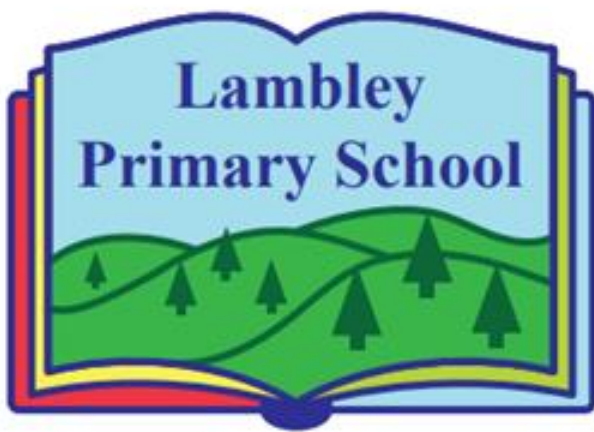


What makes me a historian?



Be ready, respectful and resilient

Lambley Primary School: History subject audit

Date	1	2	3	4
1 :immediate action needed– add to action plan, 2: underdeveloped, 3: planned and beginning to be embedded (time is needed to fully embed), 4: fully embedded in my subject				
Quality of Education				
Intent				
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?				x
Is there a carefully sequenced progression of History knowledge/concepts/skills to end of KS1/2				x
Does your unique History curriculum meet your pupils' needs & meet N.C standards?				X
Curriculum coverage allows all pupils to access content & make progress			X	
Clear identified targets are shown through the Curriculum Development plan			X	
Implementation				
Teachers can explain what children learn/why it's important in your subject's curriculum			X	
Subject leader's review / quality assure LTP and Unit Plans and check against in book looks to ensure implantation of intent			X	
Teachers understand what the depth of knowledge expected is at the end of every unit / year through knowledge organisers			X	
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the development of knowledge organisers and support given to teachers			X	
Book looks, working walls, pupil voice and school trips, show that your subjects' curriculum is implemented fully			X	
Teachers organise and sequence learning appropriately – shown in unit plans and LTPs				X
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject			X	
Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown			X	
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum			X	
Use of the locality are maximized to provide first-hand experience within your subject.		X		
Pupils use appropriate resources for your subject to build knowledge and skills		X		
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit			X	
Opportunities for all staff to moderate/ share / feedback on work			X	
Impact				
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years)			X	
Children have progressed in different strands of your subject and this is clear from book look and pupil voice			X	
Subject books show children voice, learning and progress through examples of work, images etc			X	

Why is History important at our school?

(Vision Statement)

Intent:

At Lambley Primary School we want History to fire children's curiosity about the past in Britain and the wider world and help them to understand the diversity of human experience. History is important as it provides children with the opportunities to empathise with others, argue a point of view and reach their own conclusions - essential skills that are prized in adult life. Therefore, we aim for a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of British, local and world history. Curriculum content is knowledge, enquiry and vocabulary rich, in a sequenced chronological order, allowing children to develop their understanding of abstract concepts as they move through school.

We intend to inspire pupils to develop a broad historical and cultural awareness by:

- Providing opportunities for children to develop a chronological framework by investigating the past and how it influences the present. **(Construct and Sequence)**
- Encouraging the children to identify how things change or stay the same and why this is important **(Change, Continuity & Significance)**
- Asking 'why' as a tool for developing our historical understanding **(Cause and Consequence)**
- Encouraging children to interrogate evidence and form their own opinions. **(Enquiry and Evidence)**
- Exploring what the different periods in history have left behind **(Interpretation and Impact)**

Implementation:

At Lambley Primary School, History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group. Retrieval practice is at the heart of this, ensuring the prior learning is built on and meaningful connections are made.

Planning is informed by and aligned with the national curriculum and a topic based approach closely links History, Geography and English to explore key questions asked of our pupils throughout a new unit of work. A homework project is undertaken to provide a starting point before each new unit, which the children then share with their classmates during the first lesson. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be 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 Egyptians. We believe that local history is equally important. This is why it is woven into our curriculum to ensure it is explicitly taught and a rich understanding of our local heritage is developed. The local area is fully utilised to achieve these desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Reading across the curriculum:

In order to develop children's reading skills, our teachers plan opportunities for children to independently read age-appropriate texts that link to the History topic being studied. We have invested heavily in supporting our History topics with a new library of books for the whole school to use that has a specific History section to enhance and support our curriculum. Studies show that if children encounter new knowledge within a narrative, they are more likely to retain that knowledge. Therefore, when possible, History units of work will be delivered through high-quality texts or taught alongside thematically linked texts during English lessons.

Impact:

We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. If a child is able to confidently formulate and explain their own responses to an overarching enquiry, then the curriculum and its delivery have been successful. The work produced by our children and the discussions they have, should demonstrate that they are equipped with the historical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult beyond Lambley.

History: Unit by Unit

At Lambley Primary School, we have our own bespoke, unique curriculum that prioritises progression, 'sticky' knowledge, links to prior learning and enjoyment.

Reception

In Reception, the children are introduced to the concept of time passing and change over time. We build upon key vocabulary and ask questions such as 'what did we learn about today/ yesterday?'

Through Understanding the world, we use our environment, outside primarily, to *look closely at similarities, differences, patterns and change*.

We give regular opportunities for discussion about past events in their lives and the lives of their families; showing an interest in the lives of people who are familiar to them.

In maths we ask children to use *everyday language related to time and order and sequences familiar events*.

We give children the tools to begin to learn the meaning of significant people in preparation for Key Stage 1 through our topics and ensure that key individuals from history are discussed where appropriate.

In Reception, we use Tapestry as a tool for tracking their working timeline; showing their learning journey through the year, which is added to constantly with memories through the year, with opportunities for children to look at and discuss what they have already done.

Year 1

Changes within living memory: Toys

This topic introduces the concept and terminology of past and present. The children will use a lot of 'time to talk' to develop their historical vocabulary, focusing on key terms and phrases including: when I was younger, old, new, before and after. They will consider how toys have changed by asking 'Are my toys the same as my mum and dads when they were children?'

This will build on their work in EYFS on describing people who are familiar to me and discussing the lives of people who are familiar to me. By addressing similarities and differences, the children will begin to understand change and continuity and why these things are significant. The unit of work also links to science (through every day materials).

Great Explorers – Neil Armstrong

This topic builds on many of the history foundations from Early Years. **In Early Years, time is given to consider significant events and experiences for the children in their own lives. They also consider the lives and interests of their families and those that are important to them. This unit, allows the children to extend this knowledge to significant individuals from the past.** They will understand why they were significant then and will discuss if their achievements are still important now. Time will be given to look at different sources of information and evaluating them to help create their historical picture. This will also enable time for the children to develop their understanding and appreciation of empathy.

Robin Hood

A significant and well-known figure in Nottinghamshire, this Robin Hood topic utilises our local environment. It enables the children to consolidate key terminology learnt in Year 1 and assess why Robin Hood is so important. **It develops and links to work covered in Early Years where the children have already compared and contrasted characters from stories and begun to understand that some places are special to their community.** Further work is done on sources and the children have time to question the information they are provided with. With an array of information, the children can then give their own opinions and preferences and debate Robin Hood's role in our history.

Year 2

Life in Victorian Britain

During this unit, the children will extend their historical understanding beyond their lives and the more recent history discussed in Year 1. **Building on significant people in Year 1**, children will begin to understand the role of the monarchy and the key historical terminology of reign. Their work on chronology will also draw on prior learning and enable them to make comparison between the different eras studied. They will investigate what it was like to be rich or poor in Victorian Britain; discussing key topics such as food, housing, schooling and entertainment (which will further develop their work on toys from Year 1). Finally, they will begin to question how our lives are impacted by the lessons learned during Queen Victoria's reign. To be updated

Christopher Columbus

During this unit, the children will question how we know so much about an individual that died over 500 years ago. They will investigate why Christopher Columbus is so important and **compare his achievements to those of Neil Armstrong (studied in Year 1)**. Contrasting the world of the later 15th century with space travel of the 20th century has obvious parallels and certainly helps pupils to strengthen their ideas of similarity and difference between time frames within and beyond living memory. Columbus himself provides rich opportunities for pupils to develop important historical skills and concepts. They start by sequencing, before moving on to look at motivation and the significance of his achievements, both for the time and for today.

Year 3

Anglo Saxons

In Year 3, our historians begin to extend their understanding of historical periods by looking at a much older era. They will be introduced to key terms such as AD, BC, decades and centuries. This will help them begin to understand timescales and the amount of time that passes between historical eras. **They will extend their work from KS1, looking at other reasons why people travel. In KS1, they learnt about exploration but now are introduced to invasion.** Looking at the Anglo-Saxons, they will further develop an understanding of sources and the need to challenge what we are told (especially from a time where there is very little evidence left). This topic also provides the opportunity for a local study which supports their understanding of a significantly different era by making comparison with life today. They will also focus on key individuals and their role in this period of history and how much impact one individual can have.

Ancient Egypt

Moving back further still, the children further develop their understanding of AD and BC. They continue to compare periods of history they have studied and begin to identify key feature and characteristics (as well as those things that are out of place and time). They spend time learning about the world of archaeology and why it is so important to our growing knowledge of history. They will continue to question the evidence available and query the validity of sources. Time will be given to learning more about historical beliefs and what we can learn from these today and will appreciate that a period of history can cross different groups of people and civilisations. Each with their own story to tell and from which more lessons can be learnt

Year 4

Stone Age to Iron Age

Forming the beginning of our school timeline, the Stone Age to Iron Age topic, starts our chronological journey and understanding of how civilisations change and evolve. The children will see another era of history focused on hunting and gathering (**similar to their Anglo-Saxons and Vikings topic**) that soon develops into a period of settlers who use and advance the land (using it for things such as farming). They will **consolidate their understating of AD, BC, decades and centuries** and see how this period of history relates to others on our school timeline. They will also understand how multiple eras/civilisations fit into a relatively short period of history and how history quickly changed during these times. They will continue to use and question a range of sources and continue (**like in Y3**) to learn more about the role of archaeologists and the impact of their finds.

Vikings

This unit provides the perfect continuation of the Y3 Anglo-Saxons topic. It extends the children's understanding of the era and they begin to consider how perceptions of history can be shaped by different opinions and viewpoints. They will develop their understanding of sources and how the same event can be portrayed so differently. They will consider the typical view of Vikings and see whether history teaches us something different. **Travel through history has been important throughout our history curriculum so far** and this topic further enhances this with greater attention to invasions. There are logical links to geography and the opportunity for a class trip to York to deepen our understanding of the Vikings and their place in history

Year 5

Ancient Rome

Year 5 history begins with a further exploration of invasion as the Romans land in Britain. Through map work, the children are able to see not only the extent of their growth but the speed by which the ancient Romans invaded Europe and Britain. They will make comparison and generalisations about the Romans using their invasion knowledge developed **during the Anglo-Saxons and Vikings topics**. The children will place this important era in time (against the school timeline) and be introduced to the terms BCE and CE (**understanding these in relation to the previously taught terminology BC and AD**). During this topic, the children will also question whether invading Britain was easy and what we can learn about the Ancient Romans by their continued attempts to invade. Time will be spent understanding how we still benefit from the Roman era, how it shapes many aspects of life today but also look at why this important period in history came to an end. There will also be opportunities to link this topic with the Ancient Greeks (another Year 5 topic that is taught later in the year)

Ancient Greece

Having already studied the Ancient Romans, Year 5 are now introduced to the Ancient Greeks. **During the Ancient Romans topics, the children learnt what impact they had on Britain**, with the Greeks they will learn what impact they had on the world. They will compare the Roman and Greek Empires and through an assessment of similarities and differences begin to see what assumptions we can make about these periods in history. The children have also learnt about the impact the Romans still have on Britain today (e.g. roads), now they will look at how the Greeks continue to influence Britain today through democracy, architecture (Parthenon), religion, myths, art, travel, clothing, diet, the armies, sport (Olympics) (**themes that have also appeared throughout our history curriculum so far and will continue to feature in Yr 6**). The children will also assess different sources, challenging their intent and deciphering the meaning we can attribute to them. They will further develop their understanding that different sources can give different perspectives.

Year 6

World War 2

Having previously studied battles and invasions on a smaller scale, the children now investigate invasion on a worldwide scale. They will develop a historical context by referring back to World War I and begin to understand the role played by influential figures at the time. They will learn about the Allies and the Axis and the position of countries such as Denmark (who remained neutral). They will consider this, in light of the fact that some neutral countries, such as Denmark, have previously invaded Britain (**Y3 Anglo-Saxons**). Through a Geography link, the children will consider why Hitler was able to invade some countries more easily than others and look at some of his biggest decisions, including the Blitz. This topic also provides ample opportunity for the children to show and develop their empathy skills. The Blitz also provides time to discuss the concepts of accidental and deliberate. The children will investigate how London is deliberately destroyed during the Blitz whereas parts of London were accidentally destroyed during the Great Fire of London (**Y2 period of study**). They will use this information to further understand the terrible impact of Hitler's plan. Year 6 will also consider the impact on daily life (rationing) and the upheaval for children during the Second World War (evacuation). The topic will finish with a focus on one particular child, Anne Frank and an understanding of the consequences for Jewish people living during this time.

China

Having focused on Europe and America in previous years, our Geographical journey now takes us to Asia. Not only does this extend the children's worldly knowledge but allows for further comparison between different countries, continents and cultures. Throughout this unit, the children will draw on many of the skills previously taught; whilst further embedding key concepts from prior learning. The children will extend their map work to consider bordering countries and become introduced to key terminology such as provinces and municipalities. Through a close study of China's landscapes, **the children will build on their prior work on biomes and rivers** and learn more about the effect of our intervention on the land (desertification). **Like their work in Y5 on Greece,** the children will look at tourism only this time they will consider the advantages and disadvantages of tourism, of economic growth and how such changes impact not only the lives of people in China but also people across the globe.

Mayans

Through a study of the Mayans, the children can piece together many aspects of history taught to them before. They can draw on important figures such as Christopher Columbus (**taught in Y2**) as they are introduced to a civilisation that appeared, grew significantly and then ceased to be – almost vanishing without evidence for historians to debate and study. Having previously learnt about sources and evidence, the children can now question what happened to the Mayans and draw on the limited evidence we still have. The children will draw on the importance of religion and Gods to the Mayan way of life and can **compare this to their prior learning on Romans and Greeks.** *Like the Egyptians*, hieroglyphs play an important role in deciphering the life and times of the Mayans. In fact, much of what we can learn today is thanks to this and the children will challenge what we would actually know without it. Studying such a debateable period in history, the children will have the chance to better understand that historical opinion changes and that much of what we learn is still relevant and evolving today. The children will try to tackle the pressing question – what really happened to the Mayans?

What are the key concepts in history at our school?

Construct, Sequence, Change, Continuity, Significance, Cause, Consequence, Enquiry, Evidence, Impact, Interpretation

All History topics at Lambley Primary School are carefully planned under five key concepts. We believe that these concepts ensure we have good coverage and teach children the necessary skills to unpick and question history. Ensuring that all topics cover these headings, we know the children are developing the necessary skills whilst providing opportunity for retrieval and the development of prior learning. These key concepts ensure that the children's learning is built upon and provides the time needed to make links and deepen understanding.

Our 5 key concepts:

Construct & Sequence

All topics start with an appreciation of where the period in history fits in a wider context. Key names and dates are studied and early links are made with prior learning. Indeed, children very quickly challenge and recognise the differences between old, new and different periods of history. They will sequence key events and as they move through school begin to see how one event becomes a catalyst for another. Their understanding of key historical terms such as BC and AD will develop and time will be given to discuss artefacts – an important tool in questioning history and what we can learn.

Change, Continuity & Significance

As the unit of work progresses, the concepts of change and continuity are essential. Children need to be able to understand and explain how things are the same or different across the past and present (as well as across different periods of history taught). The children need to investigate everyday life and consider this in relation to issues such as clothing, food, housing, beliefs and leisure. By discussing these in relation to change and continuity the children will learn to seek out broader trends and themes over time. They will also appreciate the significant role played by significant people and how, sometimes, one individual shapes a period in history.

Cause & Consequence

Recounting key events from the past in their own words (and explaining and understanding why these events happened) will further develop the children's historical knowledge. We want the children to begin to think about why things change but also question, investigate and give reasons for events in the past. For example, it is not enough to know the first Roman invasion of Britain failed. We have to question why. We need to look at this and enquiry as to why later invasions were successful. We must challenge what we learn. This further helps us develop as historians since we can use this knowledge to begin to understand the impact these historical events have on modern life and the modern world. In order to give increasingly historically accurate answers, we have to ask why.

Enquiry & Evidence

This key concept ensures we question, "How do we know, what we know?" This area of the topic ensures the children question what they are told and seek answers. This will help the children to not just accept at face value what they are told but understand that we need evidence. Our young historians need to use pictures, photographs, diaries and objects for example to learn from the past. They must see these sources of information as building blocks for future knowledge. This said, they must also challenge all sources and appreciate that each source has its own role to play in shaping our historical knowledge. Local studies are also used to shape our understanding and from all these different and varied sources, informed conclusions can be drawn.

Interpretation & Impact

Finally, we understand why people and events being studied are important. We will have enough knowledge to express preferences and justify these with evidence and facts. Not only this, but our young historians will be able to show empathy for people living in the past; recognising what their lives must have been like and how they must have felt. They will recognise that some events and some people are more significant than others. They will make links between historical events, changes and cultures across a range of periods and finally question (and answer), "What have they left behind?"

History Long-Term Plan

	Autumn	Spring	Summer
Year 1	Changes within living memory: Toys	Great Explorers – Neil Armstrong	Robin Hood
Hook	Are my toys the same as my mum and dads when they were children?	Can anyone go to the Moon?	Does Nottingham have its own hero?
Year 2	Life in Victorian Britain	Christopher Columbus	
Hook	Was life in Victorian Britain always hard?	Why do we still remember Christopher Columbus (even though he's been dead for 500 years)?	
Year 3	Anglo-Saxons		Ancient Egypt
Hook	Was Saxon Britain a dark time in British History?		What secrets does Ancient Egypt hold?
Year 4	The Stone Age to Iron Age	The Vikings	
Hook	Why is the Stone Age to Iron Age still relevant today?	Were the Vikings always bad?	
Year 5	Ancient Rome		Ancient Greece
Hook	What have the Romans done for us?		What impact has Ancient Greece had on the world?
Year 6	WW2		Mayans
Hook	What was life like for children in the Second World War?		Whatever really happened to the Mayans?

How will we know the children learn well in History at our school?

How well do children learn in History?	Evidence
Pupils can use the knowledge and vocabulary they have learnt to verbally articulate their understanding. They show that they can retain facts.	Child-led Book Looks Pupil voice
Pupils can use knowledge they've learnt and transfer to a structured piece of writing. Showing they can retain facts and show an understanding of their learning.	Book Looks Pupil voice
Pupils use homework and topic walls effectively to show how they are building on prior learning and using current knowledge and vocabulary to develop understanding.	Work scrutiny Pupil voice Homework Displays
Pupils show a natural curiosity for their topic	Pupil voice Homework Classroom visits
Use of progression documents allows pupils skills to develop through year groups	Work scrutiny Pupil voice Topic Plans Progress Planners