

## ACE History Curriculum

### Intent

At Altrincham CE Primary School, we believe that all children should know what it means to be an historian by being immersed and inspired by history. We offer a high-quality history education that will inspire pupils' curiosity to know more about the past.

### Purpose (the reason it is taught)

At ACE, we recognise the importance in helping children gain a **coherent knowledge and understanding of Britain's past and that of the wider world**. We strive to **inspire children's curiosity** to know more about the past. History teaching equips children to **ask perceptive questions, think critically, weigh evidence**, sift arguments, and **develop perspective and judgement**. History helps our children 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. We set this learning in the context of our Christian, church school heritage. We encourage children to question and interpret the moral merit of historical figures and events in the light of our value framework.

### Aims (desired outcomes)

- **Know** and **understand** the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- **Know** how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **Know** and **understand** a local perspective to the history of Britain.
- **Know** and **understand** significant aspects of the history of the wider world.
- **Know** and **understand** how faith and beliefs have influenced history, in particular the Christian church and the Bible
- **Know** and **understand** key historical vocabulary and abstract terms such as 'empire', 'civilisation', 'parliament'.
- **Develop 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.

- **Gain historical perspective** by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Utilise opportunities outside the classroom including home learning and **real life experiences to enrich experiences** and to **learn about history in an active and creative way.**
- Ensure learning without limits, **making cross-curricular links to secure application and mastery**
- **Ensure continuity and progression across key stages**, recognising History as an enquiry with a focus on skills and deepening knowledge and understanding, supported by robust assessment.
- Encourage **inference, the ability to use high-order vocabulary, questioning, curiosity and communication.**
- **Understand** key historical threshold concepts 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.

These are:

- **Investigating and interpreting the past** - Recognising that our understanding of the past comes from an interpretation of available evidence.
- **Building an overview of world history** - Appreciating the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Understanding chronology** - Understanding how to chart the passage of time and how some aspects of history happened at similar times in different places.
- **Communicating historically** - Using historical vocabulary and techniques to convey information about the past.

These threshold concepts ensure coverage of the key historical concepts laid down in the National Curriculum:

- **Chronology** (arrangement of events or dates in the order of their occurrence; a coherent narrative of history)
- **Cause and effect** (Every significant event, development or change is triggered by at least one cause)
- **Continuity and change** (Exploring, explaining and evaluating what has changed and what has stayed the same. Change over time and continuity in times of change. Continuity is the opposite of change: it is where things stay more or less the

same. Historians are interested in change but are mindful that not everything changes. Even during a period of great upheaval, some institutions, traditions and values will remain constant.)

- **Significance** (The importance of events and the impact of changes. Using the past to provide contemporary lessons impact of these change.)
- **Perspective** (All events are known and told from the biases of a person, there is no such thing as objective history)

The history curriculum at ACE is carefully planned and structured to ensure that current learning is linked to previous learning and the school's approaches are informed by current pedagogy.

We use Milestones to inform our assessment.

Milestones are the goals the children are aiming for and this is how they equate to the different year groups across school:

<u>Milestone 1</u>	<u>Years 1 and 2</u>
<u>Milestone 2</u>	<u>Years 3 and 4</u>
<u>Milestone 3</u>	<u>Years 5 and 6</u>

Each unit of learning has a knowledge web. Knowledge webs present topics around the threshold concepts (big ideas) in history by using relevant knowledge categories.

The knowledge categories are:

- Settlements
- Beliefs
- Culture and Pastimes
- Location
- Main Events
- Food and Farming
- Travel and Exploration
- Conflict

- Society
- Artefacts

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 and continuity across topics throughout each year group across the school. Topics and skills are 'interleaved' so that children revisit skills and knowledge in different contexts and are able to make links which result in 'big picture' learning and 'sticky knowledge'.

Each unit of work has a series of POP tasks. POP is an acronym of Proof of Progress. POP tasks further deepen learning and understanding by gradually changing the nature. POP tasks are categorised into three cognitive domains: basic, advancing and deep. In the first year of a milestone, children will experience basic tasks which will progress to advancing and deeper tasks into the second year of the milestone as the learning schema gets stronger.

*Knowledge Webs and Pop Tasks Milestone 1*

*Knowledge Webs and Pop Tasks Milestone 2*

*Knowledge Webs and Pop Tasks Milestone 3*

(These will be links on the website)

Cross curricular outcomes in history are specifically planned for, with strong links between the History curriculum, Geography curriculum and English lessons enabling further contextual learning.

Learning walls specific to history themes are used in lessons to highlight key knowledge and vocabulary. Timeline lines are used within the classroom to refer back to previous learning and develop chronological understanding and order of events. Both fiction and non-fiction texts are used to develop children's historical understanding and links to our text rich English curriculum.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to The Essentials Curriculum (Chris Quigley) plans and resources, however, teachers lesson design is not limited by this and is informed by national agencies, including the History Association, of which the school is a member. 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. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and skills.

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.

**Threshold Concepts** (the big ideas we want our children to learn that tie together the subject topics into a meaningful long term learning structure).

**Progression of Threshold Concepts in History**

	<b><u>Investigate and interpret the past</u></b>	<b><u>Build an overview of world history</u></b>	<b><u>Understand chronology</u></b>	<b><u>Communicate historically</u></b>
Milestone 1 Years 1 and 2	Observe and handle evidence to ask questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past	Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did.	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer Use dates when appropriate Recount changes that have occurred in their own lives	Use words and phrases such as: <ul style="list-style-type: none"> <li>• A long time ago</li> <li>• Recently</li> <li>• When my parents/carers were children</li> <li>• Years, decades and centuries to describe the passing of time.</li> </ul> Show an understanding of concepts such as: <ul style="list-style-type: none"> <li>• Nation and a nation's history</li> <li>• Civilisation</li> <li>• Monarchy</li> <li>• Parliament</li> <li>• Democracy</li> <li>• War and Peace</li> </ul>

<p>Milestone 2 Years 3 and 4</p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain: from ancient to medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> <p>Use English, mathematical and computing skills to a good standard in order to communicate information about the past.</p>
<p>Milestone 3 Years 5 and 6</p>	<p>Use sources of information to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p>	<p>Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the time studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p>	<p>Use appropriate vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Continuity</li> <li>• Change</li> <li>• Century</li> <li>• Decade</li> <li>• Legacy</li> </ul> <p>Use English, mathematical and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>

## Skills (the ability to do something well; expertise)

<b>Ask perceptive questions</b>	<b>Weigh evidence</b>	<b>Develop perspective and judgement</b>	<b>Make connections</b>	<b>Analyse and use sources</b>
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### Key Historical Skills – Progression

	Ask perceptive questions	Weigh evidence	Develop perspective and judgement	Make connections	Analysis and use of sources
By End of EYFS	<p>Be curious about people and show interest in stories</p> <p>Asks appropriate questions e.g. about artefacts suggesting what they might be.</p> <p>Question why things happen and begin to give explanations.</p>	<p>Begin to make accurate comparisons between old and new objects</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Recognise and describe special times or events for friends and family.</p>	<p>Begin to explain own knowledge and understanding</p>	<p>Extend vocabulary especially by grouping and naming objects and artefacts.</p> <p>Explore meanings and sounds of new words.</p> <p>Talk about past and present events in their own lives and those in the lives of their family members</p> <p>Know about similarities and differences between themselves and others and among families and traditions.</p>	<p>Describe main story settings, events and principal characters</p> <p>Answer 'how' and 'why' questions in response to stories or events</p> <p>Know that information can be found from books and computers</p>
By End of KS 1	<p>Ask and answer questions and think about how to find out the answers.</p> <p>Begin to hypothesise, question and investigate.</p>	<p>Talk about who was important e.g. in a simple historical account.</p> <p>Understand the importance of basing my ideas on evidence.</p>	<p>Make simple observations about different types of people, events and beliefs within a society.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Use parts of stories and other sources of information to show</p>	<p>Identify similarities and differences between ways of life at different times.</p>	<p>Understand some ways we find out about the past – books, photographs, computers, artefacts, diaries.</p> <p>Analyse artefacts</p> <p>Identify different ways in which the past is represented.</p>

			understanding of events or people's lives studies		Begin to evaluate the usefulness of different sources.
By End of KS 2	Regularly address and devise my own historically valid questions about change, cause, similarity, difference and significance of people or events in a wider context.	Understand that different versions of the past may exist, giving reasons for this. Evaluate and carefully select from a range of historical sources to find relevant historical information. Bring knowledge gathered from several sources together in a fluent account. Identify historically significant people and events in situations.	Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Link sources and work out how conclusions were arrived at.	Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. Describe/make links between main events, situations and changes within and across different periods and societies. Understand the legacy/impact of these on me and my life.	Understand how knowledge of the past is constructed from a range of sources. Construct informed responses and conclusions by selecting and organising relevant historical information from a range of sources. Recognise primary and secondary sources. Consider ways of checking the accuracy of interpretations – fact, fiction, opinion. Be aware that different evidence will lead to different conclusions.



## History Units of work

Year Groups		British History	World History	Local History
<b>1/2</b>	<b>(A)Local History – Where do I live?</b> <b>(CQ Queen Victoria)</b>	✓		✓
	<b>(B)Should we still celebrate Bonfire night? Did the Great Fire make London a better or worse place?</b> <b>(CQ Gunpowder Plot and Great Fire of London)</b>	✓		
	<b>(A)What has changed since our Grandparents were young?</b> <b>(CQ Queen Elizabeth 2<sup>nd</sup>, Tim Berners Lee)</b>	✓	✓	✓
	<b>(B)Who deserves a statue?</b> <b>(CG Emily Davison, Florence Nightingale, Jethro Tull)</b>	✓	✓	✓
	<b>(A) Who went on the most dangerous voyage?</b> <b>(CG Neil Armstrong &amp; Christopher Columbus)</b>	✓		
	<b>(B)Who was the bravest?</b> <b>(CQ Rosa Parks, Grace Darling, MLK)</b>		✓	
<b>3/4</b>	<b>(A)Who first lived in Britain?</b> <b>(CQ Stone Age, Bronze Age, Iron Age)</b>	✓		
	<b>(B)How can we re-discover the wonders of Ancient Egypt?</b> <b>(CQ Ancient Egypt)</b>		✓	
	<b>(A)Why were the Romans so powerful and what did we learn from them?</b> <b>(CQ Roman Empire)</b>	✓	✓	✓
	<b>(B) Were the Anglo Saxons really so ‘great’?</b> <b>(CQ Anglo Saxons)</b>	✓	✓	
	<b>(B) Were the Vikings always victorious and vicious?</b> <b>(CQ Vikings)</b>	✓	✓	
<b>5/6</b>	<b>(A)Proud to be Mancunian?</b> <b>(CQ Victorians)</b>	✓		✓
	<b>(B) Why is it called the ‘The Golden Age of Bagdad’?</b> <b>(CQ Islamic Civilisation)</b>			
	<b>(A)Has Greece always been in the news?</b> <b>(CQ Ancient Greeks)</b>		✓	
	<b>(B) Who was the bravest?</b> <b>(CQ Nelson Mandela MLK, Rosa Parks)</b>		✓	
	<b>(B) How did WW1 lead to WW2 and what impact did this have on the Manchester Area?</b> <b>(CQ The Second World War)</b>	✓	✓	✓

## KNOWLEDGE

*(known information)*

### EYFS

In EYFS, children **talk about past and present events in their own lives and in the lives of family members. They know some reasons why some people's lives were different in the past.**

Children begin to:

- 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 events in the past and present.
- Understand and discuss changes and developments within their own personal and family History

### Key Stage 1

Through History, children **develop an awareness of the past**, using common words and phrases relating to the passing of time. They **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.** They use a **wide vocabulary** of everyday historical terms. They **ask and answer questions**, choosing and using parts of stories and other sources to show that they know and understand key features of events. They **understand some of the ways in which we find out about the past and identify different ways in which it is represented.**

Children are taught about:

- aspects of local, British and World history
- changes within living memory
- events beyond living memory that are significant nationally or locally
- the lives of significant individuals in the past and their contributions to national and international achievements
- comparison of life in different periods taking into account impact of pioneers, explorers, leaders and inventors
- significant historical events, people and places in our locality

## Key Stage 2

Children continue to **develop a chronologically secure knowledge and understanding of local, British and world history**, establishing clear narratives within and across the periods they study. They note **connections, contrasts and trends over time** and develop the **appropriate use of historical terms**. They regularly address and devise **historically valid questions about change, cause, similarity and difference, and significance**. They **construct informed responses** that involve thoughtful selection and organisation of relevant historical information. They **understand how our knowledge of the past is constructed from a range of sources**.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, we ensure **breadth and depth** to help children understand both the long arc of development and the complexity of specific aspects of the content.

Children are taught about:

- Aspects of local, British and World history
- Prehistoric Britain – Stone Age, Bronze Age and Iron Age
- Roman Empire and its impact on Britain
- Viking and Anglo-Saxon struggle for the Kingdom of England
- Victorian age and the impact of the Industrial Revolution
- Impact and influence of pioneers, inventors and explorers
- History of the growth of industry in and around Manchester, including the role of railways and canals
- World War Two and the impact on Manchester
- Achievements of ancient civilisations: Ancient Egypt
- Achievements of ancient civilisations: Ancient Greece
- Achievements of ancient civilisations: Golden Age of Baghdad
- Impact of significant individuals in the fight for freedom (e.g. Martin Luther King, JFK, Nelson Mandela, Suffragettes)

Years 1 and 2 Cycle A

Learning Challenge Question	Where do I live?	How have things changed since my Grandparents were young?	Who went on the most dangerous voyage?
Knowledge Categories	Settlements, Main Events, Society, Artefacts	Beliefs, Culture and Pastimes, Main Events, Travel and Exploration, Society, Artefacts	Settlements, Location, Main Events, Travel and Exploration, Artefacts
Key Vocabulary	significant, trading, products, population, produced, agricultural, industrial, charter	Monarch, tradition, government, political, world wide web, internet, communication, influential, significant.	explorer, civilisations, disease, legacy, colonised, commander, achievements, breakthrough, plaque, exploration
Suggested Learning Content	School– ACE history, What did our school used to look like and where was it situated? St John's/St Margaret's, St George's Churches Buildings – cotton owners/workers/servants – Linotype Historical Market Place and Charter Blue plaques/war memorials Stocks at Orange Tree Significant people – Stamford Estate/families/John Leigh Dunham Massey, John Leigh Park (Local history society, aerial maps, photographs, OS maps, Trade directories, census)	Childhood comparison for my grandparents/parents/me How have I changed since I was a baby? Homes Education Toys and games Holidays/day trips Transport Children's television Internet – Tim Berners Lee	Christopher Columbus Neil Armstrong Compare and contrast the two voyages Time line of key events Map work to find out about the countries involved.
First Hand Learning Experiences	Walk in the local area	Family visitors, variety of artefacts, photographs, diaries, books, TV clips, internet research	Visitors, photographs, internet research, TV/film clips, artefacts, diaries
Learning Outcomes	Know about significant people and places in Altrincham. Know about events beyond living memory that are significant locally.	Compare aspects of life in the past with life today. Know about changes within living memory e.g.: transport, toys	Compare the lives of significant individuals

Years 1 and 2 Cycle B

Learning Challenge Question	Should we still celebrate Bonfire night? Did the Great Fire make London a better or worse place?	Who deserves a statue?	Who was the bravest?
Knowledge Categories	<b>Settlements, Beliefs, Main Events, Location, Artefacts</b>	Settlements, Beliefs, Location, Main Events, Food and Farming, Conflict, Society, Artefacts	Settlements, Location, Main Events, Travel and Exploration, Conflict, Society, Artefacts
Key Vocabulary	Houses of Parliament, conspirators, persecuted, government, treason, congested, flammable, architects, eyewitness, extract	significant, agricultural, revolution, influential, legacy, permanent, insanitary, improved, conditions, suffragettes, law, hunger strike	steamship, heroine, gallantry, significant, society, activist, law, segregation, legacy, boycott, inequality, influential, inspiring, discrimination, race, assassinated
Suggested Learning Content	Tudors The Great Fire of London The Gun Powder Plot Samuel Pepys' s Diary Guy Fawkes Religion – Catholic Protestants King James Palace of Westminster	Emily Davison Florence Nightingale Jethro Tull Visit to Manchester? Emmeline Pankhurst statue?	Rosa Parks Grace Darling Martin Luther King Civil Rights/ Segregation Plaques/ Statues/ Changes to law
First Hand Learning Experiences	Diaries, experience putting out a fire using buckets etc, Fire brigade visit, Grenfell Fire?	Nurse visit, ploughing/ agriculture in Forest school, photographs, diaries, film archive clips	Photographs, internet research, TV/film clips, artefacts, diaries, Grace Darling Museum – virtual tour?
Learning Outcomes	Know about events beyond living memory that are significant nationally.	Compare the lives of significant individuals in different periods.	Compare the lives of significant individuals in different periods. Know about events beyond living memory that are significant nationally.

Learning Challenge Question	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?
Knowledge Categories	<b>Settlements, Beliefs, Main Events, Location, Food and Farming, Travel and Exploration, Conflict, Society, Artefacts</b>	Settlements, Beliefs, Culture and Pastimes, Main Events, Location, Travel and Exploration, Conflicts, Society, Artefacts
Key Vocabulary	ancestors, climate, nomadic, communal, density, scavenging, technology, migrate, predators, processions, sophisticated, hoard, states, irrigation, communication, extracting, , conquest, fortified, ore, efficient, dominant, inhabited, surplus	, turmoil, frontiers, territory, constitution, dictator, assassinated, economy, importing, exporting, prosperous, acknowledged, emperor, sanitation, resistance, erosion, mosaics, construction, architects
Suggested Learning Content	Stone Age Boy – Satoshi Kitamura Stig of the Dump – Clive King Teacher In Role (TIR)– Stone Age man Stone Age/ Bronze Age/ Iron Age structures, customs explored through Forest School, 'Pete Bog' Man Stone Age – tools and weapons, hunter gatherers, clues from the past Bronze Age- Bronze Age around the world, clues from the past Iron Age – tools and weapons, forts and farming,	The Roman Empire Romans Around the World Roman Britain Roman Clues from the past
First Hand Learning Experiences	TIR Stone Age Visitor, artefacts, photographs, maps, books, internet research, building prehistoric structures and re-enacting customs/life style in Forest School. Manchester Museum – 'Pete Bog' Man.	Visit Roman sites in Manchester, How did Manchester get its name? Manchester/Chester Roman Walk. Roman Feast/Banquet Roman Dress Up Day Designing and Making shields.
Learning Outcomes	Know about prehistoric Britain and compare life in the past with today Know about events beyond living memory that are significant locally.	Understand why Britain was invaded and the impact of invasion especially on the local area.

Learning Challenge Question	How can we re-discover the wonders of Ancient Egypt?	Were Anglo-Saxons really so 'great'?	Were the Vikings always victorious and vicious?
Knowledge Categories	Settlements, Beliefs, Culture and Pastimes, Location, Main Events, Food and Framing, Conflicts, Society, Artefacts	Beliefs, Culture and Pastimes, Location, Main Events, Conflict, Artefacts	Settlements, Beliefs, Location, Main Events, Travel and Exploration, Conflict.
Key Vocabulary	fertile, irrigation, immortality, rituals, decipher, Canopic jars, sarcophagus, mummy, temples, engineering, architects, commemorate, achievements, afterlife, essential, embalmed, eternity, pharaoh	descendants, conquered, stability, collapse, chaos, upheaval, independent, allegiance, medieval, legacy, Christianisation, pagan, literature	Scandinavia, explorers, colonised, raid, accounts, seaborne, navigation, symmetrical, reputation, volatile, descendant.
Suggested Learning Content	Egyptians – Clues from the past <ul style="list-style-type: none"> <li>- Pyramids and Obelisks</li> <li>- Beliefs and Burials</li> </ul>	Beowulf Anglo-Saxons – Kingdoms and conquests. Why did they invade? Beliefs and burials Positive and negative impacts People Religion Language/Place Names	Vikings – sailors and raiders <ul style="list-style-type: none"> <li>- Kingdoms and conquests</li> <li>- Beliefs</li> <li>- Language</li> <li>- Place names</li> <li>- Why did they invade Britain?</li> </ul>
First Hand Learning Experiences	Artefacts, photographs, maps, books, internet research, mummifying a 'body'. Manchester Museum, Virtual tours of Egyptian Museums, pyramids/ temples, Valley of the Kings	Virtual Tour Sutton Hoo, research local place names	Photographs, books, internet research, TV/film clips, artefacts, building a Viking long boat in Forest School,
Learning Outcomes	Know about the achievements of ancient civilisation. Understand the impact of ancient civilisations on today.	Understand why Britain was invaded Understand the impact of invasion on Britain Understand the impact of invasion on the local area.	Understand why Britain was invaded. Understand the impact of invasion on Britain.

Learning Challenge Question	Proud to Bee Mancunian?	Has Greece always been in the news?
Knowledge Categories	Settlements, Culture and Pastimes, Location, Main Events, Food and Framing, Travel and Exploration, Society, Artefacts	Beliefs, Culture and Pastimes, Location, Main Events, Society, Artefacts
Key Vocabulary	empire, poverty, revolution, law, conditions, innovations, work force, economy, representation, parliament	democracy, citizens, philosophy, characteristic, features, generation, demigods, techniques, amphoras, lekythos, literature, architecture
Suggested Learning Content	Victorians- Innovation and Industry (Broadheath, Linotype) Manchester Cotton Trade – impact (Local Wealth Altrincham) Industry – wealth, architecture, Town Hall, workers’ rights, Peterloo, philanthropy, the Bee symbol reference Art and Culture – Central Library, John Rylands, Lowry, theatres, Free Trade Hall (Bridgewater Hall) Sport – football, velodrome Science- Turing, Brian Cox, Jodrell Bank, University	Ancient Greece – influence and impact - Myths and legends - Clues from the past What is a civilisation?
First Hand Learning Experiences	Manchester Visit, Walk to Broadheath, John Leigh Park	Writing and performing myths, legends outdoors, marathon (how far round school field), drama/ dance to re-enact sporting events, experience an ancient Olympic Games.
Learning Outcomes	Know about aspects of history of our local city, Manchester Understand the impact of Manchester’s history on Britain and the World.	Know about the achievements of ancient civilisations. Understand the impact of ancient civilisations on today



Learning Challenge Question	Why was the Islamic Civilisation around AD900, known as the 'Golden Age'?	Who was the bravest?	How did WW1 lead to WW2 and what impact did this have on the Manchester area?
Knowledge Categories	Settlements, Beliefs, Culture and Pastimes, Location, Main Events, Food and Framing, Travel and Exploration, Society, Artefacts	Beliefs, Location, Main Events, Travel and Exploration, Conflict, Society, Artefacts	Location, Main Events, Conflict, Society
Key Vocabulary	missionary, population, era, irrigation, Silk Roads, property, achievements, depicted, arabesques, renowned, tolerance, translate, caliphate, research	freedom, activist, law, segregation, legacy, boycott, inequality, discrimination, race, assassinated, Black History	communism, decades, evacuated, propaganda, amphibious, Blitz, atomic, Holocaust, legacies, declaration, dispute, rationing
Suggested Learning Content	Early Islamic Civilisation Baghdad Traders	Nelson Mandela Martin Luther King Rosa Parks How have they impacted on the world?	WW2 Impact Weapons Evacuation Rebuilding Manchester after bomb damage Alan Turing – Enigma Code Local Heroes – Chapel Street Marie Netherwood WW1 nurse– blue plaque in Altrincham
First Hand Learning Experiences	Perfume making, silk printing, Islamic art workshops – outdoors in Forest School? Town planning – design your ideal city.	Film/TV archive clips, photographs, books, internet research	Evacuation – local person's story Newspaper reports, photographs, artefacts, Stockport Air Raid shelter, radio broadcasts, speeches, visit to bravest little street in England.
Learning Outcomes	Know about the achievements of ancient civilisations Understand the impact of ancient civilisations on today	Know about the impact of significant individuals in the fight for freedom. Understand the impact that significant individuals had on Britain and the World.	Know about aspects of British and World History Know about history of WW2 and the impact this had on Manchester and the local area.

## Implementation

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching (IQFT) is an essential component of our curriculum framework model so that our ‘irresistible’ curriculum intent translates into outstanding teaching at the point of implementation.

The following constructs may be used to teach history at ACE, these are suggestions but are not exhaustive.

<u><b>IQFT</b></u>	<u><b>Subject Specific</b></u>
<p><b>Planning Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• Carefully planned, <b>well-structured</b> and paced lessons.</li> <li>• Making <b>strong cross-curricular links</b> when appropriate.</li> <li>• Clearly <b>defined Learning Objectives and Tasks</b>, shared with pupils at the beginning of each lesson. These are known as ‘Ls’ and ‘Ts’ at ACE.</li> <li>• Each Learning Objective is <b>differentiated</b> on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as ‘<b>Chilli- Challenges</b>’ at ACE.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ‘hooks’, wow moments , first hand experiences</li> <li>• Outdoor learning opportunities</li> <li>• Drama e.g. Teacher in Role and Role Play</li> <li>• Art – painting, drawing, patterns and design, textiles</li> <li>• Design Technology – models, recipes</li> <li>• Visits/ Trips – these may be virtual ones</li> <li>• Visitors to talk about first hand experiences</li> <li>• Creative writing</li> <li>• Debates</li> <li>• Use of stories and non-fiction texts</li> <li>• Historical artefacts, photographs, maps, film</li> <li>• Re-enactment/Theme days</li> </ul>
<p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>• Children at ACE are expected to be <b>RISK-TAKERS</b> and <b>choose their own level of challenge</b>. Thereby taking control of their own learning.</li> <li>• Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show <b>RESILIENCE</b>. At ACE, we talk about being in the ‘<b>Learning Pit</b>’ and ‘<b>Wobbling</b>’.</li> <li>• Resource boxes and Table packs develop <b>INDEPENDENCE, support and deepen leaning</b>.</li> <li>• <b>Positive relationships</b> between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best.</li> <li>• Setting <b>high standards and expectations</b> for behaviour.</li> </ul>	

### Engagement and Enhancement

- Pupils **demonstrating their learning** in a variety of forms, with a focus on enjoying the journey that comes from **DEEP THINKING, LEARNING** and **PROBLEM SOLVING**.
- **Imaginative and creative approaches** to ensure lessons are interesting and stimulating.
- Varied **teaching styles**.
- Use of **ICT** to enhance learning experiences

### Learning Environment

- Classrooms are bright, vibrant and **alive with learning**, following our 'communication friendly' guidelines.
- Displaying **self-help working walls** to promote independence and perseverance
- Examples of **WAGOLs (What a good one looks like)** and high quality pupils' work.

### Feedback

- Use continuous **Assessment for Learning** to make ongoing judgements of pupils
- **Teach at the Point of Learning (TaPoL)** to be responsive to children's needs.
- Give **timely feedback** during the lesson.
- Enabling pupils to **respond to feedback** (self, peer, adult) in an age appropriate way. Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and correct their learning outcomes. For example, pupils will make changes to their work. At ACE, this is known as '**Purple Polishing**'.

## **Impact**

History is monitored by the subject leader throughout all year groups using a variety of strategies such as book scrutiny, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers so that they can continually review and improve their practice. School leaders use the information to see if the children have developed the correct skills and knowledge for their milestone, making good progress from their starting points.

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- Children will have a good understanding of time lines and chronology linked to key events and individuals throughout history
- They will also have a deeper understanding of History on a local level and on a global-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

## **Assessment**

History is assessed through teacher judgement and monitored by the subject leader and Senior Leadership Team. Proof of Progress Tasks and pupil voice supports teachers in making accurate judgements of what the children know.



Key Historical Vocabulary Progression	EYFS	KS 1	LKS 2	UKS2
Historical Enquiry Processes and Skills	Discuss Question Find out Discover Investigate	Observe Sequence Contrast Research Using sources Compare and contrast Make connections Make conclusions Suggest	Fact/opinion Evidence Chronology Artefacts Enquiry Compare Reliability Continuity Significance Argue Reason Validate Draw contrasts Analyse trends	Deduct Infer Organise Information Reflect Interpret Historically validate Perceptive questioning Form Conclusions Make links Historical perspective Judgement
Key Historical Vocabulary	A long time ago Years ago Same/different Change Lives Past Old/Young New/modern Before/After Began First Calendar Next Then Finally Discovery Invention Old-fashioned Today Yesterday Tomorrow Day	Century/decade/year Living memory Period Timeline Chronological Similarities/differences Society British Values Laws Consequences Nation Monarchy Eye Witness Effect Impact Recent Similar Artefact Cause Evidence Generation Historical	Millennium BC/BCE AD/CE Era Time period Legacy Prehistoric Primary/secondary Sources Point of View Ancient Modern Ancestors Archaeology Archaeologist Contrasts Trends over time Influence Significance Impact Innovative	Propaganda Alliance Stereotype Bias Objectivity Subjectivity Extent of change/continuity Legislation Causation Ideologies (Political, religious and Cultural) Cultural Context Advocate

	Week Month Church	Traditional Democracy Christianity		
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