



History at Moat Hall Primary Academy

Intent

At Moat Hall we believe that pupils should develop secure knowledge and understanding of British, local and world history. 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 Moat Hall 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. At Moat Hall, we aim 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, analyse arguments, to 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.

Implementation

Our history is taught so that children can 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 across the school. 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 Maya. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Impact

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. Outcomes in topic 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 which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past.



History overview of topics

2023 – 2024

	Autumn term	Spring term	Summer term
Reception	<p>"All that surround's me"- human changes overtime, local area changes over time.</p> <p>"Superhero's – Compare and contrast figures from the past.</p>	<p>"Once upon a time" – Castles, homes, old and new.</p>	<p>"All that grows"- how living things change over time.</p> <p>"We're all going on a summer holiday"- Compare images from the past (Seaside's).</p>
Year 1	<p>Then and Now – toys</p> <p>Changes in living memory.</p>	<p>Moon Landing – Neil Armstrong</p> <p>Events beyond living memory.</p>	<p>Famous Queens (Victoria, Elizabeth I)</p> <p>Significant people</p>
Year 2	<p>Great Fire of London/ Gunpowder plot- events beyond living memory</p>	<p>Significant People - Florence Nightingale/Mary Seacole/Grace Darling</p>	<p>Local Study- Celebrating our school 50 Years – changes in education</p>
Year 3	<p>Stone Age/Bronze Age</p>	<p>Romans</p>	<p>Ancient Egypt</p>
Year 4	<p>Anglo Saxons/Viking</p>	<p>Normans</p>	<p>Mayans</p>
Year 5	<p>Tudors</p>	<p>Local History</p>	<p>Ancient Greece</p>
Year 6	<p>Victorians</p>	<p>SATs</p>	<p>Benin Kingdom</p>



History progression map – whole school

EYFS	
<p>Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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. • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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.



Progression in History skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation		Start to compare two versions of a past event		Look at more than two versions of the same event or story in history and identify differences.		Find and analyze a wide range of evidence about the past. Both Year groups to use Primary & Secondary sources	
	<i>Look at a past event in their own life</i>	<i>Learn about a historical event</i>	<i>Compare two versions of a past event</i>	<i>Focus on theories i.e. Stonehenge</i>	<i>Focus on written sources i.e. Battle of Hastings</i>	<i>Look at reliability of sources presented to children</i>	<i>Discuss the bias involved with different sources</i>
		Observe and use pictures, photographs		Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.		Use a range of evidence to offer some clear reasons for different interpretations of events.	
	<i>Look at historical stories</i>	<i>Make observations</i>	<i>Make predictions and analyse</i>	<i>Start to use primary and secondary sources i.e. Pompeii</i>	<i>Start to look at bias i.e. death of Harold</i>	<i>Children to be directed towards different sources</i>	<i>Children to choose their own sources independently</i>
		Start to use stories or accounts to distinguish between fact and fiction		Consider how historians know about the past		Consider different ways of checking the accuracy of interpretations.	
	<i>Start to know the difference between fact and fiction.</i>	<i>To look at some historical facts and fiction.</i>	<i>Distinguish between fact and fiction.</i>	<i>What is an archaeologist – what do they do? How do they do it?</i>	<i>Building on knowledge of archaeology and adding in historians</i>	<i>Children to create questions to check accuracy.</i>	<i>Check sources and decide on their validity.</i>
		Explain that there are different types of evidence and sources that can be used to help represent the past.		Start to understand the difference between primary and secondary		Start to understand the difference between primary and secondary - bias.	
	<i>Use historical photos.</i>	<i>Exposure of a range of historical sources</i>	<i>Begin to explain what historical sources tell us about the past.</i>			<i>Children to analyse a number of sources directed by the teacher</i>	<i>Children independently compare a range of sources.</i>



		Begin to evaluate the usefulness of different sources.	
		<i>Devise a KWL (What we KNOW, WANT to know and have LEARNT) grid as a class</i>	
		Know that people in the past represent events or ideas in a way that may be to persuade others.	
		<i>Devise a case study of an event/ person they have been learning about.</i>	<i>To compare societies or movement linked to what the children have been learning e.g. Rich vs Poor.</i>



Progression in History skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry		Observe or handle evidence to ask simple questions about the past.		Use a range of sources to find out about the past.		Recognise when they are using primary and secondary sources of information to investigate the past.	
				<i>Pictures, drawings, photos, artefacts, books, clothing, food</i>	<i>Pictures, drawings, photos, artefacts, books, clothing, food</i>	<i>To recognise which are primary and secondary sources</i>	<i>To recognise the effectiveness of sources and which are fit for purpose of the task.</i>
		Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.		Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.		Use a wide range of different evidence to enquire about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.	
				<i>Supported response – word bank/shared written explanation</i>	<i>Selected/organised written response – word bank – more independent</i>	<i>To investigate a wide range of physical evidence.</i>	<i>To investigate a wide range of physical evidence.</i>
		Choose and select evidence and say how it can be used to find out about the past.		Gather more detail from sources to build up a clearer picture of the past.		Select relevant sections of information to address historically valid questions and construct detailed, informed responses.	



			<i>Children to explain the sources they are using and why.</i>	<i>To compare multiple sources and explain them.</i>
	Regularly address and sometimes devise own questions to find answers about the past		Investigate their own lines of enquiry by posing historically valid questions to answer.	
	<i>Address questions</i>	<i>Address questions and begin to devise own</i>	<i>To create questions linked to a source.</i>	<i>To create questions linked to a number of sources.</i>
	Begin to undertake their own research.		To undertake their own research	
	<i>Guided research – teacher provides sites and questions</i>	<i>Increasing independent – teacher provides suggestions</i>	<i>Research using different sources directed by the teacher.</i>	<i>Research independently thinking about the effectiveness of their choices.</i>



Progression in History skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology		Sequence artefacts and events that are close together in time.		Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.		Order an increasing number of significant events, movements and dates on a timeline using dates accurately.	
	<i>Sequence events in own lifetime.</i>	<i>Sequence artefacts</i>	<i>Sequence world events</i>	<i>Artefacts focus dues to 4-digit numbers</i>	<i>Dates focus</i>	<i>To plot eras that overlap.</i>	<i>To look at a whole timeline with multiple events.</i>
		Sequence pictures from different periods.		Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (before common era) and CE (common era) – we use the later in this school		Understand how some historical events/periods occurred concurrently in different locations.	
				<i>Beginning to understand and use terminology</i>	<i>Embedding – children should have a more thorough understanding</i>	<i>Children to choose eras linked to different centuries.</i>	<i>Children to choose eras linked to different millennia.</i>



				<i>of why we use these terms</i>		
	Describe memories and changes that have happened in their own lives.				Understand and describe in some detail the main changes to an aspect in a period in history.	
					<i>Describe and begin to understand changes.</i>	<i>Describe and understand these changes.</i>
	Order dates from earliest to latest on simple timelines.				Accurately use dates and terms to describe historical events.	
	Dates within own lifetime	Dates of world events.			<i>Order a period of events in detail.</i>	<i>Order events in detail on a whole timeline.</i>

Progression in History skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	Read stories showing how life was in the past	Recognise some similarities and differences between the past and the present.		Note key changes over a period of time and be able to give reasons for those changes.		Identify and note connections, contrasts and trends over time in the everyday lives of people	
				<i>Retrieve reasons – develop inference</i>	<i>Infer reasons</i>	<i>To identify the connections of people's everyday lives.</i>	<i>To identify the trends of people's everyday lives.</i>
		Understand that there are reasons why people in the past acted as they did		Describe connections and contrasts between aspects of history, people, events and artefacts studied.		Use appropriate historical terms such as culture, religious, social, economic and political when describing the past	
				<i>Begin to describe connections and contrasts</i>	<i>Describe connection and contrasts</i>	<i>To use these terms accurately in lessons</i>	<i>To use these terms accurately in lessons</i>
	Read stories about historical individuals from the past	Describe significant individuals from the past.		Identify key features, aspects and events of the time studied.		Examine causes and results of great events and the impact these had on people.	



			<i>To examine these causes and results in detail</i>	<i>To examine these causes and results in detail</i>
	Identify similarities and differences between ways of life in different periods.	Explain how people and events in the past have influenced life today.	Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	
			<i>To discuss the attitudes and beliefs in detail</i>	<i>To discuss the attitudes and beliefs in detail</i>
	Know and recount episodes from stories and significant events in history.	Find out about the everyday lives of people in time studied compared with our life today.		

Progression in History skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication	Start to introduce simple historical terms	Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.		Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.		Know and show a good understanding of historical vocabulary.	
		Talk, write and draw about things from the past.		Talk, write and draw about things from the past.		Talk, write and draw about things from the past.	
		Use historical vocabulary to retell simple stories about the past.					