

History

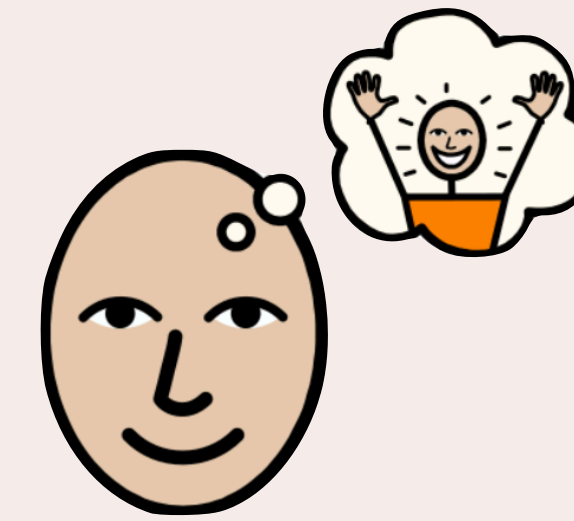
Curriculum Drivers



Aspiration



Community



Creativity



Language and communication

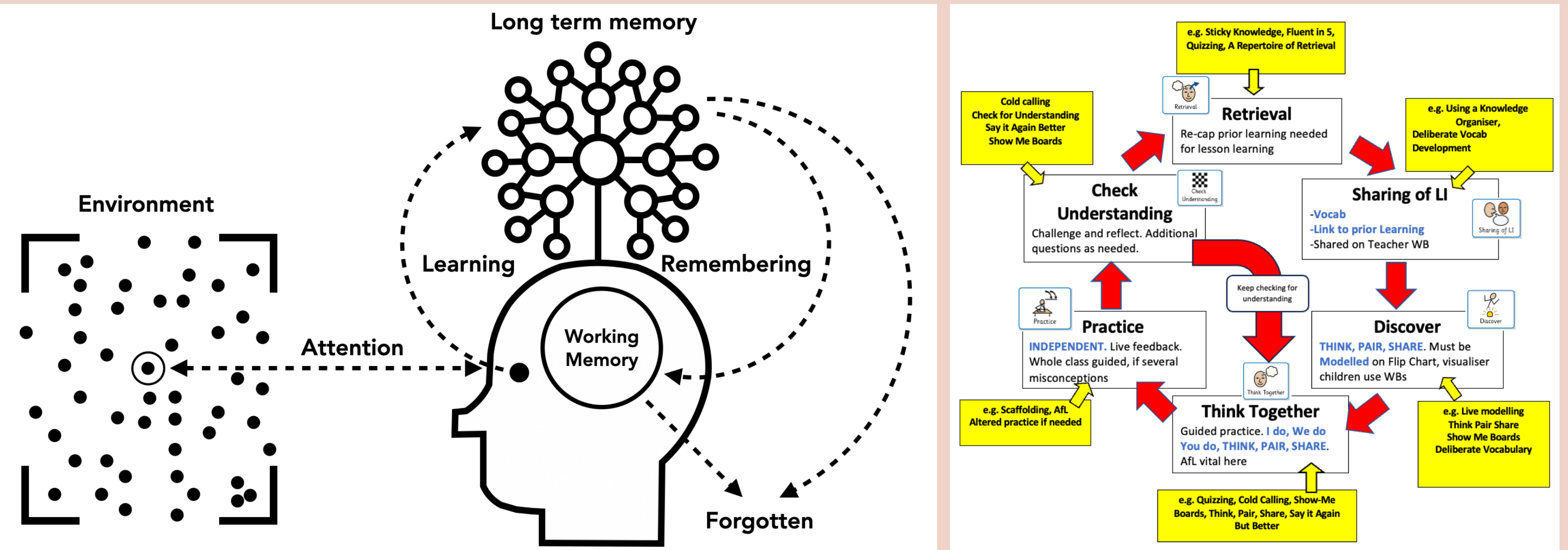


Curriculum Drivers

At Marden Vale we believe that our curriculum should offer not only the national curriculum but life skills and experiences beyond this. When designing our curriculum, we took into account the needs of our learners and community, our vision and values, and the location of our school. These curriculum drivers are used to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families.

Our four key drivers are
Aspiration, Community, Creativity
and Language and
Communication.

Learning model and lesson design



Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Our Curriculum Drivers

Aspiration



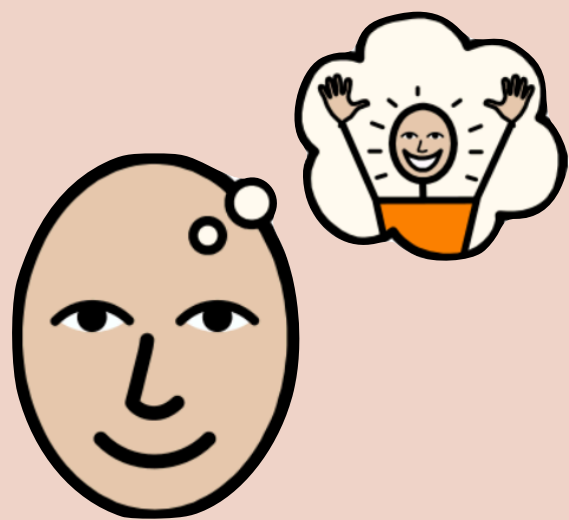
Children are able to identify the achievements of historical figures and discuss the importance and impact that they have had.

Community



Children have a good understanding of the history in our local area and surrounding places of historical significance.

Creativity



Children are inquisitive and want to learn about the past by asking questions, researching and presenting information.

Language and communication



Children are able to talk confidently about historical time periods and significant changes which have occurred in Britain and the wider world using historical vocabulary.

Intent

History has always been held in high regard at Marden Vale C of E Academy. Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Marden Vale CofE Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Marden Vale CofE Academy aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

Impact

Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a clear, coherent and chronological knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.

At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Romans.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice.

Visits to the local area, themed history days, and history visitors to school all support the children in experiencing history in an engaging and meaningful way.

Planning is informed by 'Collins Connected History' enquiry based plans and resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the History Association, of which the school is a member. Children are taught a range of historical skills, including to search for, examine, record, interpret and evaluate evidence and draw their own conclusions.

History at Marden Vale

Early learning goals and National Curriculum

EYFS

The lives of people in society.
Similarities and differences between the past and now.
Understanding the past through books.

KSI

Changes within living memory.
Significant events beyond living memory.
The lives of significant individuals.
Significant historical events, people and places in their own locality.

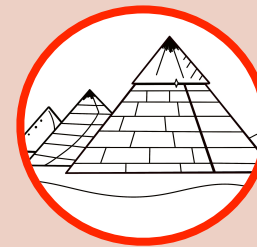
KS2

Changes in Britain from the Stone Age to the Iron Age.
The Roman Empire and its impact on Britain.
Britain's settlement by Anglo-Saxons and Scots.
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
A local history study.
British history that extends pupils' chronological knowledge beyond 1066.
The achievements of the earliest civilisations.
Ancient Greece.
A non-European society that provides contrasts with British history.

Our Big Ideas that link the learning



Power



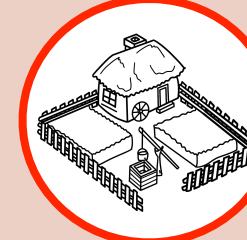
Civilisation



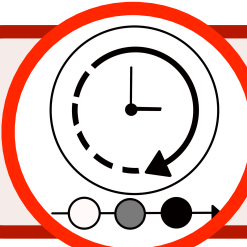
Legacy



Conquest



Settlement



Chronology



Sources



Continuity and change



Cause and consequence



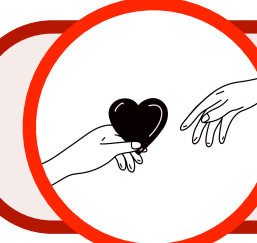
Significance



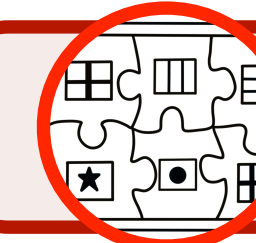
Similarity and difference



Interpretation



Empathy



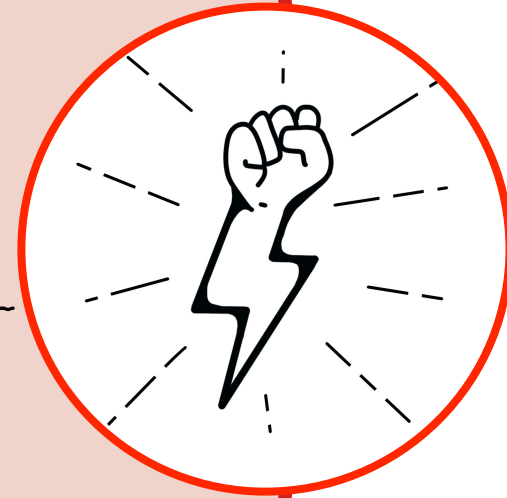
Diversity

Collins Programme Second Order Concepts

Our Big Ideas

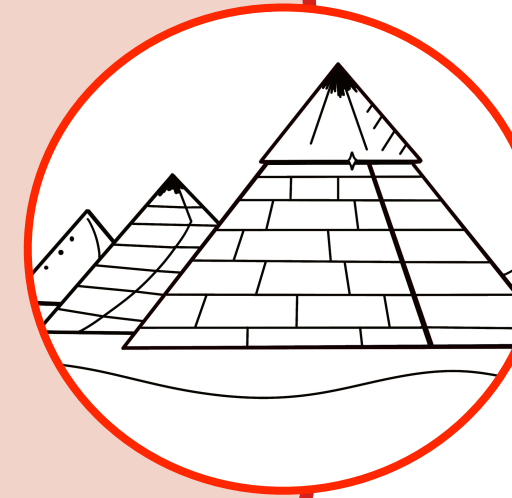
Power

The capacity or ability to direct or influence the behaviour of others or the course of events.



Civilisation

The stage of human social and cultural development.



Legacy

An event or person that has left their mark and is remembered in history.



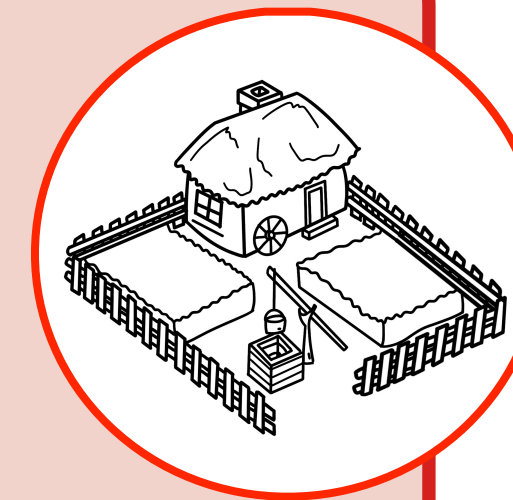
Conquest

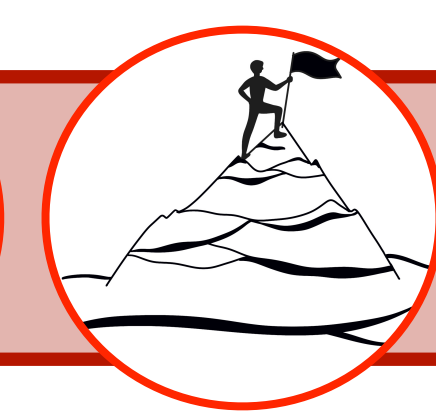
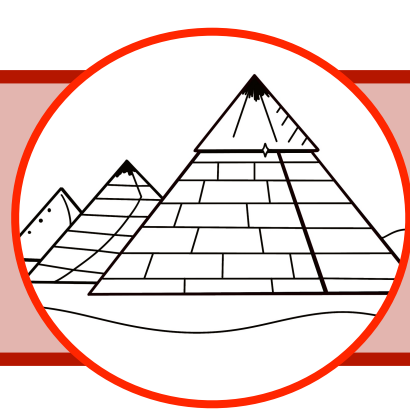
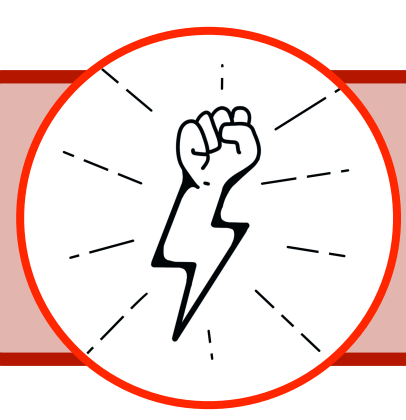
Overcome and take control of a place or people by force.



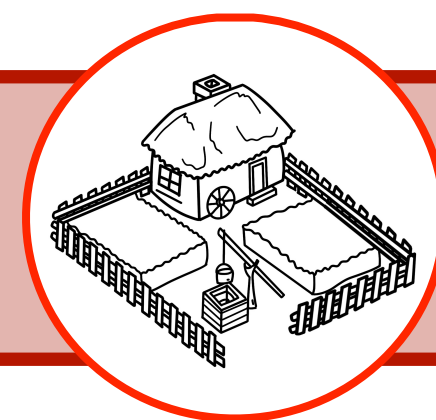
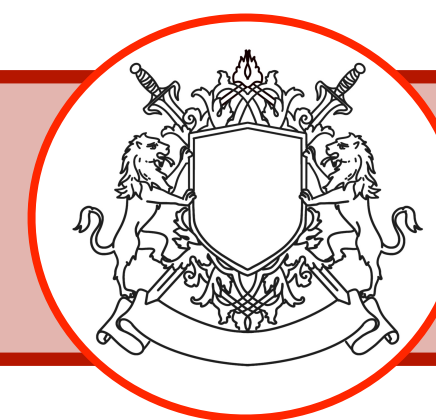
Settlement

Places where people live or sometimes work.





History Curriculum Overview



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p>In EYFS, our children explore history throughout the year using the DSAT EYFS curriculum as a basis for learning, with a focus on Understanding the World.</p>						
Term 2		Why is the history of my local area significant?	Who is the greatest history maker?	How did life change for Ancient Britons during the Stone Age?	How did the arrival of the Romans change Britain?	Why did Ancient Maya change the way they lived?	How did a pile of bones help to solve an ancient Chinese mystery?
Term 3							
Term 4		How do we know so much about what happened in the Great Fire of London?	Why did Delia buy a new hat?	What is the secret of the standing stones?	Who were the Anglo Saxons and how do we know what was so important to them?	Why did Britain once rule the largest empire the world has ever seen?	The story of the Trojan Horse: historical fact, Legend or classical myth?
Term 5							
Term 6		What does it take to be a great explorer?	How do our favourite toys compare with those from the 1960's?	How do artefacts help us to understand the lives of people in Iron Age Britain?	What did the Vikings want and how did Alfred help to stop them from getting it?	Why was winning the Battle of Britain in 1940 so important?	Slave trade in Britain.

History at Marden Vale

Year
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In EYFS, our children explore history throughout the year using the DSAT EYFS curriculum as a basis for learning, with a focus on Understanding the World.

EYFS

Why is the history of my local area significant?

How do we know so much about what happened in the Great Fire of London?

What does it take to be a great explorer?

How do our favourite toys compare with those from the 1960's?

Why did Delia buy a new hat?

Who is the greatest history maker?

Year 2

Year 3

How did life change for Ancient Britons during the Stone Age?

What is the secret of the standing stones?

How do artefacts help us to understand the lives of people in Iron Age Britain?

What did the Vikings want and how did Alfred help to stop them from getting it?

Who were the Anglo Saxons and how do we know what was so important to them?

How did the arrival of the Romans change Britain?

Year 4

Year 5

Why did Ancient Maya change the way they lived?

Why did Britain once rule the largest empire the world has ever seen?

Why was winning the Battle of Britain in 1940 so important?

Slave trade in Britain.

The story of the Trojan Horse: historical fact, Legend or classical myth?

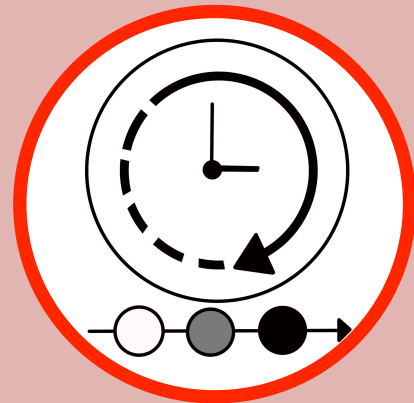
How did a pile of bones help to solve an ancient Chinese mystery?

Year 6

Our second order concepts shape the questions we ask

Chronology

Arranging or sequencing events in order of occurrence.



Sources

Written, visual or artifactual evidence from the past.



Continuity and change

Some things change, other aspects can stay the same.



Cause and consequence

The relationship between events where one thing happens because of another.



Significance

Understanding that some aspects of the past are more important or notable than others.



Similarity and difference

Drawing comparisons between life at two different points or between two different places.



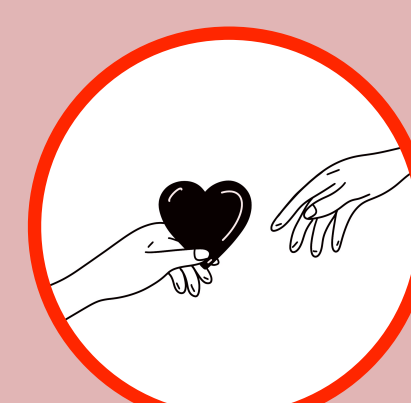
Interpretation

Seeing something through your own eyes and creating a judgement relating to it.



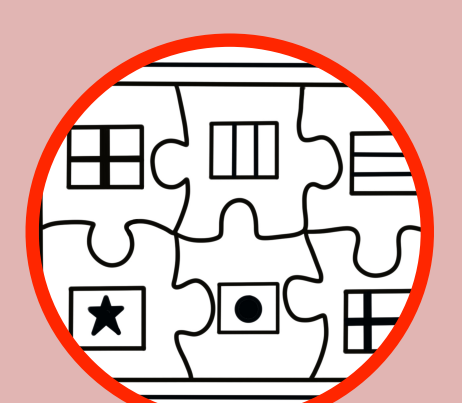
Empathy

The ability to place oneself in another's position to better understand.



Diversity

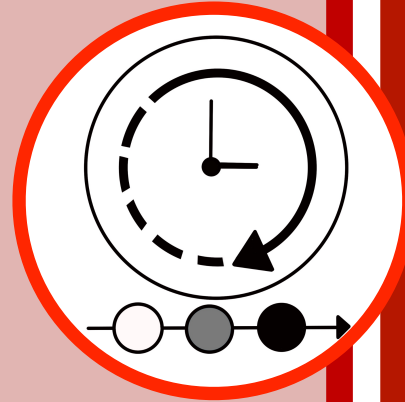
How history has shaped the modern world in terms of faith, culture and gender equality.



Our second order concepts questions

Chronology

When did this happen?
What happened before this?
What happened after this?
What was happening at the same time?



Sources

What is the evidence for this?
How do people know this?
What do the sources tell us?
Can we trust the sources?



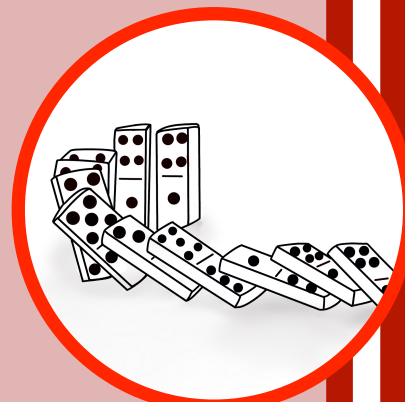
Continuity and change

What changed this period in history?
What still remains today?
How have things changed?
How have things stayed the same?



Cause and consequence

Why did this happen?
What were the causes?
What happened as a direct result of this?
What was the effect/ impact?



Significance

What happened as a result of this?
Why was this significant?
What did this person do that had not been done before?



Similarity and difference

Was it the same for everyone at the time?
Was it the same/ different?
How were things different for some?



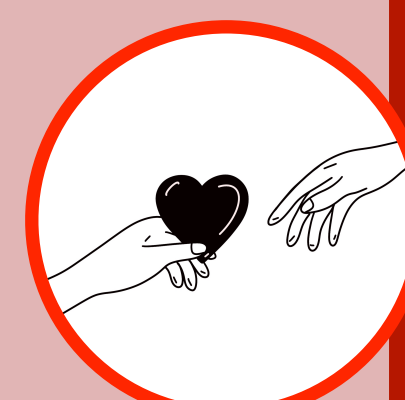
Interpretation

Why did they think that?
What did others think?
Do others have the same or different views?
What is your view?



Empathy

How would you have felt if you were there?
What do you think the impact was on the individuals at the time?



Diversity

Did this event / person impact faiths, culture or gender in society?
How has this shaped our world today?

