Longshaw Primary Academy
The best in everyone™
Part of United Learning

History Curriculum Map

Curriculum Intent

At Longshaw we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- To understand the difference between primary and secondary sources and to be able to assess sources for reliability and bias.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and
- To understand how society has changed and to evaluate the impact and value of those changes.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

1. **How do you ensure consistent delivery across all key stages?**

- Subject Leader meetings: SOL checks & updated based on discussions
- Subject knowledge and pedagogy support
- Learning walks and book checks
- An awareness of the use of historical language e.g. cause and consequence

2. **How does the curriculum cater for disadvantaged, SEND and other minority group students?**

- Our curriculum is ambitious for all pupils - All pupils have access to the same curriculum.
- Scaffolding is central to making the History curriculum accessible to all pupils, providing structured support, appropriate challenge and effective modelling to develop understanding, thinking and writing skills.
- Different strategies used to support learners as per the "Reasonable Adjustment" document shared by the SENDCO.

3. **How does the curriculum embed prior knowledge and aid long term retention of knowledge?**

- Review and links back to previous learning are embedded into our learning journeys
- Rosenshein principles – every lesson starts with a recap and ends with a review
- The curriculum is sequenced to be progressive and build on previous year/term/unit's learning
- Use of knowledge organisers so key vocabulary and knowledge are easily accessible
- Low stake pre and post learning quizzes to assess gaps (pre) and progress made (post)

Year	Autumn	Spring	Summer
EYFS	Understanding the World - Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.		
1	**My Family History** An introduction to the past with 'My Family Tree', and how schools, toys and the way we communicate have changed in living memory.	**History of Transport** The development of transport by land, sea, air and space and the roles of key individuals.	**Homes Through Time** How homes looked different in the past, using pictures and videos.
2	**Local History** Using primary and secondary sources to learn how our local community has changed over time.	**Great Fire of London** Life in 1660s London, and the causes and effects of the Great Fire of London.	**Explorers** The similarities and differences between the lives of Sacagawea and Michael Collins.
3	**Prehistoric Britain** How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.	**African History: Ancient Egypt** The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.	**European History: Ancient Greece** The contributions made by the city-states of Ancient Greece, and how these influence our lives today.
4	**North American History: Ancient Maya** Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians.	**Asian History: Early Islamic Civilization** The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology.	**European History: Local History** Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?
5	**European History: Ancient Rome** The development of the Roman Empire, how it changed over time, and how these changes affected people differently.	**European History: Roman Empire in Britain** The Roman conquest of Britain, and how the Romans maintained power in Britannia.	**Global History: Quest for knowledge** An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge.

6	**European History: Anglo-Saxons** Using artefacts identified at Disciplinary and Proceduralton Hoo to explore what life was like for Anglo-Saxons.	**European History: Viking age** Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.	**Global History: Power, Empire and Democracy** A short introduction to the rise and fall of the British Empire, and its legacy in Britain from the 1960s to today.

United Curriculum: History

