



Moorside Primary School, Lancaster

EYFS & National Curriculum 2022 – 2023

Green=done Red=needs consideration

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is... *	I wonder what is out there...	I wonder who lives there...	I wonder how things grow...	I wonder how things change... *	I wonder how people help us...
Year 1	Under the Sea	Seasonal Change	Castles History significant historical events, people and places in their own locality.	Wild Things	Explorers History events beyond living memory that are significant nationally or globally 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	Growing
Year 2	Coasts	People in the Past History 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 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (school history and how its changed)		China		Plants and Habitats
Year 3	Stone Age History changes in Britain from the Stone Age to the Iron Age	World Food	Ancient Civilizations History the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Mayans; Study of Greek Life; Ancient Egypt; Benin; Baghdad a 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. Ancient Greece – a study of Greek life and achievements and their influence on the western world		Birds	Underground
Year 4	Engineering	Lancaster City Study History a local history study (Pendle Witches, Lancaster Slave Trade)		British Invaders and Settlers History the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots		Forests and Rainforests
Year 5	Space	Vikings History the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Water		20 th Century History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (technology, fashion)

Year 6	World War I History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain (non statutory)	Survival	Human Body
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Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught from year group to year group:

- Begins with extreme example of chronological history 'long time ago'. Historical terms are scaffolded initially, modelled and then used by children. Pupils gain a deeper body of knowledge and make links to prior history learning.
- To demonstrate the four strands of history and their progression across the year groups

Substantive Concepts in History from EYFS to Year 6 (what is explicitly taught)-

EYFS	Autumn 1-I wonder who it is?... *
	Summer 1-I wonder how things change?... *
Y1	Spring 1-Castles-Local history- The Normans. 1066 Battle of Hastings- Introduction of Monarchy, Army, Conflict, Enemy, Military, Power, Ruler, War, Invasion. Summer 1 -Explorers-Introduction of achievements, Colony, Rights, Slave, Voyage (links with Geography taught-continents and seas)
Y2	Autumn 2/ Spring 1-People in the past- Local history (Lord Ashton-achievements) beginning of rich/ poor divide, Unions and working class, symbolisms of wealth ? Changes in living memory-to be planned
Y3	Autumn 1 -Stone Age-trade Spring 1 and 2-Ancient civilizations (main study Egyptians/Ancient Greece/Mayans, Benin,Baghdad small study)-achievements of earliest civilizations, influence on Western world
Y4	Spring 1 -Lancaster City study-local history Spring 2 British invaders and settlers-Empire, Monarchy, Border, Invasion, Achievements
Y5	Autumn 2-Vikings-Kingdom, settlement Summer 1 and 2-20 th Century *
Y6	Autumn 1 and 2 – World War 1—Local history-Government, War, Rights, Conflict, Power, Peace, Army, Empire, Colonies, Migration, Achievements

- * Under review

Rationale for the order in which knowledge is taught within each year group:

* Need to work on	Comprehension, knowledge and understanding of events.	Chronology	Analysis and use of sources investigations	Perspective and interpretation	Research, explanation and communication
EYFS	*	*	*	*	*
Y1	Historical terms are scaffolded	1066=extreme example of timeline (plus their own life timeline) Explorers are placed on timeline	Visit to Lancaster Castle-adult refers to 'sources' terminology; increase their prominence and that they are open to interpretation Photos/ pics/sources	Encourage debate of right/wrong? Discuss and vote for best explorer	Adult models' historical terminology Fact file on explorers
Y2	Increase of historical lang/ more technical (80% adult/20% child=giving them the tools)	Terminology in a timeline-adding significant dates to it		Gaining perspective	They ask and answer questions/reflect Embed learning through role-play
Y3	Increase in linking terms to timelines Give then the basic facts	Introduce a more advanced timeline AD/BC	Now expected to be more practised at using sources- Increase in use of sources	Start of questioning reliability- Impact from then to now	Increase expectation on Y3 participating/ onus on them to do it- Investigate achievements, failures, impact (use Chrome books)- Use historical skills we've done & choose their presentation.
Y4	*	Bringing timeline to life (link to other times)- Have an opinion on it/ make links	Romans-visit Ribchester *	More open in thinking- What's its message? What's its influence/effect? Have things changed over time? Have we learnt from History?	Read facts/ make links- Represent historical info in a range of ways
Y5	Historical terms to create a 'real' sense of passage of time- Short term and long-term scales- They use vocabulary well- Know how far apart on a timeline?	Increase link of chronology- Use dates and terms	York visit- Consider influence? No right / wrong- More mature way of thinking- Reliable/ unreliable sources – Evidence of the child's interpretations	Demonstrate their understanding of people, events and changes	They are the practitioners- Debate=idea of right and wrong Child constructs, debates, chooses ways.
Y6	They have wide range of historical terms- A secure knowledge of events and period of time	Assume a secure knowledge and show it	Need to see historical language and knowledge to analyse	Show own thinking-Increase on reflection, interpretation and significance- Analyse links with other times- Consider/ reflect on changes today or not?	Understand bias- Increase exact/ more considered pieces- Increase in critical thinking

KS1 Historical vocab -modelled/adult describing

KS2 Historical vocab of KS1 used and further vocab. introduced

How the curriculum has been designed to meet the needs of *Moorside learners*:

- We encourage a sense of pride for their local community with visits to local Historical areas of interest.
- A sense of empathy is valued and the language of emotion is encouraged. Children's emotional intelligence is valued and encouraged as we believe History is a study of human condition.
- Enthusiasm for the subject is modelled by all adults in the class as we aim to install a sense of fun and genuine enjoyment of the subject in the children.
- We value real experiences with real artefacts to create a sense of awe and wonder with their learning.
- We aim to support the development of enquiring minds-the children have a voice; each topic begins from their understanding; children's ideas and opinions are valued and encouraged. The children realize the importance of talk.
- Questioning, problem solving, debating and the understanding of new Historical language are skills that are overtly taught.
- We encourage and model open-ended questioning and provide a varied and exciting range of resources to stimulate their enquiry skills.
- We aim to develop a rich sense of the past for the children and for them to make links with the present and the future when appropriate.
- Pupils will have clear expectations regarding the Learning Objective and an opportunity to review and reflect on their work as it unfolds.
- The children recognize that it is good to have an opinion and an expectation within History.
- We want the learning to stick in their young minds and aim to engage the children with interest using a variety of good sources, visits, visitors, artefacts and much more.
- We want the children to progress with the key skills for the four areas in History; links are made to prior learning in History as a new topic is beginning.

How teachers are expected to teach this subject:

- Children will experience a vast range of experiences in the classroom and beyond with special events, visits, visitors, artefacts, role-play and interviews to name but a few of the ways that we engage the children and make learning memorable. The curriculum is enriched with well designed and inclusive opportunities to learn outside the classroom. Children can immerse themselves in the past and use Historical language in context.
- Each year group consider what a Moorside History learner is for them-they will practise and develop specific skills that have been planned for each year group that encourage their understanding of Historical concepts.
- Children will be trained in key skills like questioning, enquiry, how to be reflective, to analyse and how to apply ideas to other situations.
- History will focus on valuable activities that engage young minds and encourage their learning and understanding and application of History.
- A common thread of teaching techniques will take place across the year groups; these will be practised, reviewed and revisited through the History topics so that children progress with the key skills.
- Each Historical topic have clear objectives that are reflected on and reviewed by the pupils as they work.
- Each child learns at their pace with opportunities to challenge and extend their thinking and develop a more sophisticated response over the primary years.
- Adults have designed a stream lined curriculum that will engage, have structure, become concrete, be credible and touch the hearts of the children.
- Emphasis is placed on the talk and the engagement of pupils when learning.

How is this subject assessed? How do teachers make a judgement?

- Subject-specific KLIPs for History are used to assess children's knowledge and progress within these subject areas; these are referred to explicitly where appropriate, then evidenced throughout the topic.
- Informal assessment takes place through talking and clarifying ideas. Speaking and listening is crucial and valued.
- Teaching is modified as it is taught and learning activities are adapted accordingly with ongoing feedback to address any difficulties.
- A good use of adult questioning is used to assess and advance children's learning.
- Skills and concepts are revisited and become more sophisticated over the primary years; we will evidence this by outcome in the process.
- A good starting point and ending point is vital to inform progress for each child.

What is expected in terms of recording and evidencing:

- Evidence in topic books reflects an individual's learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning / feedback made explicit.
- Children have Evidence in topic books reflects an individual's learning – not a group – and is evidenced and responded to by children or an adult as appropriate. Photographs can be used as long as they are child-specific and link to KLIPs, with evidence of learning / feedback made explicit.
- Children have an opportunity to reflect on all the new knowledge they learnt by annotating questions from the beginning of the topic.

How do you know that end points are met?

At the end of each topic taught a summary of learning needs to be evident. A chance to refer back to the original knowledge and questions throughout the unit and at the end. Date and evidence progress.

How is ambition for all promoted within this subject?

A new format to celebrate the History curriculum by introducing individual subject books for recording. This allows children to not be restricted on the quantity of their recording. It also acts as a tool for a reference for previous learning. History is a subject which is open ended which encourages using their enquiry skills.

How does the subject leader(s) *evaluate* impact (not *monitor*) to know how well the subject is taught?

Pupil interviews

Book look- responding to feedback

Yearly assessment data

Planning shows progression

Pupils are able to use what they have learnt