

SUBJECT

HISTORY



MASON MOOR
PRIMARY SCHOOL

GROWTH

KNOWLEDGE

Pathway Progression

The History Curriculum



The History Pathway:

- The sequential approach to the curriculum lends itself to teaching History chronologically – so that from Y1 to Y6 children have a clear framework for organising their understanding of the past.
- The progression overview has been carefully curated to ensure that children develop their understanding of British History alongside: civilisation study, significant people and European and non-European study.
- Learning clearly begins in EYFS with branches through to KS1 and 2.

How is the History Curriculum planned at our school?

- The History curriculum sits above the minimum expectations of the National Curriculum, because:
 - It covers more than 80% of the non-statutory framework of the National Curriculum – supporting pupils to have a more rounded but precise understanding of historical progression.
 - The curriculum covers more areas of World History to ensure that pupils can make tangible links to what was happening in the wider world and how that impacted Britain.
 - Our model of delivery ensures that children learn chronologically throughout their time with us. Therefore, we teach the earliest periods of history in KS1. This enables children to connect times, ideas and knowledge in a linear way as they progress through the school.
- We have an agreed narrative structure for presenting the History of Great Britain – this is planned throughout our MIRO boards and delivered through the HE Marshall text 'Our Island Story'.

History Planning

Lesson 1

Learning Intention
To understand what is meant by the Ice Age.

Success Criteria

- I can use pictures to find out about the Ice Age.
- I can explain how the Ice Age was different to how things are now.
- I can describe what glaciers, ice sheets and ice streams are.

Resources
People doing Task A will need different pictures about the Ice Age to label (for example of the environment, climate, people and animals from the time). For Task B you will need pictures of animals from the Ice Age and some materials or drawing up clothes and for Task C you will need play dough and pictures of land during the Ice Age showing ice sheets and glaciers.

Differentiated Activities

Task A - Describe what Britain was like during the Ice Age. Children are to label pictures depicting the Ice Age. Explain how it was different to how Britain is now.

Task B - Draw animals that lived during the Ice Age and label them. Dress up and role play as Ice Age people. Explain how the Ice Age was different to how Britain is now.

Task C - Make glaciers and ice sheets using play dough. Explain how the Ice Age was different to how Britain is now.

Key Vocabulary

Ice sheet - a thick sheet of ice that covers a large area of land.
Glacier - a large area of thick ice that remains frozen.
Compress - to press or squeeze together.
Ice stream - a corridor of fast-flowing ice.

Assessment Questions

- What do we mean by the Ice Age?
- What are the characteristics of the Ice Age?
- Why does the ice change?
- How do we know it happened?

DISCIPLINARY KNOWLEDGE

Knowledge and substance of the curriculum. E.g. dates, people etc

- Big events** – understanding key events in history and the impact of the event on a National/World scale.
- Enquiry skills:** understanding evidence types and the use of primary and secondary source materials. Using these sources to develop arguments to challenge interpretation.
- Historical abstract concepts:** for example: Invasion, Conflict, Civilisation, Cause and Change.
- Problem solving:** could events have been avoided?

SUBSTANTIVE KNOWLEDGE

- Developing knowledge and skills which enable pupils to interpret the past – changes, causes, sources etc
- A historical narrative presented in a coherent way.
- Understanding the difference between British History, Ancient Civilisations, and non European study.
- Historical perspective:** local, national and global. Political or Religious or Cultural and Social.
- Dates in History.**
- People in History:** understanding the impact of people and their impact.

SKILL DEVELOPMENT

- Historical enquiry skills are woven into our lesson visuals and tasks:
- HS1: Develop chronology secure knowledge
- HS2: Establish narratives within periods studied
- HS3: Make connections between time periods to contrast trends over time.
- HS4: Develop an awareness of historical terms and use some.
- HS5: Seek to answer and ask historical questions.
- HS6: To understand how the past is constructed using a range of sources
- HS7: Construct informed responses and organise information