

History at Alexandra Park

Intent



At Alexandra Park Junior School, we want to ignite curiosity about the past for our children. They will understand how our world has been shaped by events and people through the different eras of time. We encourage children to develop their critical thinking and learn to appreciate different perspectives of events. At Alexandra Park Junior School we do not only teach key dates and facts, but we introduce stories and lessons that help them understand how the world developed to what it is today.

We strive to develop the children's knowledge on cause and effect, about how decisions have consequences. They learn about different cultures and civilisations that are different to their own. They make connections between the past, present and future.

Pupils focus heavily on timeline work, this provides a visual representation of events, it helps children grasp the context of time, it develops chronological thinking and how change occurs over time.

Historical fieldwork and investigations enable collaboration, imperative research skills, independent thinking and curiosity. Our knowledge and skills progression meets all the needs of all the children, it allows them link their knowledge to other subjects.

Implementation



Our curriculum is founded on the National Curriculum, it provides a structure to ensure broad, and balanced learning for all of our students, fitting all of the needs of the pupils. We recognise the need for consistency, the use of visitors and fieldwork is used across school for enrichment and developing knowledge. We also recognise the need for flexibility to enable teachers to meet the needs of their pupils, this can be used through visual aids, such as the timelines in classrooms, maps, pictures and videos.

Our curriculum has a developing structure through Year 3 to Year 6 based on what they learnt in Glodwick. The children learn about historical events in chronological order; for example, The Romans in Year 4, the Vikings in Year 5 to World Wars in Year 6. The children also cover a local study unit at the end of every year to encourage the children to connect with their community, they learn about their own past, significant landmarks and notable figures. It makes history tangible and personal, fostering a sense of belonging and pride.

Impact



Impact will be measured through “spotlights” throughout the year; these will focus on:

- Book scrutinies
- Planning scrutinies
- Learning walks
- Lesson observations and pop-ins
 - Staff and pupil voice
 - Data analysis

HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS 2021/22

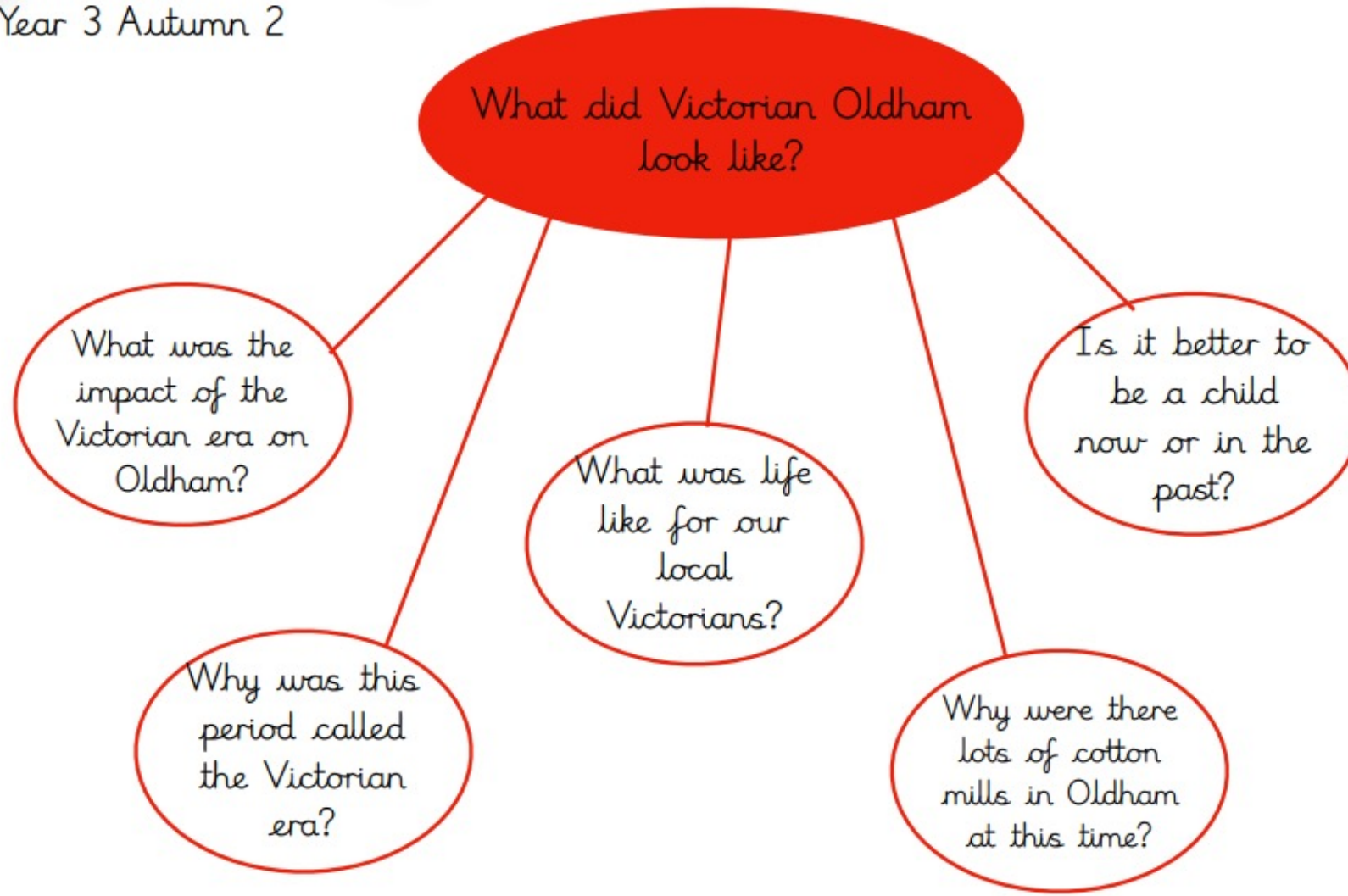
STRAND	KSI		KS2			
Chronology			To include: •Stone Age to Iron Age; Romans; Anglo-Saxons; Vikings			
	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> •I can identify similarities and differences between periods. •I remember parts of stories and memories about the past. •I can use words to show the passing of time; old, new, earliest, latest, new, newest, oldest, modern, before, after. 	<ul style="list-style-type: none"> •I can sequence people and events on a family tree and on a timeline. •I can order dates from earliest to latest on simple timelines. •I can sequence pictures from different periods. •I can describe memories and changes that have happened in their own lives. •I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> •I know how Britain has changed between the beginning of the stone age and the iron age. •I know the main differences between the stone, bronze and iron ages. •I know what is meant by 'hunter-gatherers'. •I can sequence events, artefacts or historical figures on a timeline. •I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<p><u>Romans</u></p> <ul style="list-style-type: none"> •I know how Britain changed from the iron age to the end of the Roman occupation. •I know how the Roman occupation of Britain helped to advance British society. •I know how there was resistance to the Roman occupation and know about Boudicca. •I know about at least one famous Roman emperor. <p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> •I know how Britain changed between the end of the Roman occupation and 1066. •I know about how the Anglo-Saxons attempted to bring about law and order into the country. •I know that during the Anglo-Saxon period Britain was divided into many Kingdoms. •I know that the way the kingdoms were divided led to the creation of some of our county boundaries today. •I can use a timeline to show where the Anglo-Saxons were in England. 	<p><u>Vikings</u></p> <ul style="list-style-type: none"> •I know where the Vikings originated from and can show this on a map. •I know that the Vikings and Anglo-Saxons were often in conflict. •I know why the Vikings frequently won battles with the Anglo-Saxons. 	

STRAND	KS2			
<u>Stand Alone Units</u> Beyond 1066 Ancient Ancients Ancient Greece <u>Civilisations from 1000 years ago</u>	Y3 Ancient Ancients Cover each of and then choose one to look at in depth: •Ancient Egypt •Ancient Sumer •Indus Valley •Shang Dynasty	Y4 	Y5 Ancient Greece Greek life and influence on the Western World	Y6 Beyond 1066 •An aspect or theme that takes pupils beyond 1066. <u>Civilisations from 1000 years ago:</u> Choose one of: •Mayans •Islamic Civilisations •Benin Civilisation
	<u>Ancient Egypt</u> •I know that there were some advanced civilisations in the world 3000 years ago and know that Britain was not one of them. •I know about, and can name, some of the advanced societies that were in the world around 3000 years ago. •I know about the key features of Ancient Egypt.	<u>Ancient Egypt</u> •I know that there were some advanced civilisations in the world 3000 years ago and know that Britain was not one of them. •I know about, and can name, some of the advanced societies that were in the world around 3000 years ago. •I know about the key features of Ancient Egypt.	<u>Ancient Greece</u> •I know some of the main characteristics of the Athenians and the Spartans. •I know about and can talk about the struggle between the Athenians and the Spartans. •I know about the influence the gods had on Ancient Greece. •I know about the link between Ancient Greeks and the modern Olympics. •I know at least five sports from the ancient Greek Olympics <u>The British Empire</u> •I know how Britain has had a major influence on the world.	<u>Crime and Punishment</u> •I know about a theme in British History which extends beyond 1066 and explain why this was important in relation to British history. •I know how to place historical events and people from past societies and periods in a chronological framework. <u>Islamic Civilisation</u> •I know about the impact that the Islamic civilisation had on the world. •I know why they were considered an advanced society in relation to that time period in Europe.
CONSOLIDATION	•I can identify similarities and differences between periods. •I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.		•I can order dates from earliest to latest on simple timelines. •I can sequence events, artefacts or historical figures on a timeline. •I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	•I know about how the Anglo-Saxons attempted to bring about law and order into the country. •I know how the Roman occupation of Britain helped to advance British society. •I know that many of the early civilisations gave much to the world.

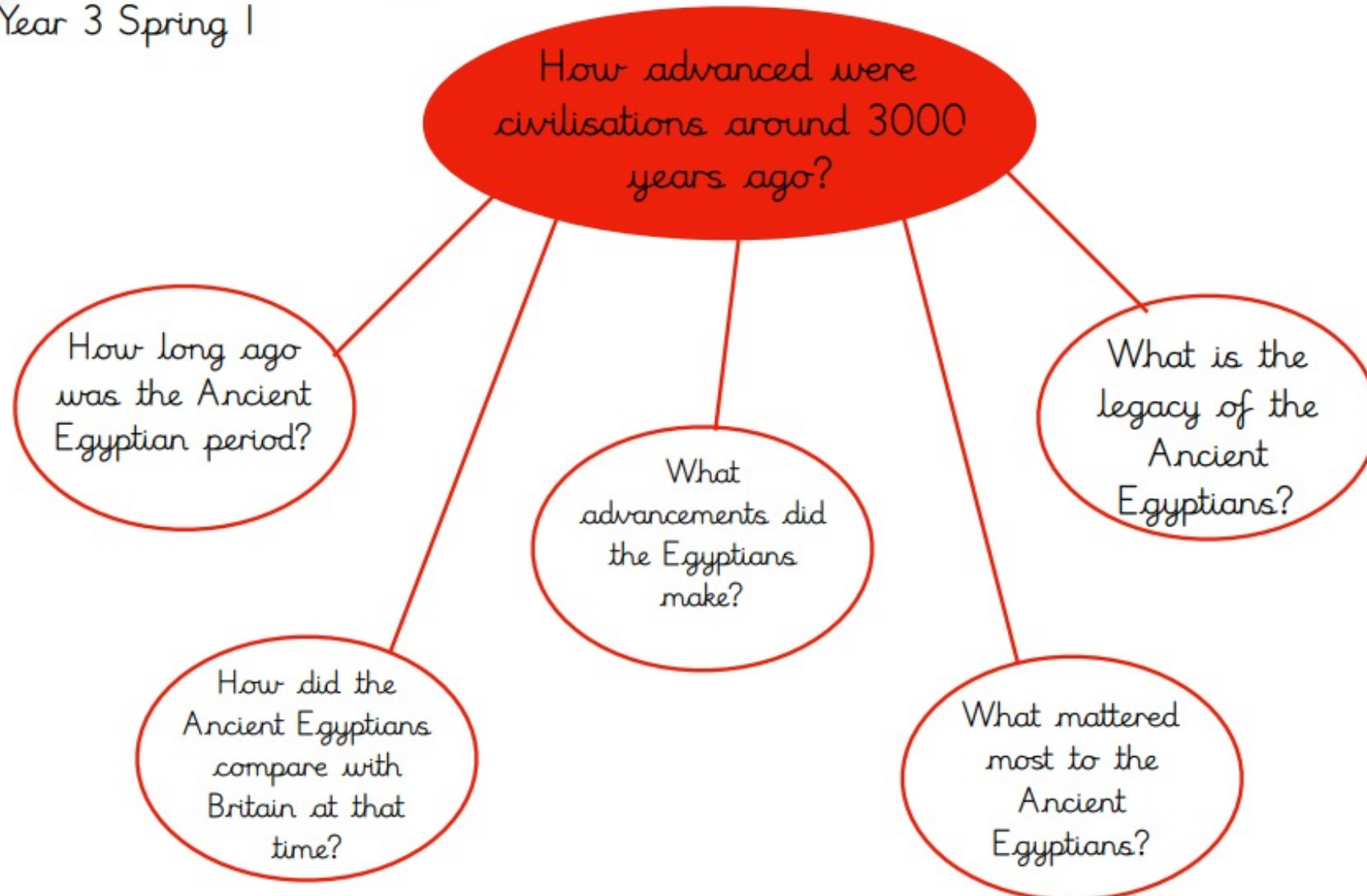
STRAND	KS1		KS2			
Local study	* <u>significant</u> historical events, people and places in their own locality.		*A local study linked to one of the periods of time studied under chronology or *A local study that could extend beyond 1066.			
	Y1	Y2	Y3	Y4	Y5	Y6
	*I know the name of a famous person, or a famous place, close to where I live.	*I know the local area is different to the way it used to be a long time ago. *I can differentiate between things that were here 100 years ago and things that were not.	<u>Why was Alexandra Park built?</u> *I can identify some of the main people, <u>aspects</u> and events within a historical people. *I can talk about some historical events, issues, <u>connections</u> and changes.	<u>Who lives in a house like this?</u> *I can identify significant events and people. *I can recognise contrasts and trends within and across different time periods. *I know the lives of wealthy people were different from the lives of poorer people during this time.	<u>How was Oldham involved in the Peterloo massacre?</u> *I can explain how parliament makes decisions in England. *I can identify significant events and people.	<u>How was Oldham affected by World War 2?</u> *I know about a period of history that has strong connections to my locality and understand the issues associated with the period.
CONSOLIDATION			<u>Victorian Oldham</u> *I know that children's lives today are different to those of children a long time ago. The Park *I know the local area is different to the way it used to be a long time ago. *I can differentiate between things that were here 100 years ago and things that were not.	*I know how my locality has been shaped by what happened in the past. *I can talk about some historical events, issues, <u>connections</u> and changes.	*I know how my locality has been shaped by what happened in the past. *I can recognise contrasts and trends within and across different time periods. *I can sequence events, <u>artefacts</u> or historical figures on a timeline.	*I know how my locality has been shaped by what happened in the past. *I know about a period of history that has strong connections to my locality and understand the issues associated with the period.

STRAND	KSI		KS2			
Historical Enquiry Skills			Understand historical concepts such as continuity and change, cause and consequence, similarity, <u>difference</u> and significance.			
	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> •I can respond to simple questions about the past. •I can observe and handle evidence to ask simple questions about the past. 	<ul style="list-style-type: none"> •I look carefully at pictures and objects to find information. •I can find answers and respond to simple questions about the past. •I can choose and select evidence and say how it can be used to find out about the past. 	<p><u>Victorian Oldham</u></p> <ul style="list-style-type: none"> •I can research what it was like for children in a <u>given</u> period of history and present findings to an audience. <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> •I can describe events from the past using dates of when things happened. •I know that many of the early <u>civilisations</u> gave much to the world. <p><u>Stone Age</u></p> <ul style="list-style-type: none"> •I know how historic items and artefacts have been used to help build up a picture of life in the past. <p><u>Why was Alexandra Park built?</u></p> <ul style="list-style-type: none"> •I know how my locality has been shaped by what happened in the past. 	<p><u>Romans</u></p> <ul style="list-style-type: none"> •I know about the main events from a period of history, explaining the order of events and what happened. <p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> •I know how an event or events from the past has shaped our lives today. •I can use a timeline within a specific period of history to set out the order that things may have happened. <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> •I can describe events from the past using dates of when things happened. •I know that many of the early <u>civilisations</u> gave much to the world. 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> •I can summarise how Britain may have learnt from other countries and <u>civilisations</u> (historically and more recently). •I can draw an accurate timeline with different historical periods showing key historical events or lives of significant people. <p><u>Vikings</u></p> <ul style="list-style-type: none"> •I can research in order to find similarities and differences between two or more periods of history. <p><u>The British Empire</u></p> <ul style="list-style-type: none"> •I know about the impact that one period of history had on the world. •I know how Britain has had a major influence on the world. <p><u>How was Oldham involved in the Peterloo massacre?</u></p> <ul style="list-style-type: none"> •I know how the lives of wealthy people were different from the lives of poorer people. 	<p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> •I know how crime and punishment has changed over a <u>period of time</u>. <p><u>Islamic Civilisation</u></p> <ul style="list-style-type: none"> •I know how to place features of historical events and people from <u>the past</u> societies and periods in a chronological framework. <p><u>How was Oldham affected by World War 2?</u></p> <ul style="list-style-type: none"> •I can research to find answers to specific historical questions <u>about</u> their locality.

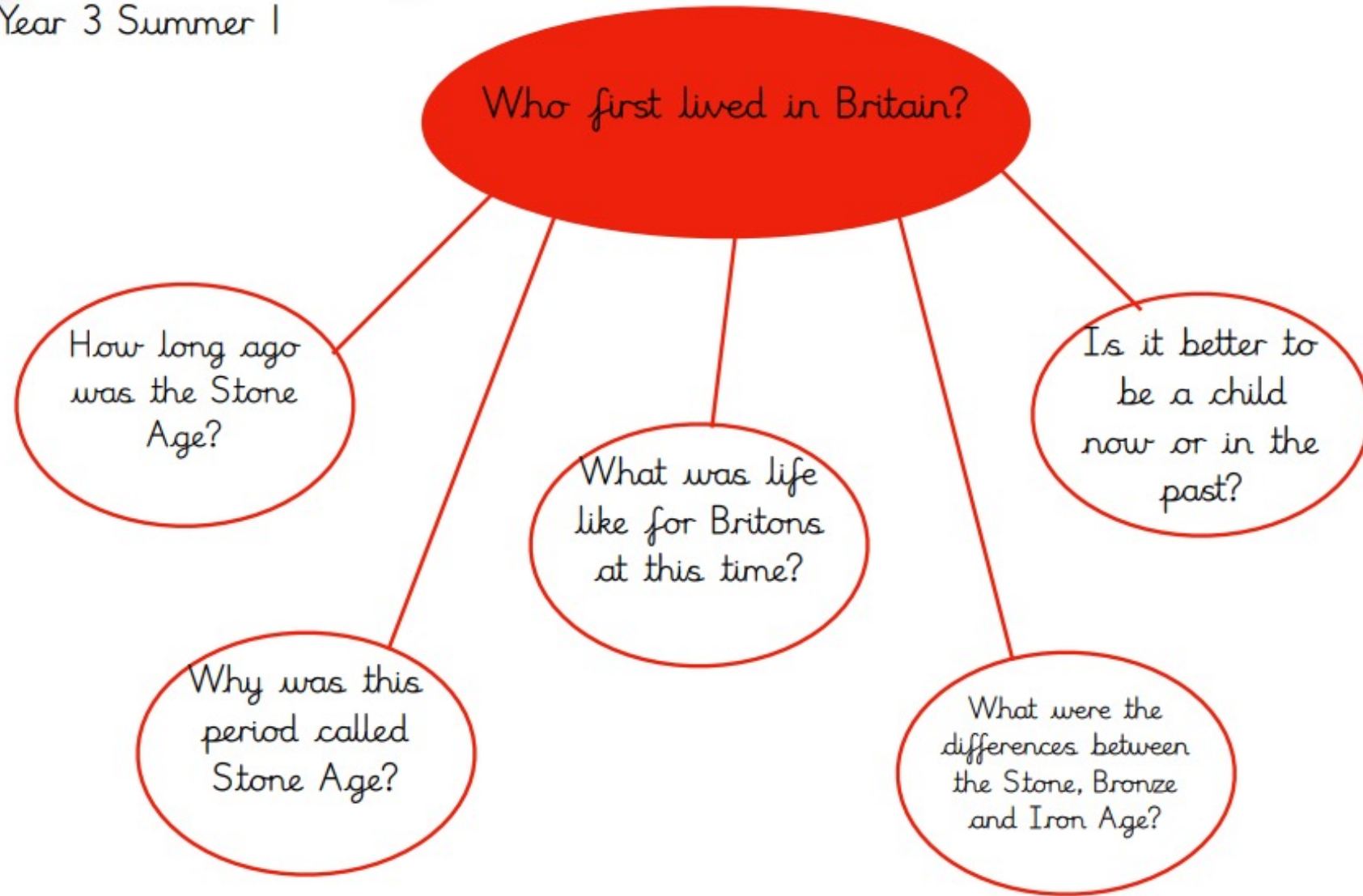
Year 3 Autumn 2



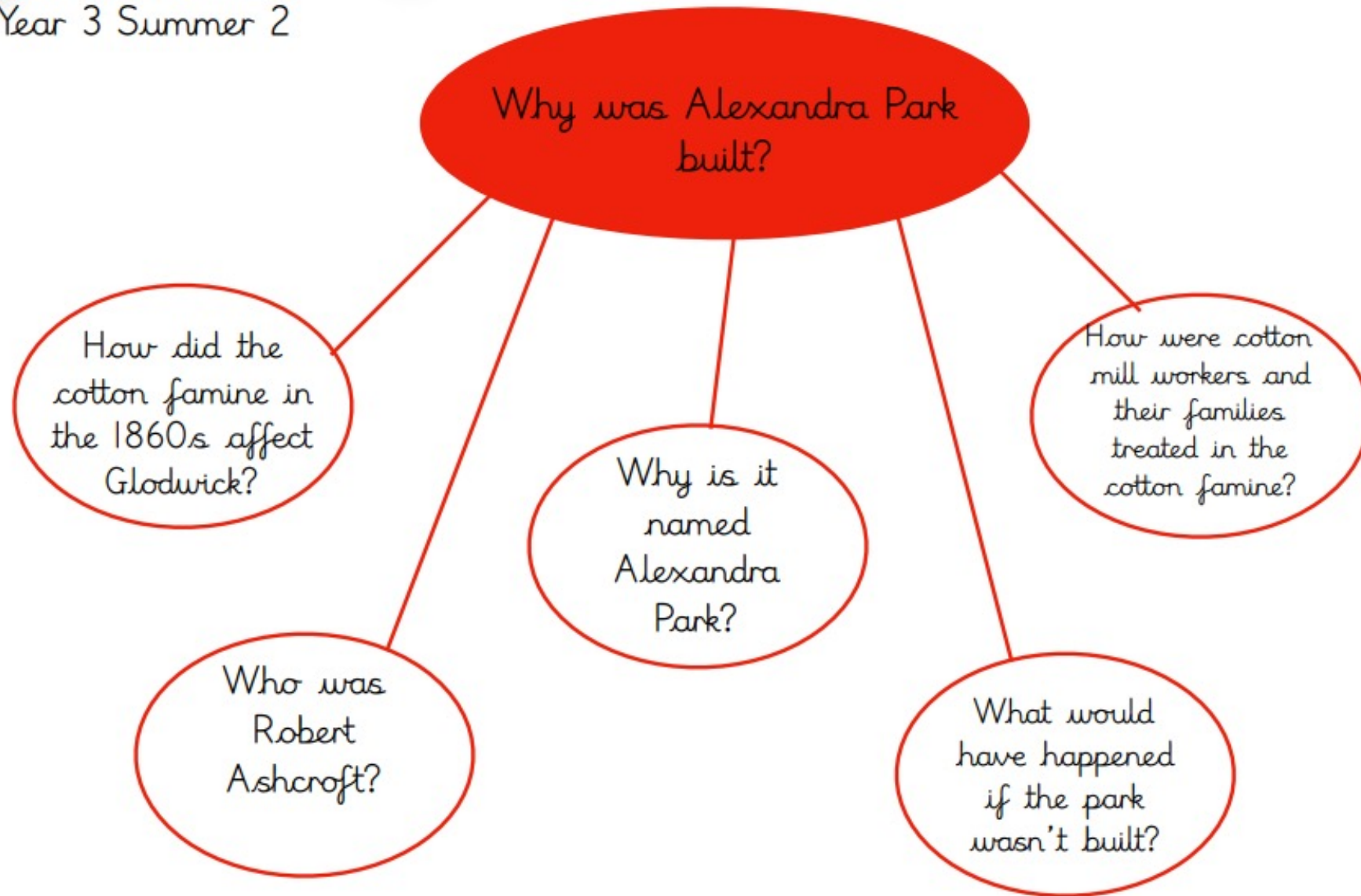
Year 3 Spring 1



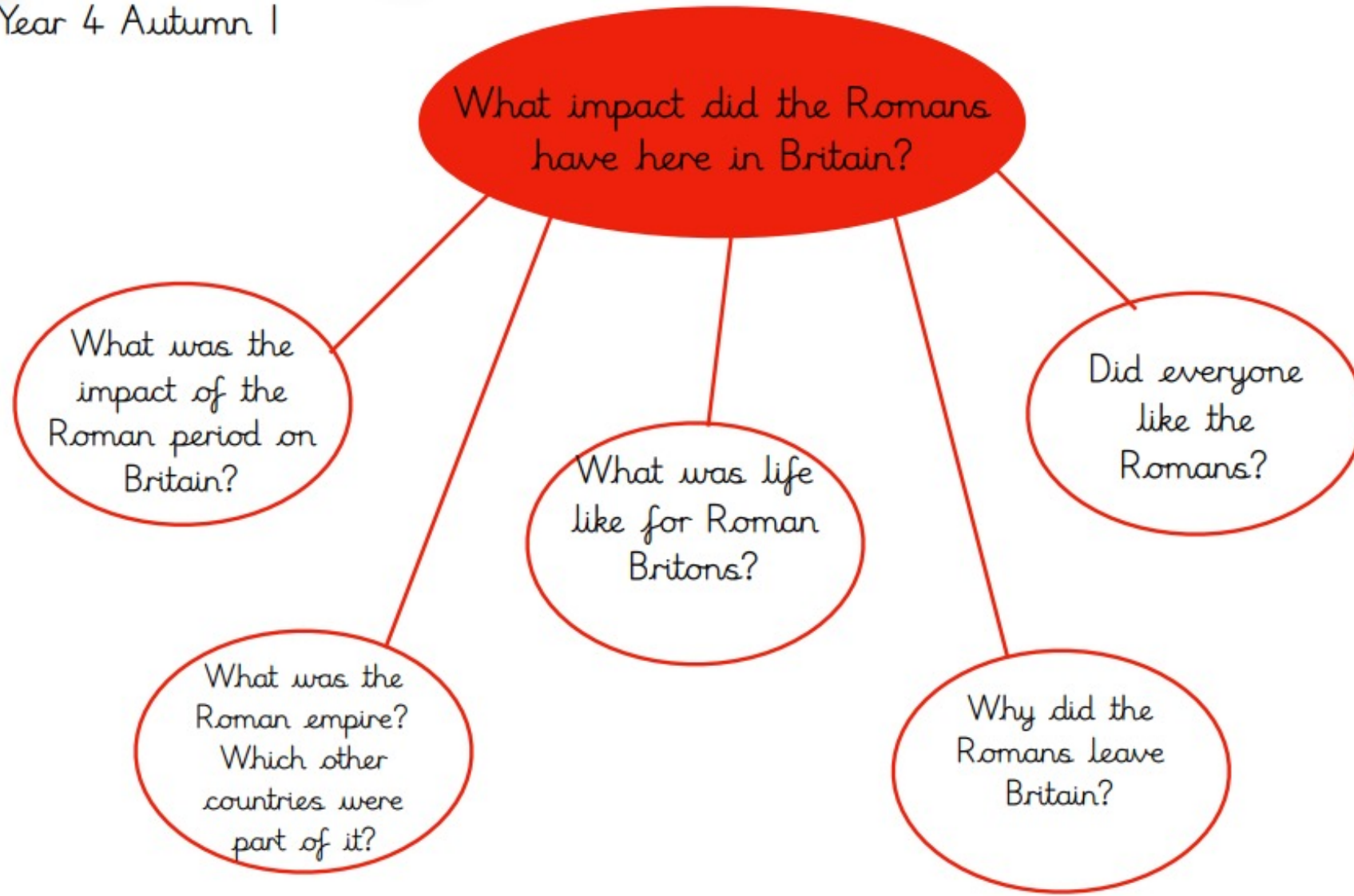
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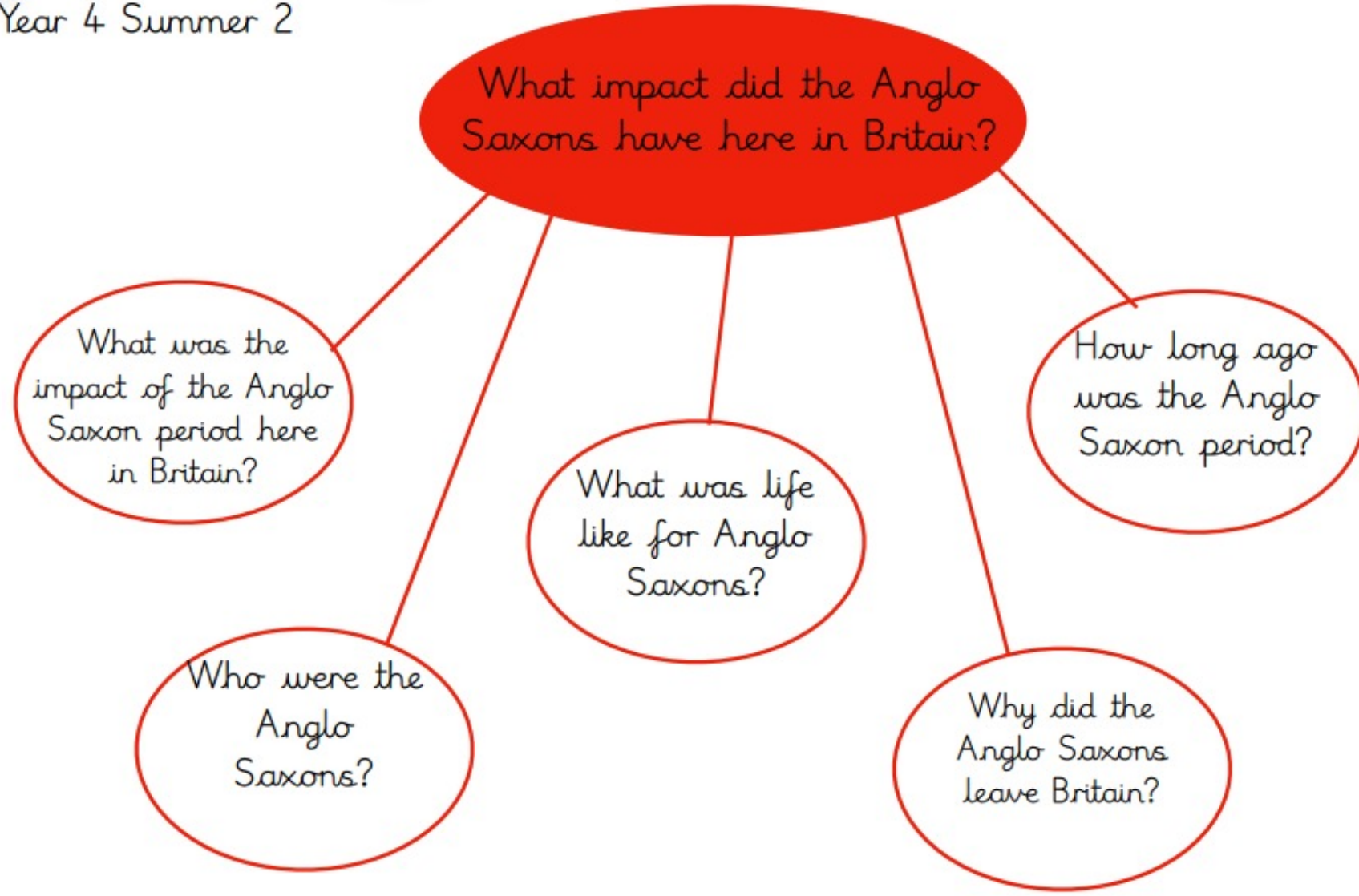
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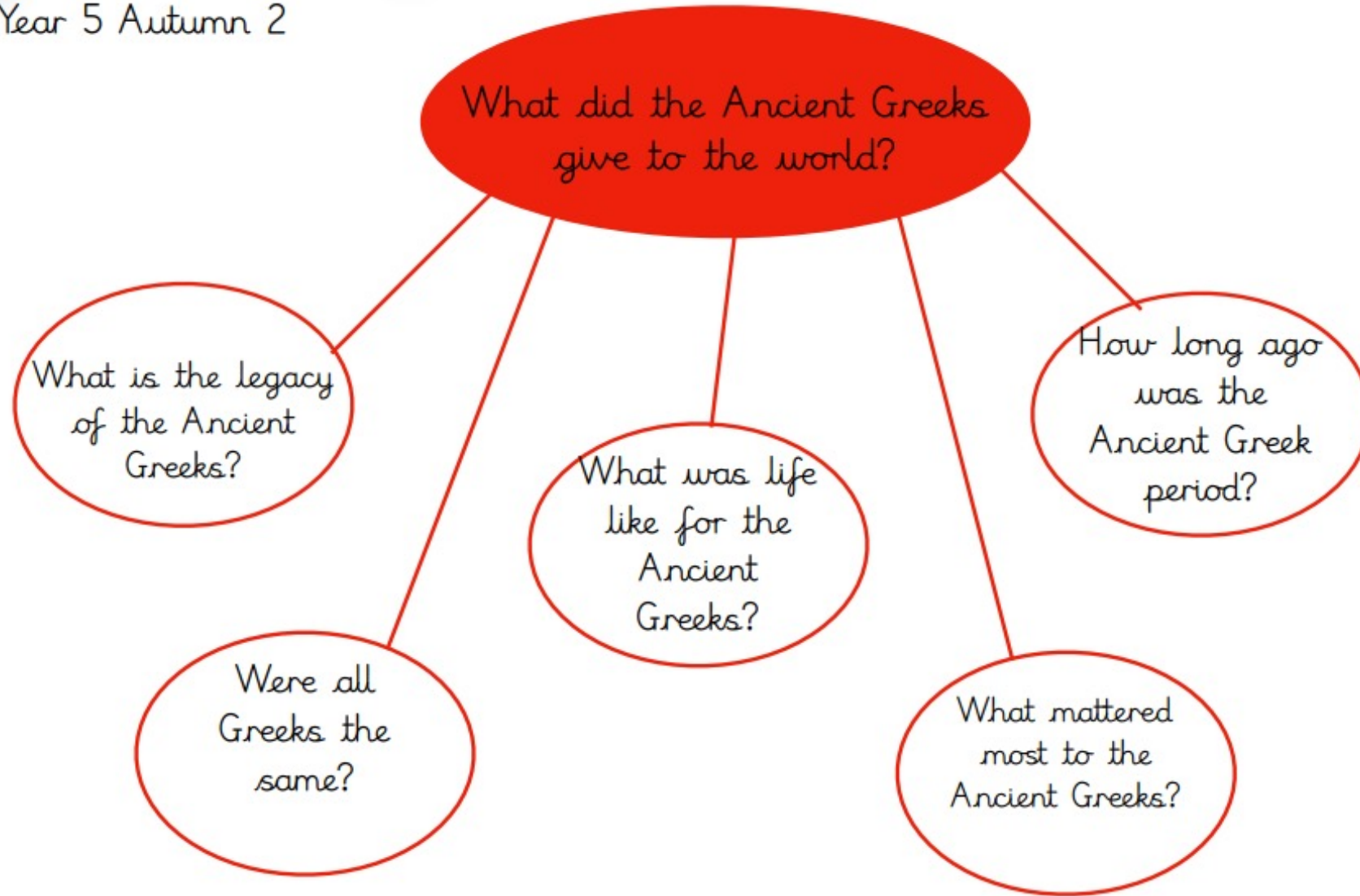
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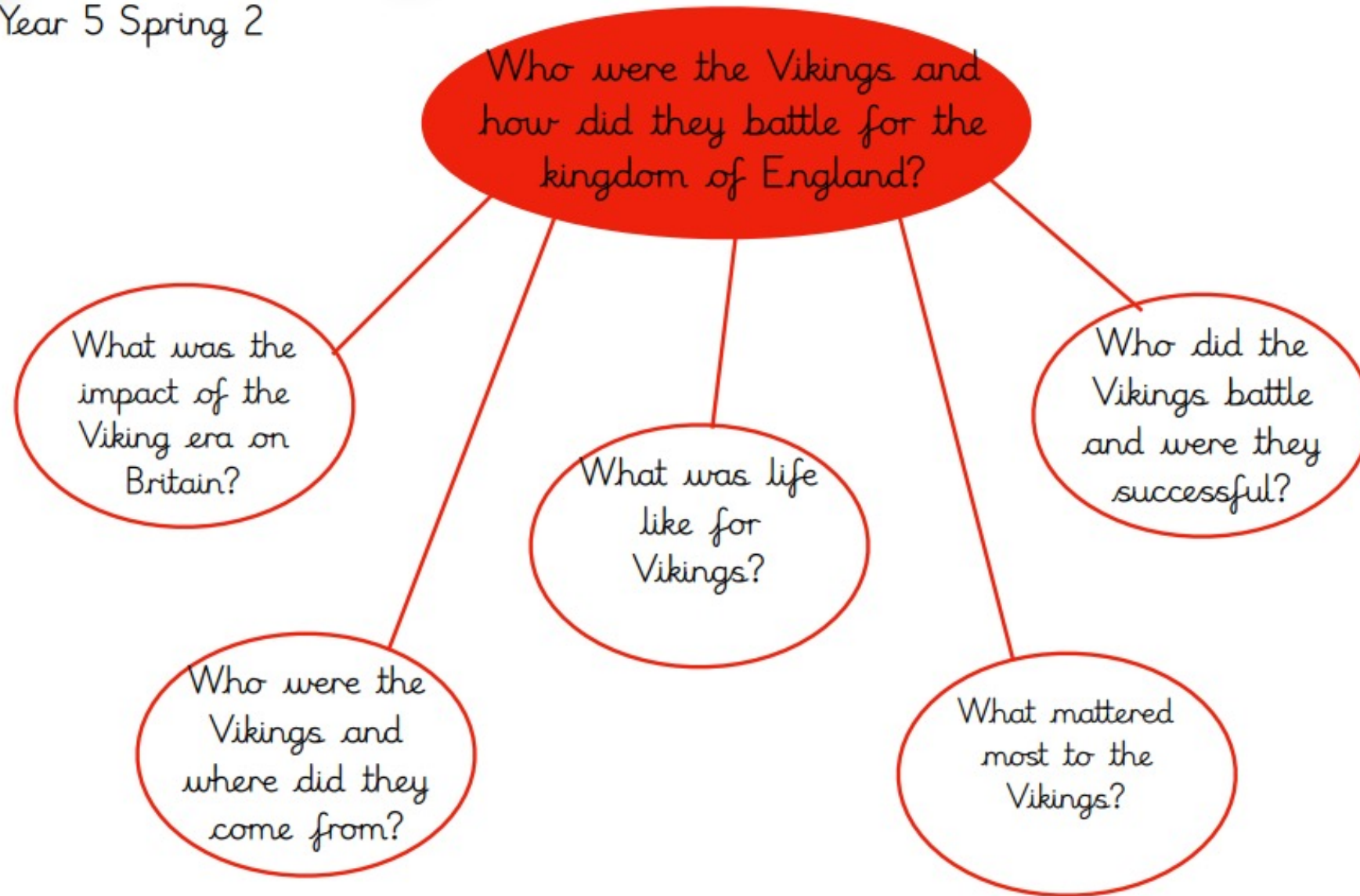
Year 4 Summer 2



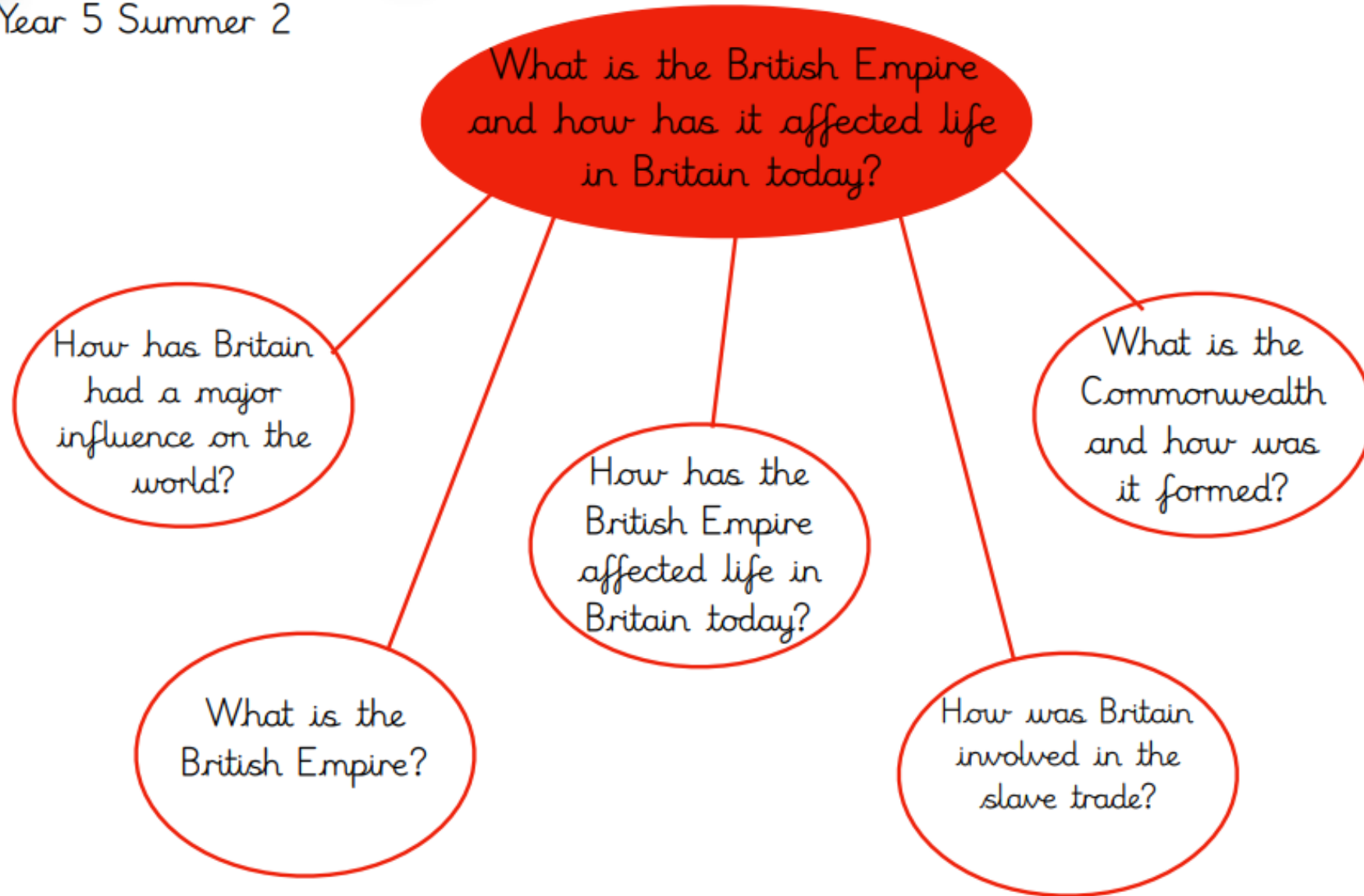
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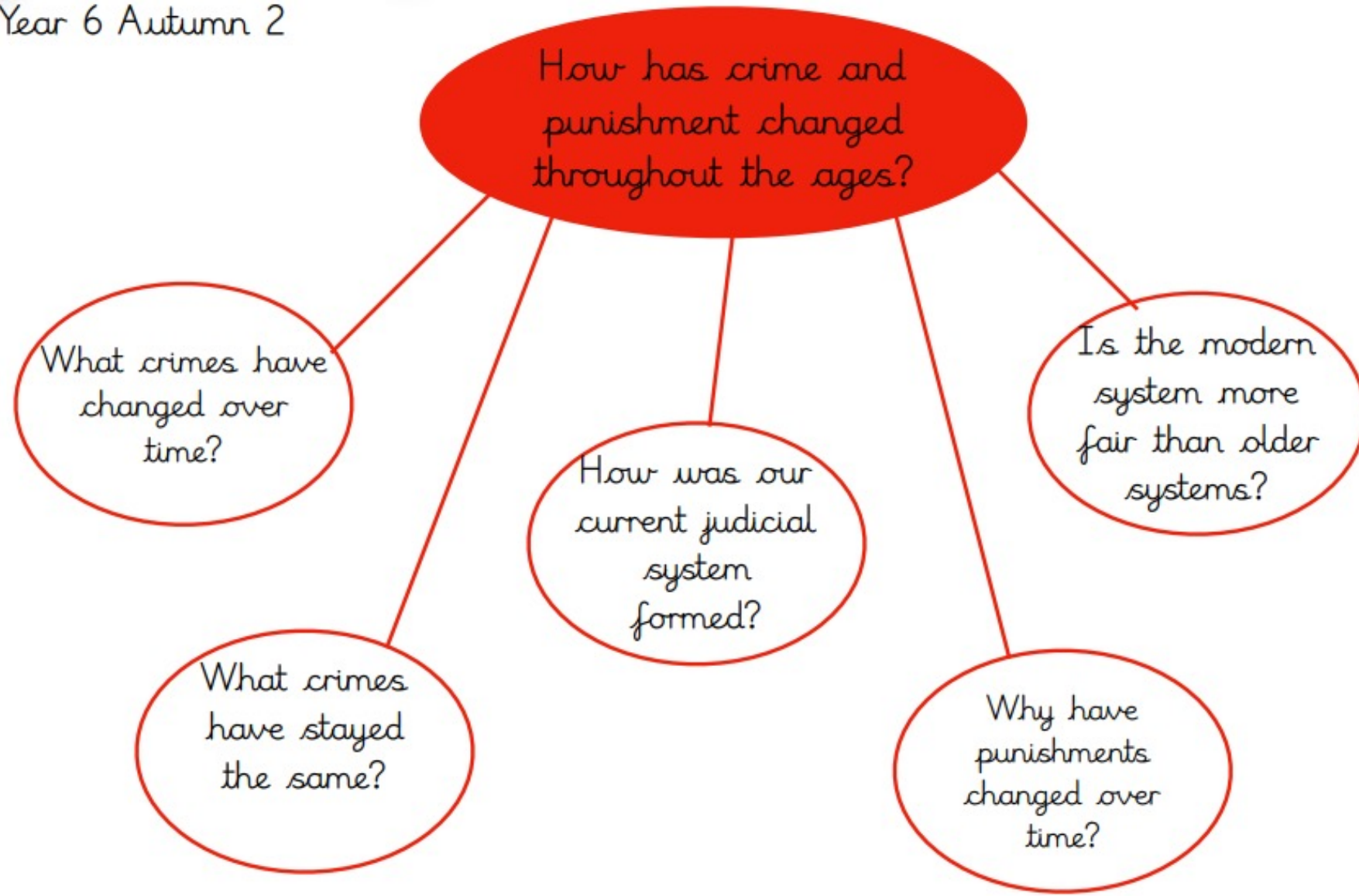
Year 5 Spring 2



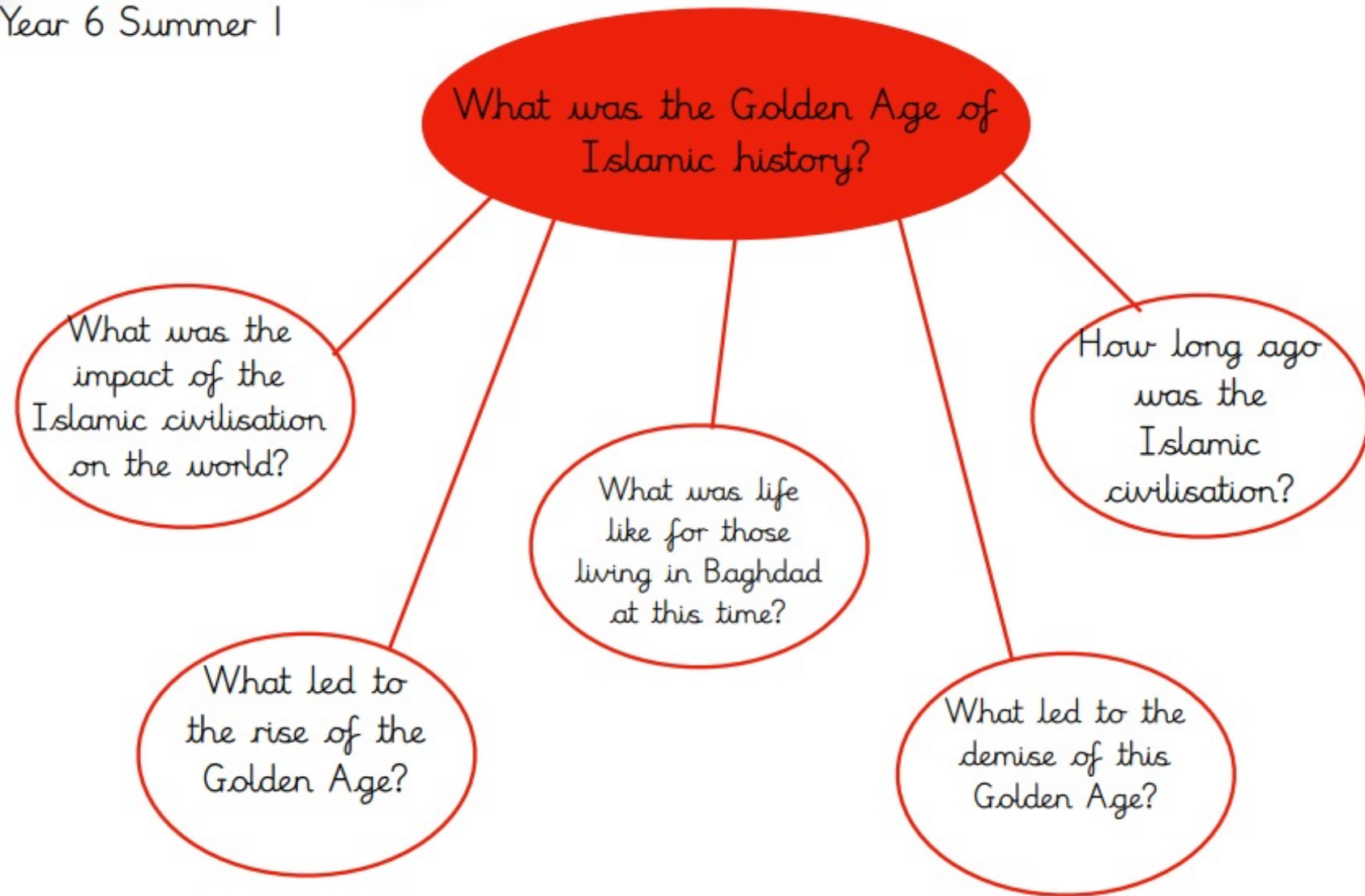
Year 5 Summer 2



Year 6 Autumn 2



Year 6 Summer 1



Next steps



Focus on the progress through books

Working on the development of timeline skills

Working with other professionals to develop the curriculum.

This powerpoint is under review and will be updated shortly.



