



Individual Year Group Plans History



Co-op Academy
Brownhill

Intent

In History we aim to ensure long term learning and progression is taking place from EYFS to Y6, most history topics will follow a structure that enables meaningful comparison across a number of themes to help the children build a clear narrative of events, civilisations and societies both locally, nationally and internationally.

The themes that this structure will follow are:

- Family Life
- Beliefs
- Society/Rulership
- Inventions
- Significant events
- Significant People

To further deepen and embed the understanding of these themes, each year group will carry-out an in-depth local history study which has been chosen to reflect the themes and to represent the events that are specific to the local area and the history of Leeds.

Strong links are also made to class novels and books as we believe that books set in historical periods provide an excellent grounding and context for children's understanding of their learning. These links are especially clear when giving a context to the chosen vocabulary which has been identified within each area of study. Chosen vocabulary follows three main categories; vocabulary demonstrating the passing of time e.g. today, yesterday, decade, chronology; vocabulary demonstrating the study of history e.g. evidence, artefacts and vocabulary which is topic specific e.g. democracy, empire.

EYFS

At all stages, we aim to link the curriculum studied to previous content and concepts. In EYFS the children will start to understand and learn that the passing of time leads to change and that they themselves are a part of this.

KS1

In KS1, children will study significant events and individuals. These events and individuals have been chosen to build on historical events within the child's living memory to events that have happened in the recent past and gradually, in Yr2 to events beyond living memory.

KS2

Throughout KS2, topics have been chosen to fit as chronologically soundly as possible. The British elements of the curriculum are structured chronologically as to reinforce the order of history as it has been learned, thereby allowing the children to study, continuity and changes in British History. For international topics, they have been placed according to their relationships with topic. Each KS2 topic will include the previously mentioned themes that allow direct comparisons to one another and allow for the development of a clear narrative of continuity, change, cause and effect.

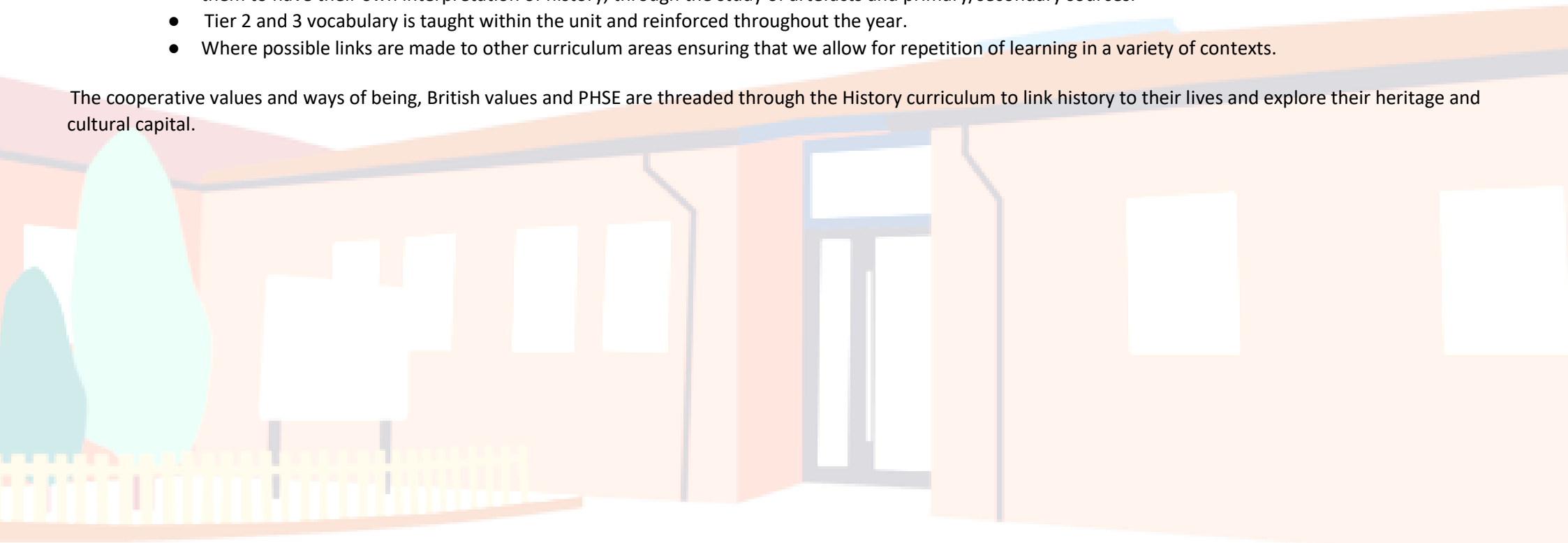
Implementation

The curriculum is led and overseen by the History lead. Alongside senior leaders the History lead will oversee a programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.

The following principles and practices underpin the implementation of the History curriculum at Coop Academy Brownhill.

- Children are taught a sequence of skills and knowledge built around common themes enabling strong and relevant links to be made to previous learning. These will be referred to in lessons to develop schemes in the long-term memory. E.g. you have learnt about the Romans. What did the Romans believe? How does this differ from what the Anglo Saxons believed? Why?
- The use of knowledge organisers are to aid teachers in planning the knowledge and skills and children and parents understanding the expectations by the end of the unit.
- Class books/novels are used effectively to strengthen pupils understanding of historical periods and historical language/ vocabulary.
- Whole school timelines will be used, displayed and referred to in the teaching of every unit to ensure all pupils have a chronological Understanding.
- High quality visits and visitors are planned to give meaning and context to knowledge that they have learnt.
- The understanding of change cause and consequence will be developed through each unit by placing an emphasis on historical enquiry and encouraging them to have their own interpretation of history, through the study of artefacts and primary/secondary sources.
- Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.
- Where possible links are made to other curriculum areas ensuring that we allow for repetition of learning in a variety of contexts.

The cooperative values and ways of being, British values and PHSE are threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.



Impact

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will have a sound knowledge of important historical events, people and cultures.
- Children will build an increasing understanding of historical terminology and language.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-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.

