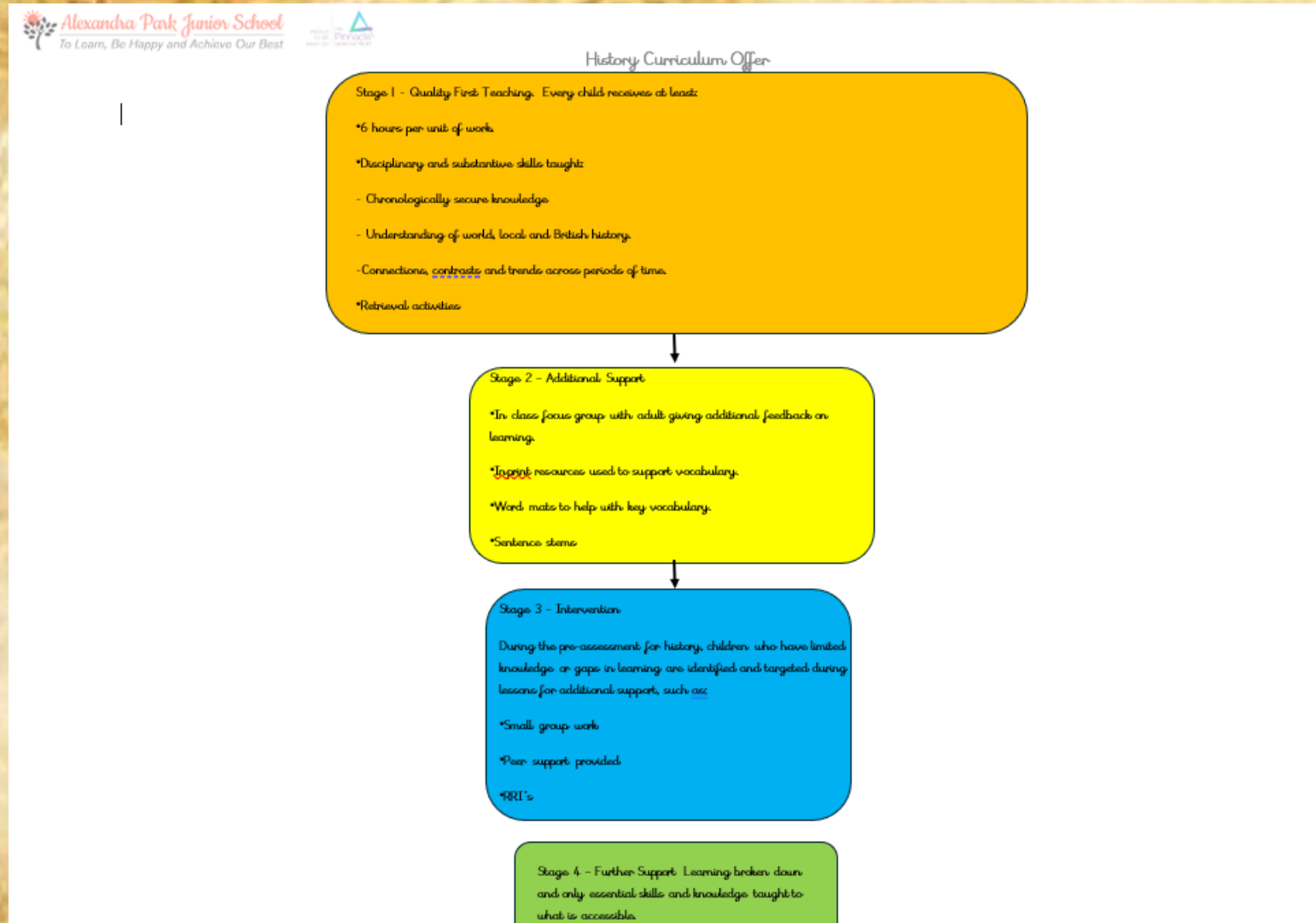


History at Alexandra Park



Curriculum offer



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.

Intent

Long term plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1				
Autumn 2	Victorian Oldham		The British Empire	Crime and Punishment
Spring 1	Ancient Egypt	Roman Britain	Vikings	
Spring 2			Ancient Greeks	
Summer 1	Stone Age Britain	Anglo-Saxons and Scots		Islamic Civilisation
Summer 2	Local Studies	Local Studies	Local Studies	Local Studies

At Alexandra Park we have written our own personalised curriculum to meet the needs of our pupils.

Substantial knowledge

Disciplinary skills

Consolidation



Alexandra Park Junior School
Alexandra Park Junior School

HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS 2023/24

STRAND	KSI		KS2			
Chronology			To include: *Stone Age to Iron Ages Romanes Anglo-Saxones Vikings			
	Y1	Y2	Y3	Y4	Y5	Y6
	<p>*I can identify similarities and differences between periods.</p> <p>*I remember parts of stories and memories about the past.</p> <p>*I can use words to show the passing of time: old, new, earliest, latest, new, newest, oldest, modern, before, after.</p>	<p>*I can sequence people and events on a family tree and on a timeline.</p> <p>*I can order dates from earliest to latest on simple timelines.</p> <p>*I can sequence pictures from different periods.</p> <p>*I can describe memories and changes that have happened in their own lives.</p> <p>*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>	<p>Stone Age</p> <p>*I know how Britain has changed between the beginning of the stone age and the iron age.</p> <p>*I know the main differences between the stone, bronze and iron ages.</p> <p>*I know what is meant by 'hunter-gatherers'.</p> <p>*I can sequence events, artefacts or historical figures on a timeline.</p> <p>*I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Romans</p> <p>*I know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>*I know how the Roman occupation of Britain helped to advance British society.</p> <p>*I know how there was resistance to the Roman occupation and know about Boudicca.</p> <p>*I know about at least one famous Roman emperor.</p> <p>Anglo-Saxons</p> <p>*I know how Britain changed between the end of the Roman occupation and 1066.</p> <p>*I know about how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p>*I know that during the Anglo-Saxon period Britain was divided into many Kingdoms.</p> <p>*I know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>*I can use a timeline to show where the Anglo-Saxons were in England.</p>	<p>Vikings</p> <p>*I know where the Vikings originated from and can show this on a map.</p> <p>*I know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>*I know why the Vikings frequently won battles with the Anglo-Saxons.</p>	
CONSOLIDATION			<p>*I can identify similarities and differences between periods.</p> <p>*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>	<p>*I know how Britain has changed between the beginning of the stone age and the iron age.</p> <p>*I can order dates from earliest to latest on simple timelines.</p> <p>*I can sequence events, artefacts or historical figures on a timeline.</p> <p>*I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>*I know how Britain changed between the end of the Roman occupation and 1066.</p> <p>*I can use a timeline to show where the Anglo-Saxons were in England.</p>	

Intent

To ensure gaps are filled and to address misconceptions, retrieval activities are to be completed at the start of every lesson. These are adapted from Year 1 to Year 6. They are specifically designed to target gaps and ensure pupils will 'learn more and remember more.'

Year 4: Romans

3 points for each plausible answer.
Allow: 15 minutes



What did the Romans do for Britain?

Explain 3 things the Romans did or invented to make Britain a better place.

1	
2	
3	

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.

Implementation Sequencing



History topics are taught in 3 elements:

Element 1 – A general introduction to the unit, looking at relevance, timelines and world maps in relation to other areas they have learned about previously.

Element 2 – A case study which could be about a specific period, important person, place or specific aspect to life style.

Element 3 – Cause and consequence History will be taught in a 'block' 3 times a year for each year group.

By teaching in a 'blocked' way it allows the curriculum to be designed in a way that there is an intensive focus on history for a small number of weeks. As in all our curriculum areas, we emphasise the importance on making 'learning links' where at the start of each unit we find out what pupil's already know using the terminology 'learning link to self-learning, link to the wider world and learning link to texts'. Once we build on their existing knowledge we constantly revisit through 'retrieval' sessions, whereby teachers retrieve knowledge and skills already learnt from all units previously learnt in these sessions. These sessions also allow further opportunity to address misconceptions and provide intervention to gaps in knowledge. Once a unit has been completed, pupils will complete an activity that helps pupils to recall the learning taught in the unit. This takes place in different forms such as quizzes, presentations, videos or even display. The main focus is to present their learning.

Implementation



Diversity, Inclusion, SMSC and British Values opportunities

Year 3 – Local studies focuses on the surrounding area of our children and how this differs to others. In the Victorian era there are aspects focused on the rights Victorian Children had.

Year 4 – In Year 4 the children look at different houses during local studies, and how this differs in Oldham and across the UK. In the Anglo-Saxons unit, the children focus on territory and dictatorships.

Year 5 – The British empire unit allows the children to focus heavily on the impact the government had and the colonisation. In the Greeks unit the children are introduced to democracy, one of the British Values.

Year 6 – Islamic civilisation shows a different world history and culture. It focuses on how another part of the world lived in comparison to Europe. Whilst studying crime and punishment this allows the children to see how democracy changes over the course of history.

Impact



There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children's understanding of grammatical terminology.

Progression of both knowledge and skills across the key stage secures pupils' understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move into Key Stage 3.

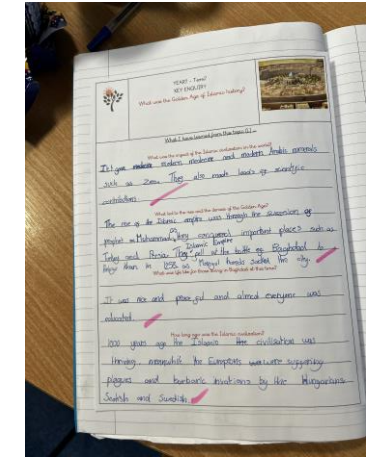
Impact will be measured through "spotlights" throughout the year, these will focus on:

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

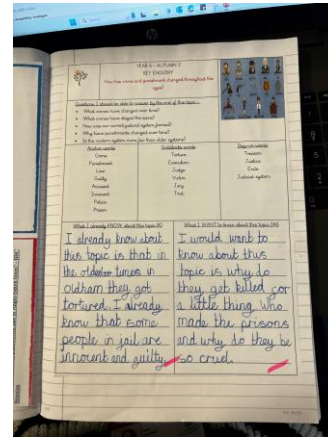
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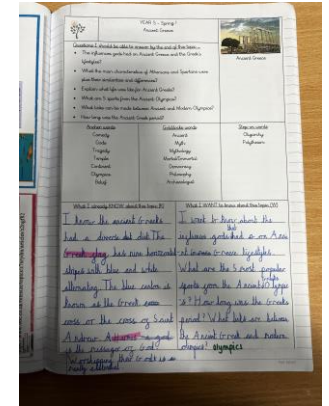
Examples of pre and post assessment



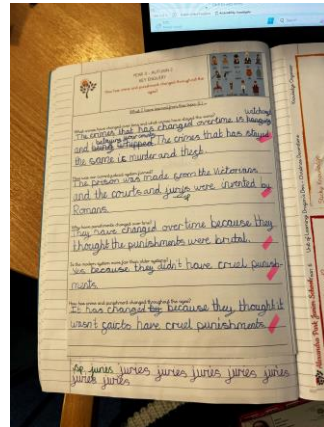
Pre assessment for history asks the children – ‘What do you know about the unit?’ & ‘What do you want to find out?’



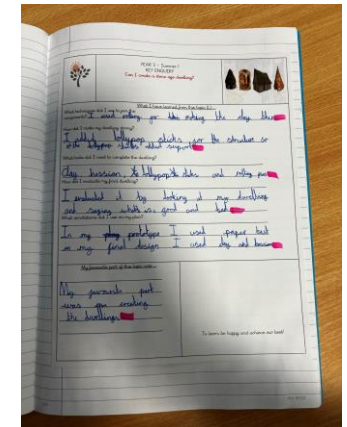
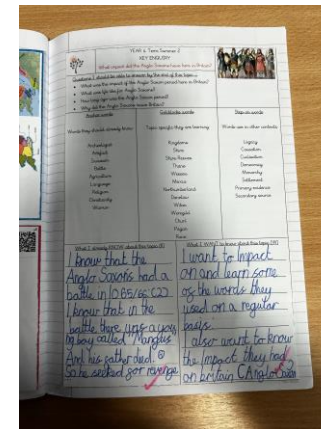
This allows teachers to group the children. Who has previous knowledge, those that have limited knowledge or have misconceptions and those that have no previous knowledge on this unit.



At the end of the unit the children complete the L part of their KWL grid, where they answer the five components of what they have already learnt.



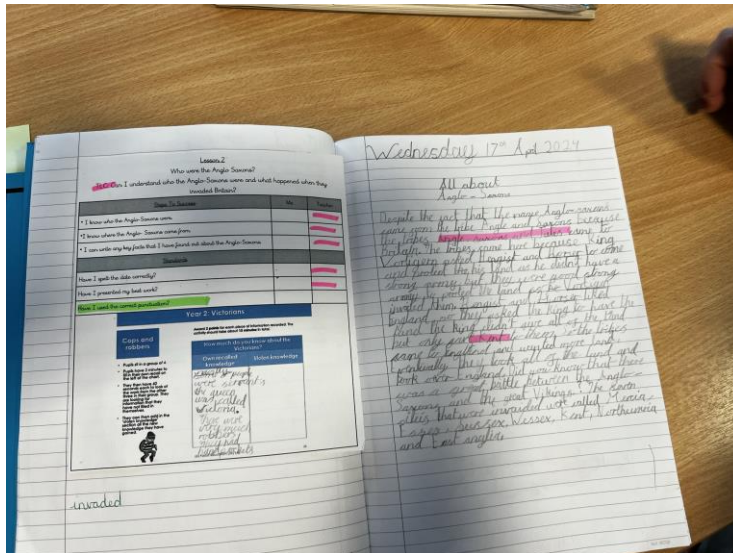
This then allows teachers to see which children have securely understood the unit of work, and which children may need additional RRI.



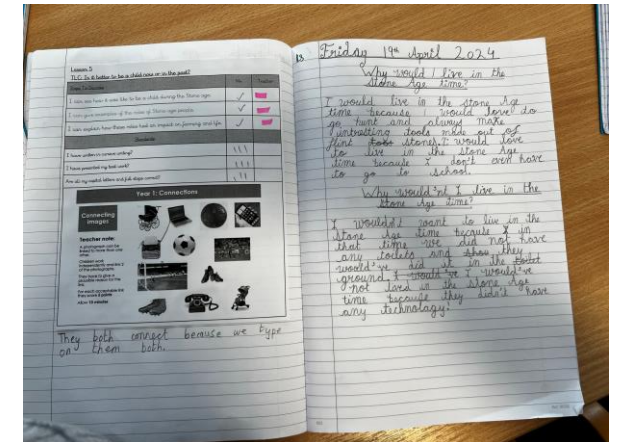
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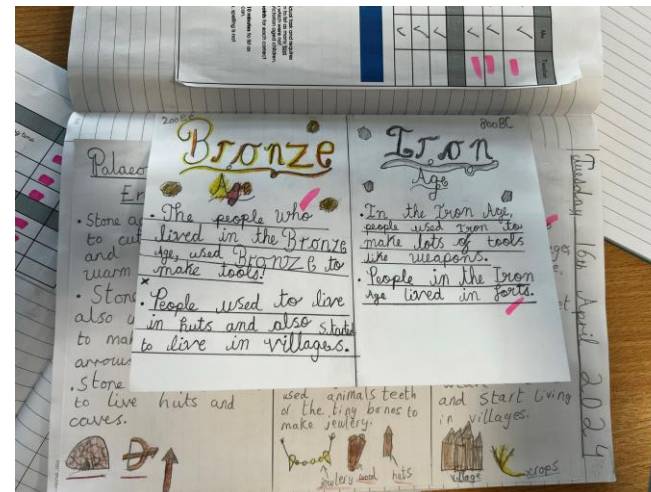
Year 3 – Examples of the curriculum



Pupil voice – Do you like history and what do you like about it? "I can learn about the past and when I wasn't born, and when im older we will do this more. I like learning lots of things, I feel like I am in history."



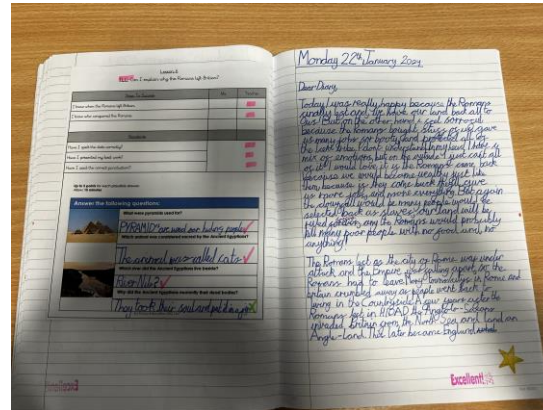
Pupil voice – Can you show me some work you found easy? "The poster because we write stuff we already know."



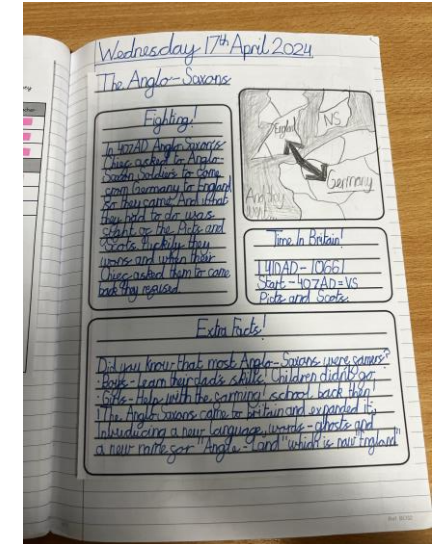
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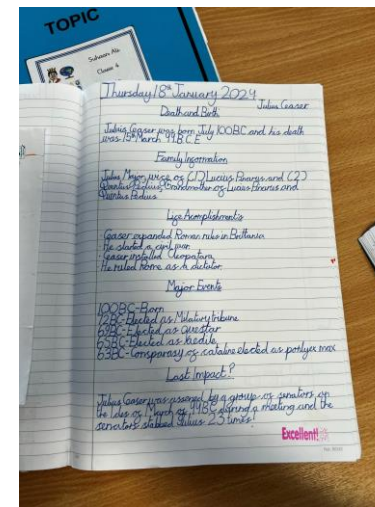
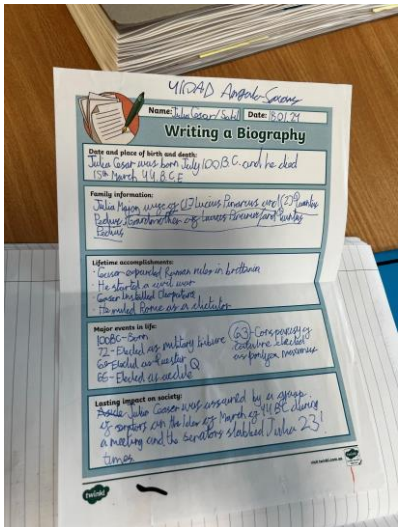
Year 4 – Examples of the curriculum



Pupil voice – Do you like history and what do you like about it? "I do because if you learn about things in the past you have more experience and can add things to the future."



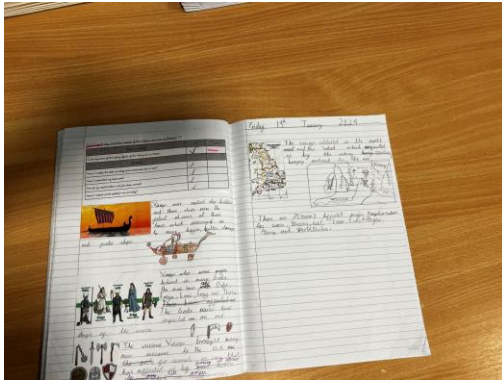
Pupil voice – Who do you get feedback from? Which do you prefer? "Teachers give feedback, I prefer this because they are more experienced."



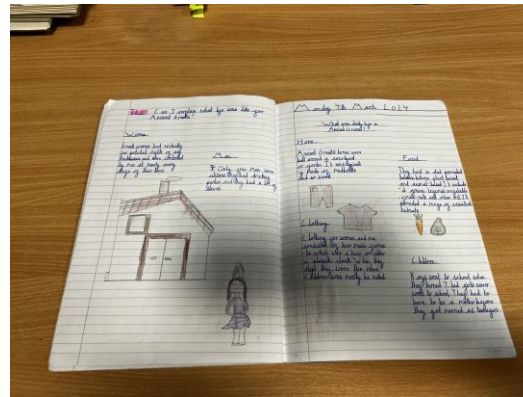
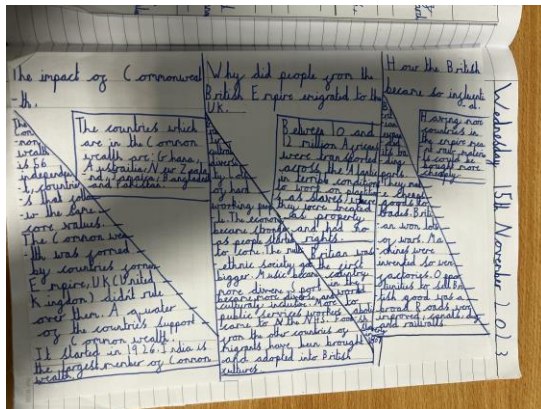
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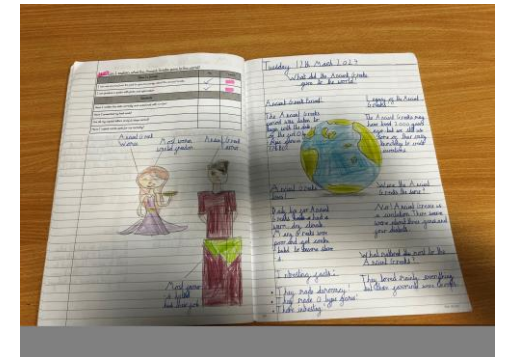
Year 5 – Examples of the curriculum



Pupil voice – Can you show me some work you found easy? "Learning about the longships during the Vikings."



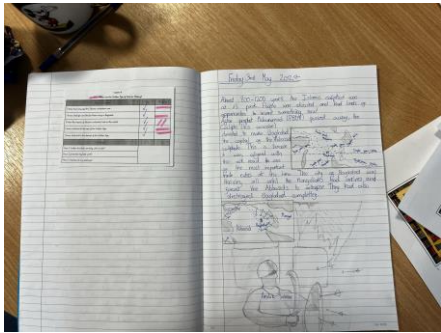
Pupil voice – Can you think of some work you found difficult? Were you helped to get it right? "The Gods in Vikings are hard to remember because there are so many. RRI in history helps to go back over the work."



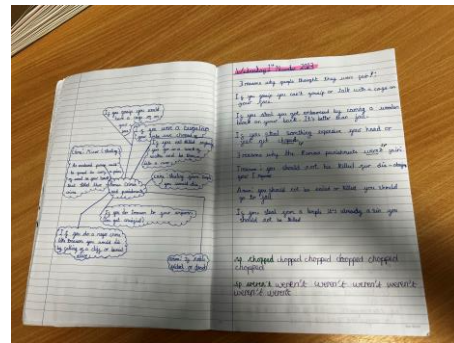
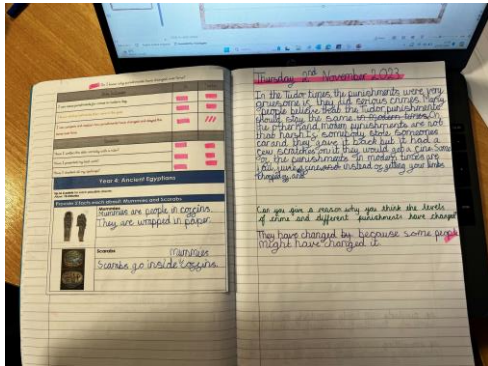
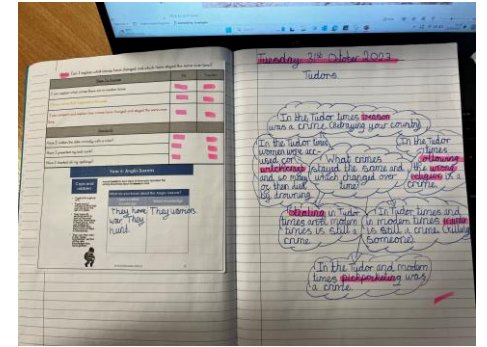
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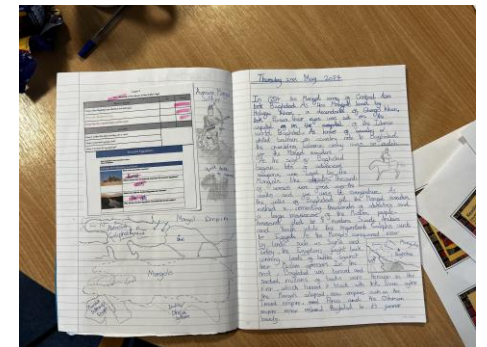
Year 6 – Examples of the curriculum



Pupil voice – Do you like history and what do you like about it? "I like learning about the past to compare then and now, it makes sure we do not repeat mistakes made in the past."



Pupil voice – How do you know you have done well in a lesson? "The KWL grid tells us if there are mistakes, and the teachers will give us an RRI, or mark our work to say if it is correct."

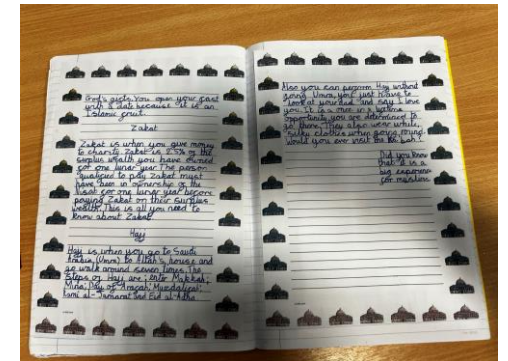
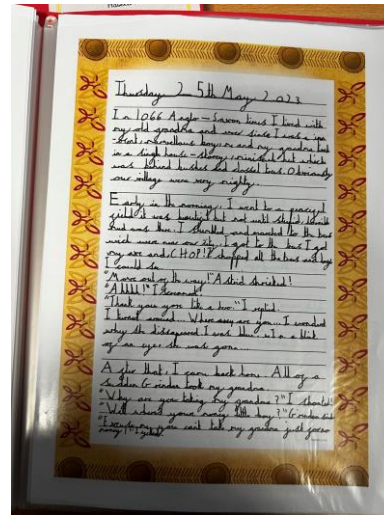
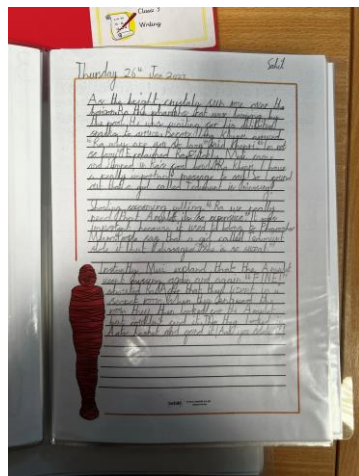
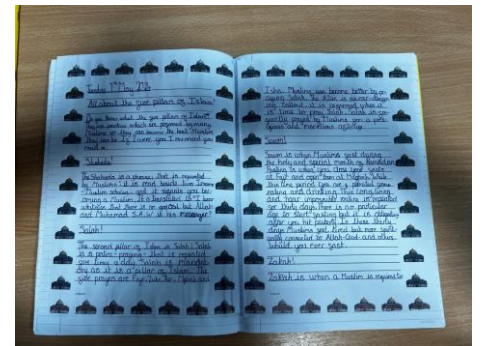
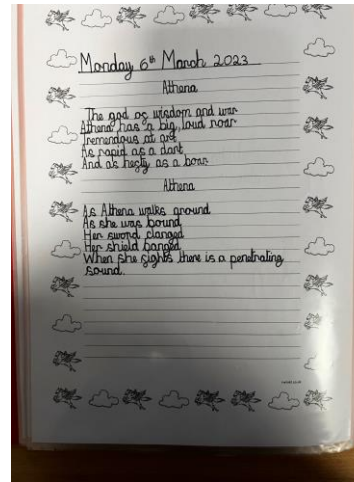
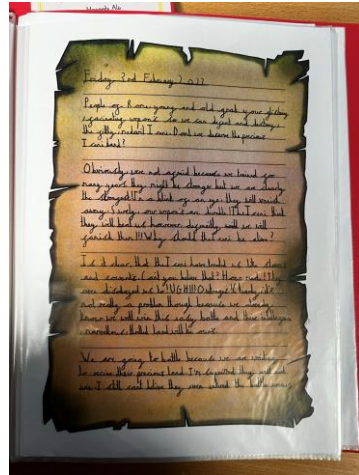
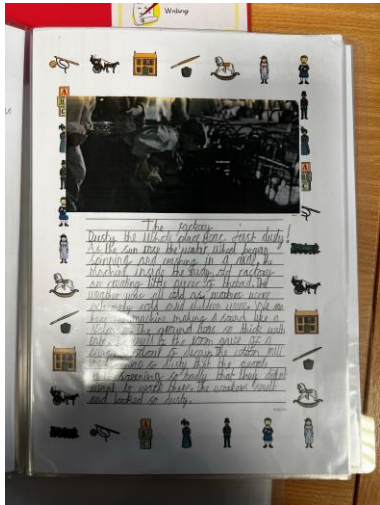


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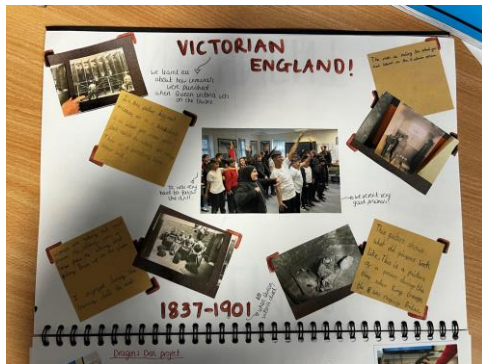
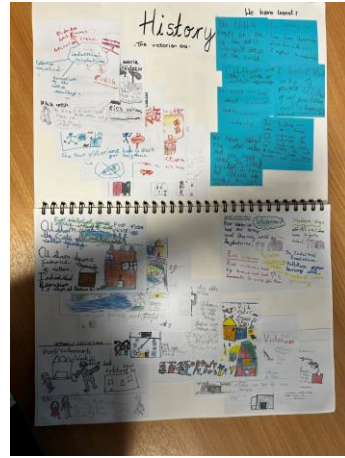
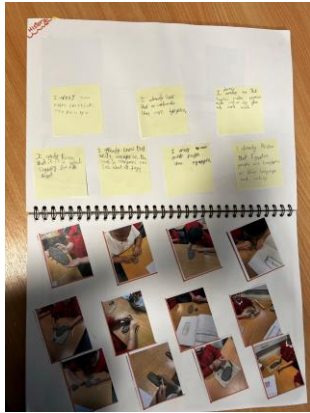
Examples of cross curricula writing

Each year group completes a series of writing genres on the history unit they have learnt, this ensures secure knowledge and a broader understanding.



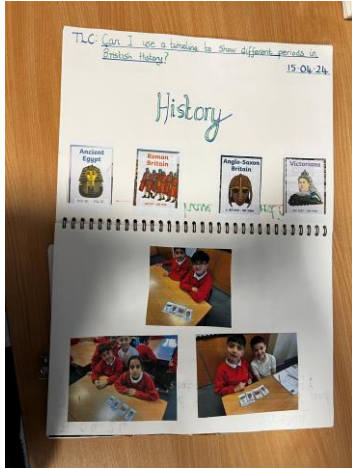
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Year 3 – Examples of active learning



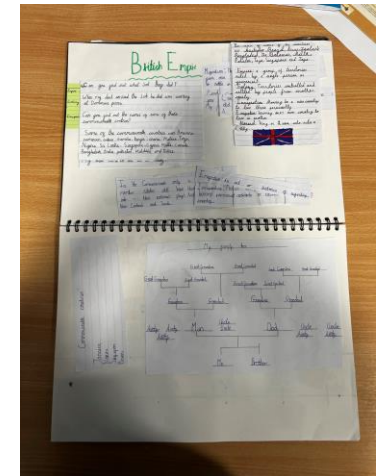
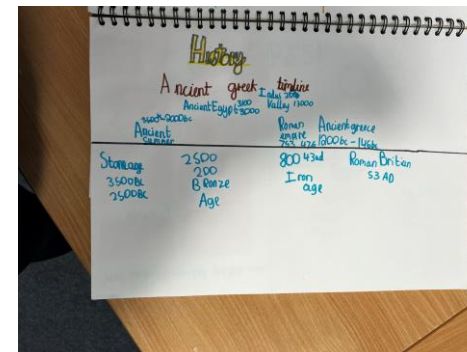
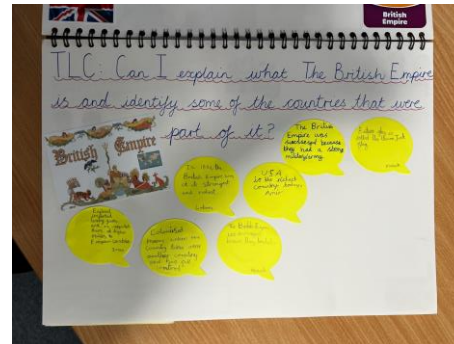
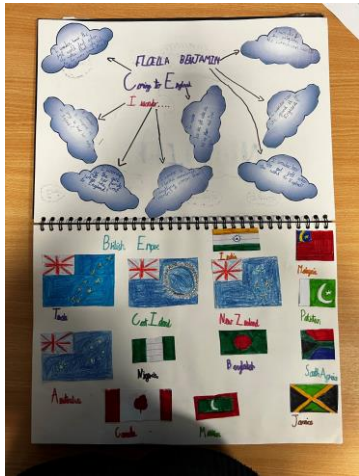
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Year 4 – Examples of active learning



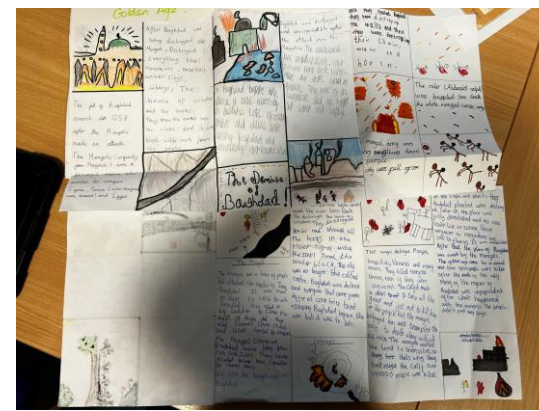
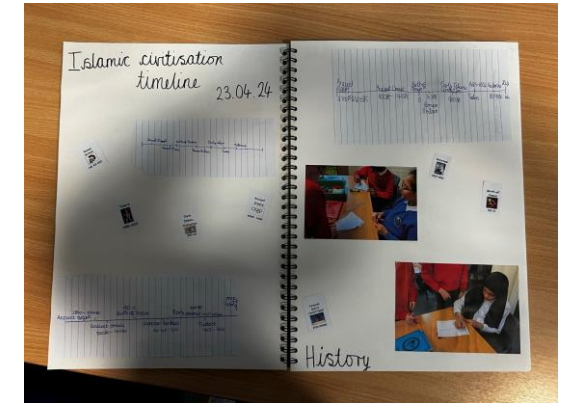
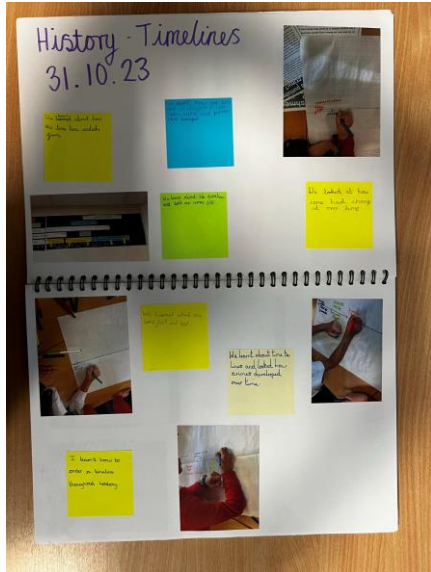
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Year 5 – Examples of active learning



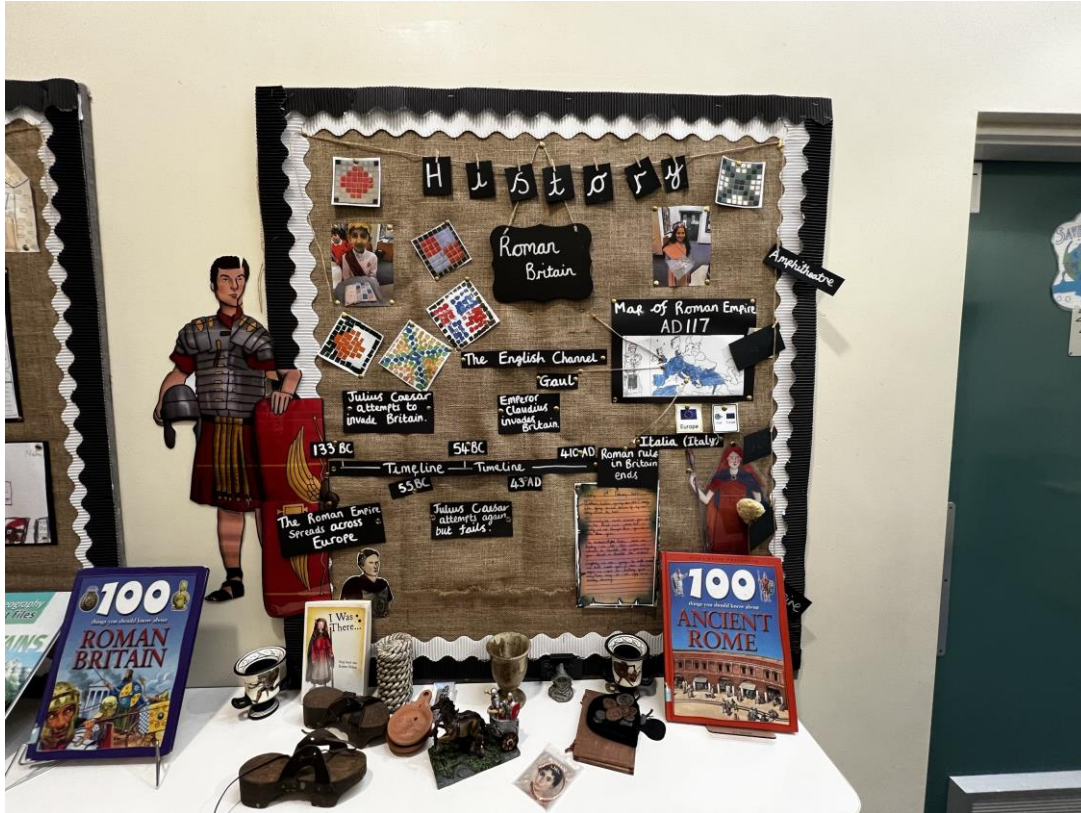
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Year 6 – Examples of active learning



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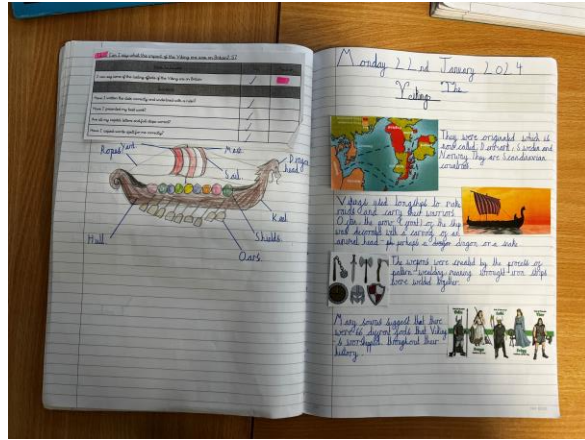
Examples of displays



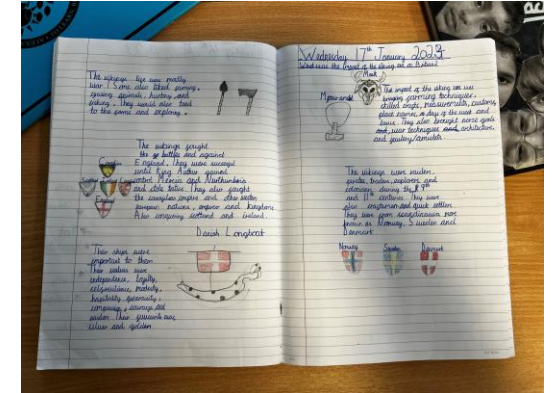
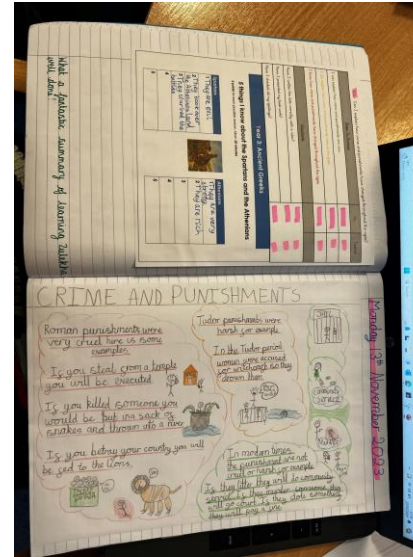
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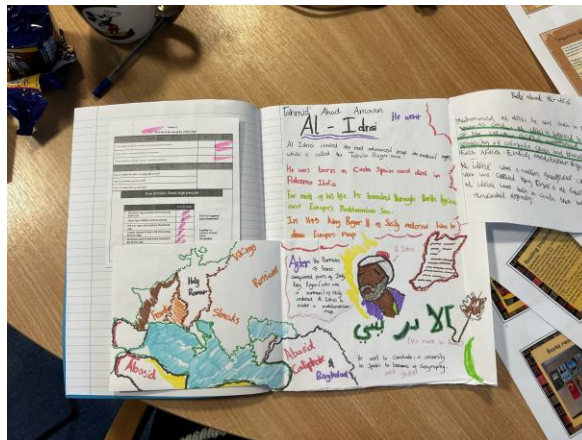
Examples of end of unit assessment posters



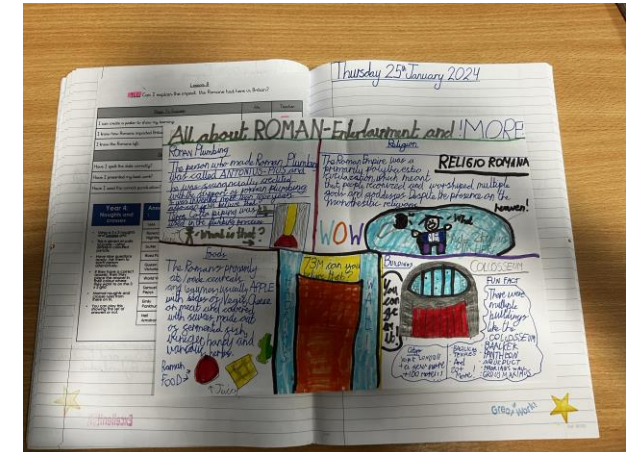
Similar to the KWL grid, teachers use this as an assessment, if the children have missed things out, it will become an RRI to check understanding.



The end of unit assessment allows the children to be independent and creative, showing all of the learning they have learnt so far.



The children have the autonomy to present their learning in any way they want, a poster, leaflet, spider diagram etc.



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Examples of enrichment across the school

