

History at The Grove Junior School

National Curriculum

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- 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.

Links to learning in KS1

The majority of pupils transition to the Grove Junior School from The Grove Infant School.

Pupils in Key Stage 1 should be taught about:

- Changes within living memory.
- 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. For example, Elizabeth I and Queen Victoria.
- Significant historical events, people and places in their own locality.

In planning to ensure the progression through teaching about the people, events and changes outlined above, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Intent

Our history curriculum at The Grove Junior School will help all pupils to access and gain a coherent knowledge of local, British and wider world history. We aim to cultivate a culture of curiosity for our pupils. Every pupil will be able to have first hand experience through trips, handling artefacts and interviewing experts. All of this creates further exposure to real-life figures and eras of the past, ensuring that our pupils gain a sense of their own identity within a social, political, cultural and economic community.

Implementation

At the Grove Junior School, History is taught in blocks throughout the year so that pupils can achieve depth in their learning. The blocking of each History unit will immerse our pupils in their subject for a number of weeks at a time; enriching enjoyment and understanding.

Each new History unit introduced will begin with the acknowledgement of a 'Big Question'. This question will be the main focus of each unit of History.

Planning is informed and aligned with the National Curriculum which interlink local, national, world units. Key knowledge and skills of each historical unit has been made to ensure that progression is developed across the school.

Fundamental to all history learning is the access to various primary and secondary sources. We ensure that all pupils have the experience of using artefacts, books, internet, videos to establish a picture that they can build of the past. Local areas are also utilised to provide extensive opportunities for learning outside the classroom.

Consideration is also given in planning as to how greater depth will be taught, learnt and demonstrated within each lesson. In line with the school's commitment to inclusion, every child will be supported in accessing the historical knowledge and skills.

At the Grove Junior School, formative assessment opportunities are integrated throughout lessons. Informal assessment includes the use of talk, through discussion and allowing time for pupils to ask historically relevant questions.

Impact

High quality teaching will show the impact of History.

Children will be engaged in their lessons and ask questions about their learning.

In a Year group curriculum map, books, websites and places to visit will be recommended to children and their parents/carers to allow pupils to further their own enjoyment of a topic of History. They will be able to use the experiences gained on visits/visitors to support their thinking about the History topic studied and the school environment will be history rich through use of resources, displays showcasing children's work and historical vocabulary.

Outcomes in humanities books, evidence the children's acquisition of historical knowledge and cross-curricular links are made where possible and differentiated work set as appropriate. The recording of the pupils' work supports teachers in making accurate judgements of what the children know.

History Long Term Plan 2023 - 2024

	Autumn Term	Spring Term	Summer Term
Year 3 (18 hours)	Stone Age to the Iron Age (6 Lessons)	Earliest Ancient Civilisations; Indus Valley, Ancient Sumar, Shang Dynasty (6 Lessons)	Ancient Egypt (6 Lessons)
	<u>Memorable Experience:</u> Celtic Harmony		
Year 4 (12 – 16 hours)	Ancient Greeks (6-8 Lessons)	The Roman Empire in Britain (6-8 Lessons)	
	<u>Memorable Experience:</u> History off the Page - Greeks		
Year 5 (12 – 16 hours)	Vikings and Anglo Saxons (6-8 Lessons)		Maya Civilisation (6-8 Lessons)
Year 6 (12 – 16 hours)	World War 1 Starting WW2 (6-8 Lessons)	World War 2 (4 Lessons)	Why do migrants come to Britain and what were their experiences e.g. Windrush include a local context (6-8 Lessons)