



Co-op Academy
Broadhurst

HISTORY

Curriculum Intent, Implementation and
Impact for History at Co-op Academy
Broadhurst

Why is History an important part of the curriculum at Broadhurst? (Rationale)

At Co-op Academy Broadhurst we have developed a high quality History curriculum that provides the opportunities for all pupils to:

- Become increasingly critical and analytical thinkers.
- Possess a secure understanding of the chronology of the British Isles and other important periods of History.
- To discover links and connections to the History they learn and the wider community and locality.
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and periods.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire into historical themed questions and form their own opinions and interpretation of the past.

What are the key knowledge concepts in History at Broadhurst? (What do the children need to know?)

Chronology	Governance and Rulership
In this strand children learn to understand, chart, and evaluate the passing of time, and how some events in history were happening at the same time, in very different contexts, in different places.	This concept involves the study of how rulers and systems of governance influenced the effectiveness of civilisations, nations and groups over time, making links with modern systems of government.
Continuity, Change, Cause and Effect	Historical Enquiry
Children will appreciate the characteristic features of the past, how this changed over time and how causes and effects of change can have repercussions over extended periods of time, some of which are in evidence in daily life today.	This strand involves the application of investigation, analysis and communication. Children will have an understanding of sources, they will be able to communicate their thoughts and ideas compellingly, and with increasing understanding; ultimately contrasting and comparing this with society today.

What does the History curriculum look like at Co-op Academy Broadhurst?

- Children are curious and ask questions about what they notice.
- Children develop their understanding of historical strands through a range of activities.
- Through our history lessons, children use different types of historical enquiry to answer their questions.
- Broadhurst historians observe and compare changes over time, noticing links, similarities and differences, and finding things out using primary and secondary sources of information.
- Children use historical language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.
- Medium term plans contain the key knowledge that children should learn through the topic, including expectations for children with SEN, how the historical strands are covered, key vocabulary and a 'Big Outcome' which gives children the opportunity to demonstrate their understanding of what they have learned in the topic.

What does the delivery of the History curriculum look like at Broadhurst?

History Teaching

At Broadhurst, History is taught through cross curricular themes. It is one of the main drivers of the learning challenges for each year group, along with the Geography curriculum. Links are made with other subjects, such as art, D&T and English, where appropriate.

Extra Curricular Activities

We offer a variety of extra curricular provision and this can include clubs involving history.

Curriculum Enhancements

Educational trips, workshops and visitors are used to enhance the curriculum.

EYFS

Through the joys of continuous provision, children are able to explore the world around them and changes over time.

How do we plan for progression of knowledge and skills within History at Broadhurst?

Rationale for progression

- The curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Increasing complexity of subject specific language and precision is expected
- Children are able to make links and comparisons between different time periods, events, cultures and significant people
- Children will develop their understanding and use of historical terminology
- Children will be able to think critically and develop a more rigorous understanding of history
- Children are able to talk about their learning use the appropriate vocabulary

Links to prior learning

- Knowledge that is taught builds on prior learning and is therefore more in-depth
- Medium term plans also have links to previous and future learning to support staff in understanding what the children should already know and how it will link with their learning in other year groups.

How do we plan for progression of knowledge and skills within History at Broadhurst?

Implementation	KS1	LKS2	UKS2
Chronology	<ul style="list-style-type: none"> • Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. • Pupils know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <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 • the achievements of the earliest civilizations - Ancient Egypt • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should be taught</p> <ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a non-European society that provides contrasts with British history – Early Islamic Civilization

How do we plan for progression of knowledge and skills within History at Broadhurst?

Implementation

Governance and Rulership

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| <ul style="list-style-type: none">• Children learn about 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, including Christopher Columbus, Ibn Battuta, Neil Armstrong, LS Lowry, Mary Seacole and Nelson Mandela. | <ul style="list-style-type: none">• Pupils 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. | <ul style="list-style-type: none">• Children gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' |
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How do we plan for progression of knowledge and skills within History at Broadhurst?

Implementation

Continuity, change, cause and effect

Pupils should be taught about:

- 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
- 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
- significant historical events, people and places in their own locality.

- Children note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

- Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

How do we plan for progression of knowledge and skills within History at Broadhurst?

Implementation

Historical Enquiry	<ul style="list-style-type: none">• Children ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.• Children understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none">• Children regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• Children construct informed responses that involve thoughtful selection and organisation of relevant historical information.• Children understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none">• Children are inspired to know more about the past.• Pupils are equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.• Children understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
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Long term Plan

	Learning Challenge 1		Black History Month	Learning Challenge 2		Global Learning Week	Learning Challenge 3	
Year 1 UK	Why are you proud to be from Manchester?	Why are you proud to be from Manchester?	Mary Seacole	What makes toys terrific?		Climate change and extreme weather	Why do we have so many castles in the UK?	Why do we have so many castles in the UK?
Year 2 Africa	What makes Africa amazing?		Nelson Mandela	Was London better before or after the Great Fire?	Was London better before or after the Great Fire?		What is it like to be beside the seaside?	What have explorers done for us?
Year 3 Asia	What makes the earth angry?		Katherine Johnson	Why was the River Nile so important to Ancient Egypt?	Why was the River Nile so important to Ancient Egypt?	Water (the water cycle, coastal erosion, pollution)	When was it better to live - Stone Age, Iron Age or Bronze Age?	
Year 4 Europe	Where does our food come from?		Walter Tull	Who invaded Britain first?			Why would someone want to go to Greece?	How groovy were the Greeks?
Year 5 South America	What did the Victorians do for Manchester?		Fanny Eaton	Global Scholars (Taught across the year)		Homes (refugees, inequality, poverty)	What is the impact of deforestation on the Amazon Basin?	
Year 6 North America	Was World War II really bad?		Rosa Parks/ Martin Luther King	Early Islamic Civilization			What are biomes and climates?	

How do we know that the children have made progress in History?

Assessments

Children's progress is continually monitored throughout their time at the Co-op Academy Broadhurst and is used to inform future teaching and learning. By the end of each key stage, pupils are expected to know, apply and understand the knowledge and strands specified in the relevant programme of study as set out in the National Curriculum.

AFL

Children receive effective feedback through teacher assessment, both orally and through written feedback in line with the success criteria. Children are guided towards achievement of the main objective through the use of process based 'success criteria', provided by and explained by the teacher. Children will have these to refer to in the lesson, where they will be evident in their books and used to identify areas of difficulty by children and teachers when reviewing and assessing work.

How do we know that our History Curriculum is successful?

We know our curriculum is successful if children know more and remember more.

Pupil Voice

Children can talk about History with enthusiasm and are able to apply and test out their knowledge. Children are encouraged to ask and answer questions and discuss their work and ideas.

Assessment Analysis

Children will be tested on their historical knowledge through the use of quiz assessments after each unit has been taught. 'Big Outcome' activities are used at the end of each topic for children to demonstrate their learning of key knowledge and historical strands. Quizzes are used throughout the year to recap prior learning from different topics and year groups. All of this information is used to inform teacher assessment which is recorded throughout the year.