Arbor Summative Assessments

'Think Pinks' should:

- Link to the learning objective for that lesson.
- Be related to the work that they have been doing in the lesson.
- Move children on to their next step of learning.
- Challenge the children further and allow them to question more.
- Develop their understanding of the meaning of specific vocabulary.
- Address misconceptions.
- Each 'Think Pink' should be specific to each child and their individual learning process.



Flashbacks

Flashback 4s should be used at the start of every History lesson and included in the planning. The flashbacks should include questions that allow children to recap sticky knowledge taught in previous lessons.

Flashback 4

Why did the Great Fire of London spread so quickly?

How do we know about the Stone Age?

What is democracy?

Who was evacuated during WW2?

Year 1/2

Year 3/4

Last Lesson

Last Topic



Enquiry Question

Each History unit has an overall enquiry question which has been designed to engage students, spark curiosity, and foster a deeper understanding of the past. For Key Stage 1, questions focus on personal connections and easily accessible history topics, while Key Stage 2 questions encourage analysis and critical thinking about broader historical trends and events. The enquiry question guides a sequence of lessons with a clear focus on adding knowledge in order to be able to fully answer the question at the end of the unit. In addition, it will emphasise the discipline of history so lessons include an aspect of thinking or working like a historian (aims 4 and 5 of the National Curriculum).

Appendix 1

KS1

Historical Concept: Power

Big Question: How did London change after the Great Fire?

What I will know

- The Great Fire of London started on 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. The fire lasted for 5 days.
- Houses in London were mainly built from wood which is flammable. The buildings were close together, so the fire could spread easily.
- Samuel Pepys wrote a diary about what happened. He went to see the Lord Mayor to ask him for help.
- King Charles II ordered for buildings to be pulled down.
- People used leather buckets and water squirts to try to put the fire out.
- People escaped on the River Thames on boats.
- St. Paul's Cathedral was destroyed by the fire.
- Buildings were rebuilt from brick or stone and streets were made wider to stop another fire from spreading. Fire brigades were set up.

I will be learning

I will be learning	Self assessment	Teacher assessment
I can identify when and how the Great Fire of London started and ended.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can order the key events of The Great Fire of London.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can understand why the fire spread so quickly and why it lasted for so long.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can explain the role of Samuel Pepys.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can write a diary entry explaining the events of the Great Fire of London.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can explain how London changed after the Great Fire.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Successful Historian

Vocabulary

Vocabulary	Year 1/2 Spellings
eyewitness	great
Samuel Pepys	water
diary	house
flammable	people
leather bucket	bakery

2nd September 1666
A fire starts in Thomas Farriner's bakery on Pudding Lane in the middle of the night. The fire spreads to other buildings.

3rd September 1666
People try to put out the fire using leather buckets and water squirts.

4th September 1666
Houses are pulled down to try to stop the fire spreading. St Paul's Cathedral is destroyed by the fire.

5th September 1666
The wind dies down and the fire spreads less quickly.

6th September 1666
The fire is finally put out but many people are now homeless and 6 people died.

I will be learning next:
The Wright Brothers and the first aeroplane flight.

KS2

Historical Concept: Civilisation

Big Question: How have the Ancient Greeks influenced our lives?

What I will know

- The Ancient Greek civilisation began around 2,500 years ago and lasted from 1200 BC to 150 BC.
- Ancient Greece was split up into independent city states - Sparta and Athens are 2 of these. Athens was the birthplace of democracy.
- Alexander the Great was a warrior who conquered the rest of the city states to form a vast empire.
- Ancient Greeks believed in multiple Gods, Goddesses and myths. Many of these are still relevant in our culture today, e.g. Nike, Atlas.
- The first Olympic Games were held in Ancient Greece in honour of the God Zeus. Events included wrestling, boxing, javelin and chariot racing.
- The Greeks contributed to Science, including architecture and philosophy. Plato, Socrates and Aristotle were Ancient Greek philosophers.

I will be learning

I will be learning	Self assessment	Teacher assessment
I can identify where and when the Ancient Greek civilisation existed and can order key events on a timeline.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can compare and contrast the city-states of Athens and Sparta.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can examine how Alexander the Great's Empire grew and the effects of this.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can understand the religious beliefs of the Ancient Greeks and know some of the Gods they worshipped.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can use a range of sources to find out about the ancient Olympic Games.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I can explore the influence of Ancient Greece on various areas of modern life.	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Successful Historian

Vocabulary

Vocabulary	
civilisation	Athens
empire	Sparta
legacy	olympics
democracy	Parthenon
city-state	philosophy

776 BC
The first Olympic Games were held in Olympia.

508 BC
Democracy begins in Athens, giving greater power to the people.

450 BC
Athens becomes a powerful city and controls an empire.

432 BC
The Parthenon is completed.

336 BC
Alexander the Great is King and helps the Greek empire expand further.

146 BC
Rome conquers Greece, making it part of the Roman Empire.

I will be learning next:
a non-European society that provides contrasts with British history - Maya civilisation.