



NEVILL ROAD JUNIOR SCHOOL CURRICULUM OVERVIEW - HISTORY





OUR CURRICULUM AT NEVILL ROAD JUNIORS

- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



OUR CURRICULUM INTENT

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

PEDAGOGY OF LEARNING AT NEVILL ROAD

Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence
- Use of sentence stems to help structure children's talk and thinking
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning



Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage children to know more and think more
- Teachers using carefully planned questions to probe children's responses, to reshape tasks and deepen children's understanding.
- Children given 'thinking time' to help give sufficient time for pupils to review what they are learning and to develop further.
- Children given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



In order for our children to learn more and remember more, we promote 'sticky' learning through....

Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg
What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit.
Children reflect on their learning.

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Check understanding throughout the lesson and provide feedback.

In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking giving immediate feedback
- Use of mini plenaries to address any misconceptions



CURRICULUM LEADER - LISA DALE

(LEADER FROM 2017- - CURRENT)

- **Our History Intent:** At Nevill Road, we aim for a high-quality history curriculum which should inspire the pupil's curiosity and fascination about Britain's past and the wider world. We shape our history curriculum to engage and motivate our pupils so they grow to become curious learners that can reflect on the past and make meaningful links to the present day.
- Our aims are to fulfil the requirements for the National Curriculum for History, providing a broad and balanced curriculum that encompasses the British Values throughout. Our first aim is to primarily build knowledge, then we want to ensure that the curriculum provides a progressive development of historical concepts and skills for the children to understand the key ideas and processes of history.
- We want our children to understand the methods of historical enquiry and be able to ask and answer questions to develop their knowledge and understanding. We want our children to enjoy learning about history and to gain knowledge and understanding of the chronology not just through experiences in the classroom but also through fieldwork, visiting workshops, and educational visits.



Nevill Road Junior School History Policy 2020-2021

Intent

Why do we teach this? Why do we teach this is the way we do?

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Implementation

What do we teach? What does it look like?

The whole school curriculum is planned in chronological order with each year group covering at least one aspect of British History and one aspect of the Wider World history. We teach significant aspects of the wider world, like the ancient civilisations of Greece and the Mayans and how they have influenced the history of Britain. We block our topics termly to enable the children to become engaged and emerged in the history topic. The local area is fully utilised with opportunities for learning outside the classroom, engaging the children with the history of Bramall Hall and Stockport's Air Raid Shelters.

Teachers work closely as a team in their year groups. They plan and use their knowledge to outline and guide their teaching. Teachers identify the key knowledge and skills covered in each topic. Consideration has been given to ensure there is progression throughout the school under the following headings: Historical Enquiry skills and interpretation, Chronological knowledge, Historical concepts and understanding Historical Communication, and Vocabulary. Prior knowledge is identified from previous topics covered and reviewed in lessons to show connections and continuity.

Each unit has a broad overarching question. This then develops through more detailed enquiring questions to lead the study and expansion of the historical period. The school is a member of the Historical Association - which provides the staff with resources, planning information and up to date news.

The Classroom Working Wall Displays show these questions with current topic related vocabulary and history related vocabulary for each year group. To develop chronological awareness there is a British History timeline displayed in all classrooms with the addition of Key dates from the World History unit added by the children. There is a Whole School Timeline down one corridor displaying all the Periods of history covered at Nevill Road Juniors in chronological order.

POLICY

Assessment is achieved with a pre learn activity containing the enquiry questions (on pink paper) and the same questions as a post learn (on green paper).

The children work in a History Exercise book to record their learning. At the beginning of each unit there is an overview - outlining key knowledge and skills- with a vocab list; which the children update themselves.

To enrich the history curriculum each class organises trips, theme days and invites visiting experts to enhance the learning experience.

Impact

What will it look like by the time children leave school and at the end of each academic year?

By providing a progressive development of historical knowledge and concepts our children will know more, remember more and understand more about History. They will build on prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

The children will grow a chronological awareness, knowledge and understanding of key events in the past, be able to enquire and interpret History, and to organise and communicate their discoveries. Where applicable, our children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History and become increasingly aware of how historical events have shaped the world that they currently live in.

To find out more about our
History policy click the link below:

http://www.nevillroad-jun.stockport.sch.uk/serve_file/3002618

SEQUENCE OF LEARNING - WHOLE SCHOOL PLAN

At Nevill Road we sequence and teach history in chronological order. Each year group (apart from year 5) teaches a unit from World History and British History. These units are taught in blocks - over a period of 3-6 weeks - to fully immerse and engage the children by having history taught most afternoons.

British History			
Year 3	Year 4	Year 5	Year 6
Stone, Bronze and Iron Age	Roman Britain	Anglo Saxons and Vikings	World War I and II – impact in Britain
World History			
Year 3	Year 4	Year 5	Year 6
Ancient Civilisations – focus on Ancient Egypt	Ancient Greece	Local history study – Bramall Hall as a Tudor building	Ancient Maya

WHOLE SCHOOL OVERVIEW OF HISTORY IN THE ACADEMIC YEAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	When would you prefer to live: Stone Age, Bronze Age or Iron Age?				How successful was the Ancient Egyptian Civilisation?	
Year 4		Can we thank the Ancient Greeks for anything in our lives today?			What impact did the Romans have on Britain?	
Year 5		Who won the struggle to conquest Britain before 1066?			What is in the name of Bramhall?	
Year 6	What was so magnificent about the Mayans?	What was so magnificent about the Mayans?	What was the impact of Wars on Britain?	What was the impact of Wars on Britain?		

KNOWLEDGE AND CONCEPTS

These go side by side, to be developed simultaneously. They help the children gain knowledge through working and thinking like an historian

Substantive Knowledge - knowledge of past, events and ideas (facts and figures, what and when?)

Disciplinary Knowledge - the action taken to gain knowledge - how historians study the past and how they construct their accounts of the past.

DISCIPLINARY KNOWLEDGE

This can be divided into:

Substantive/Abstract Concepts (first order concepts) -with a focus on our golden thread of the following concepts:

Conflict - invasion, conquest, army, alliance, war, enemy , frontier

Settlement - homes, trade, tribe

Society - power, democracy, rulers, ruler, empire, emperor

Civilisation - society, empire, emperor, achievements

Belief - religion - church, monk,

Disciplinary concepts (second order concepts) -historical enquiry and interpretation, change and continuity, cause and effect, similarities and differences, significance, historical communication.

These should reoccur across each year group -in different periods of time.

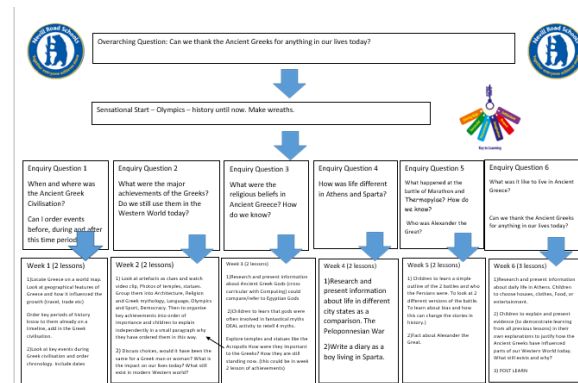
SEQUENCE OF LEARNING - CURRICULUM PROGRESSION PLANS

- To see more about how we sequence the units of history and how the knowledge, skills, concepts and vocabulary are progressed throughout the school, follow the link below:
- http://www.nevillroad-jun.stockport.sch.uk/serve_file/5199089

Progression of History Skills and Knowledge				
	Year 3	Year 4	Year 5	Year 6
Aspect of History and Historical Knowledge	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.</p> <p>The stone-age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.</p> <p>During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</p> <p>During the Neolithic Age (towards end of the stone age), the humans formed settled communities, and domesticated plants and animals for the first time in history.</p> <p>Skara Brae - Is an archaeological site found on the Orkney Islands in Scotland. It is a stone age village that has been well preserved.</p> <p>Stonehenge Is a famous stone age monument in Wiltshire.</p> <p>Lindow Man -</p>	<p>Roman Britain the Roman Empire and its impact on Britain</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance: Boudica</p> <p>'Romanisation' of Britain</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Location of Greece, states in Greece</p> <p>Major achievements of democracy, Olympic games, Religion and Greek myths, language and architecture.</p> <p>Architecture still standing today and study of artefacts. Acropolis, Ephesus theatre, Temple of Apollo at Delphi, Parthenon of Athens.</p> <p>Comparison of Athens and Sparta</p>	<p>A Local history study over time tracing how several aspects of national history (Medieval period, Tudors and Victorians) are reflected in the locality (this can go beyond 1066)</p> <p>How Bramall Hall changed over time through a study of the owners and how it influences the local area.</p> <p>An overview of the Tudor period with the Kings and Queens in rule. Daily life and achievements of The Tudor period and how this is reflected in the hall.</p> <p>Anglo Saxons and Vikings struggle to rule Britain</p> <p>Roman withdrawal from Britain in AD 410</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p>	<p>A non-European society that provides contrasts with British history - a study of the Mayan civilization c. AD 900</p> <p>The Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE.</p> <p>They are known for being the first Mesamericans to develop writing.</p> <p>They also had a sophisticated culture in which they lived in city states.</p> <p>They built spectacular monuments and stepped pyramids - some (e.g. Chichen Itza) have become world tourist destinations in the modern day.</p> <p>They were also well-known for their advanced maths and calendars.</p> <p>Around 900CE, Maya cities became abandoned. No one knows for sure why this happened.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in</p>

SEQUENCE OF LEARNING- UNIT AND LESSON PLANS

- Each unit of work is planned through a series of enquiry questions.
- The medium terms plans are carefully planned in a sequence of steps to all for deeper understanding and retention of knowledge. They build on previous years knowledge and show links with previous units. The vocabulary and concepts are outlined across each unit.
- Each child has a history exercise book. The unit will begin with a front cover, using the disciplinary concepts to outline the key knowledge and skills to be achieved by the end of the unit.
- There will be a pre-learn at the beginning of the unit and a post learn at the end.



Year 4	Autumn Term
Aspects of History	Key facts to review to previous learning
Children should identify the impact of the Ancient Greeks on the western world and their chronological place in the context of world history.	Having already studied an Ancient Civilisation in year 3 children can build on their knowledge of another Civilisation in a different part of the world. Look at location and when appropriate to compare the civilisations. To build up a chronological understanding of when these civilisations existed in comparison to British History.
Historical Knowledge and Understanding (key people, events and developments)	Chronological Knowledge and awareness (key dates and chronology)
Achievements - The major achievements of the Greeks. (refer back to the Egyptians or Prehistoric Britain) Democracy in Athens. Olympics, architecture, Language (Greek alphabet).	I can place events, people and change on a timeline. Children to complete the Ancient Greece timeline adding each time period onto the timeline accurately. The Bronze Period, 2000-1100 BC During this period a number of cultures flourished on the Greek islands, in Crete and on the Greek mainland. The Ancient Greeks were mainly farmers but traded with other countries was growing. Significant events of this period include the Trojan War.
Architecture - Look at the temples and famous buildings of Ephesus: Theatre, Temple of Apollo at Delphi, Parthenon of Athens. Compare these buildings to modern architecture in Greece today? What does this tell you about the impact of ancient architecture?	The collapse of Mycenaean civilisation around 1200 BC brought about a period of isolation known as the dark age. However, by around 800 BC Ancient Greece experienced a revival as trade with the wider world increased. City states were established though they devoted much time and energy competing with and fighting each other. The Olympic Games began in 776 BC. The Greek alphabet was created and scientific thinking started to really develop. The Classical Golden age, 500-400 BC Following the defeat of Persian invasions at the battles of Marathon in 490 BC and Salamis in 480 BC Greece entered a golden age. The two most powerful Greek city states, Athens and Sparta, dominated this period. It witnessed the development of the world's first democratic government in Athens though women and slaves were excluded. Sparta on the other hand remained a monarchy, ruled by two kings. It was a harsh militaristic state serviced by a huge slave population. Greek culture flourished. Playwrights wrote great tragedies and comedies, artists made beautiful sculptures and pottery, Greeks built
Society - Compare the social structure of Athens and Sparta. Learn about the democracy in Athens. How were men treated different to women and children? What do we know about slavery?	

What is in the name of Bramhall?

End of unit knowledge

Chronology

- I know that Bramhall Hall was first held as two separate manors, owned by two Savon freemen.
- I know that William the Conqueror (1066) gave both parts of the Bramhall land to Hugon de Basse, the first Baron of Dunham Massey
- I know that the building dates back to 14th century and was developed further during the 16th century and 19th century.
- I know the Tudor period were 1485 - 1603

Significance

- I know Bramhall Hall is a Tudor building and how the families that lived and owned this land influenced the local area.
- I know that The Dovports lived in the hall 1800 - 1832 and The Nevill family 1882 - 1923
- I know significant events in history during the Tudors influenced the design and decoration of the building, The Chapel, the Fireplace and the building in wattle and daub
- I know how the Nevill family developed the hall further and their influence on the local area.

Similarities and differences

- I can compare maps of the local area over different time periods and look at things that are the same and different.
- I can compare the houses of the Vikings to the Tudors.
- I can look at census forms of people living in the Hall and find different family names.

Cause and Effect

- I can begin to understand why Bramhall expanded over time and how it got its name.
- I know how Nevill Road School got its name and who the Nevill family were.
- I understand why the logo of Nevill Road has a bear which relates to the Nevill Family Crest.
- I know why Bramhall Hall has its own chapel.

Change and Continuity

- I know how the local area has stayed the same - River and Roman Road and how the land use has changed.
- I know how the different families influenced the building of Bramhall Hall.

Interpretation

- I can use a variety of sources of information including census forms, newspaper cuttings, photos of families, photos of inside the hall and maps to understand the history of Bramhall Hall.
- I can evaluate how reliable the sources of evidence are and to also understand the difference between primary and secondary sources of evidence.

Historical communication

- I can construct informed responses by selecting and organising relevant historical information. To present research into the different families that have lived at Bramhall Hall.
- I can use key historical terms correctly including influence, monarch, architecture, evidence.

Vocabulary

HISTORY LESSONS AT NEVILL ROAD

In lessons you will see:

- Teacher talk is kept to a minimum ensuring children work hard and focus upon their learning.
- Lessons are carefully planned to engage learning.
- A range of learning opportunities are provided to allow children to learn in a variety of ways e.g., DEAL, active learning, practical work with artefacts and group work.
- Lessons begin with a recap of previous learning and with 'Can you still.... Questions.
- Lessons will finish on a recap of the vocab and key knowledge addressed within the lesson.

Quick Recap

What was similar about the Vikings and the Saxons?
Who arrived in England first, Vikings or Saxons?
Name a famous Saxon King?

LO: I can retell the main events of the Battle of Hastings and understand why it was the end of Vikings and Saxons.

In today's lesson we are going to find out what happened to the Anglo Saxons and what happened at the Battle of Hastings

Vocabulary

Power William the Conqueror
Cause and effect Period/era
Reliable evidence

What have you learned today in HISTORY?

What type of source of evidence is the Bayeux Tapestry?



Why did the Battle of Hastings begin?



Can you remember who the 3 people were, who went for the throne after Edward died?

Who won and how did they win the Battle of Hastings? Name the year.

Vocabulary

Power Reliable evidence Cause and effect Period/era
William the Conqueror

VOCABULARY

At Nevill Road Junior School we develop key Historical vocabulary to the children by:

- Each lesson will have a focus on about 4 or 5 key words, these will be displayed on the flipcharts during the teaching part of the lesson and used throughout the lesson.
- The children will add these words to their cover sheet (found at the beginning of each history topic in their books)
- The words will be added to the working wall.
- During recaps at the end of the lesson and when appropriate revised during future lessons.
- The vocabulary list can be found in the progression document and in each medium term plan for the teachers to refer to during their planning.
- Vocabulary is broken down into substantive knowledge key words and specific words for the history era being studied.

Vocabulary	History Key Vocab	History Key vocab	History Key vocab	History Key vocab
	Change Chronology Different Similar Landscape Settlements Timeline Era Time period Connections Evidence Artefact Ancient Modern	Comparison Reliability Significant Influence Era Time period Evidence Archaeology Ancient Modern Primary/Secondary sources of evidence Century Decade	Achievements Wealth Influence Power Impact Architecture Power Impact Cultural Period/era Reliable evidence Archaeologists Primary and secondary sources of Evidence	Wealth Influence Power Impact Consequences Bias British Values Society Objectivity Subjectivity Period/era Empire Reliable evidence Primary and secondary sources of Evidence
	History skills Vocab Making connections Sequence contrast Facts/ opinions Chronology Build a Timeline Artefacts Research and Enquiry Comparison Reliability Discussion	History skills Vocab Sequence contrast Facts/ opinions Chronology Artefacts Research and Enquiry Comparison Reliability Reflection Discussion Interpretation Evidence	History skills Vocab Chronology Artefacts Research and Enquiry Comparison Reliability Reflection Interpretation Historically valid question Investigate Making Links	History skills Vocab Chronology Comparison Deduction Organising Information Research and Enquiry Reliability Reflection Interpretation Historically valid question Historical perspective Making Links
	Stone Age Vocab Prehistoric Britain Palaeolithic Hunters gatherers Mesolithic Neolithic Early farmers Skara Brae Bronze Age Stonehenge Iron Age Hill forts	Roman Britain vocab Julius Caesar Claudius Invasion Conquest Resistance Boudica Romanisation Hypocaust Viaduct/aqueduct Gladiator Coliseum Amphitheatre Hadrian's Wall	Brannall Hall vocab Monarch Reign King Henry VIII Queen Elizabeth Mary - Queen of Scots Elizabethan Tudor Coronation Influence Achievements Impact Archaeologists Evidence	Mayan Vocab Mayans Glyphs Kingdoms Society Gods religion Hierarchy Jaguar Achievements astronomy Stelae Pyramids Hieroglyphics codices Archaeologists Priests Warriors
	Ancient Civilisation Vocab Civilisations Irrigation Ancient Sumer Indus Valley Ancient Egypt Shang dynasty of Ancient China Mummification Pyramid	Ancient Greece Vocab Western world Democracy Philosophy Olympic games Athens Parthenon Acropolis	Anglo Saxon and Vikings Vocab Invasions Kingdoms Expansion Conquer Settlements Long ships	Wars Vocab Allies Air raid Atomic bomb Blitz Blackout British Empire Concentration camp Evacuee Rationing Liberate Refugee Propaganda Resistance

HISTORY AROUND THE SCHOOL

- Each class has a working wall that includes the Enquiry questions and vocabulary.
- Each classroom has a British history timeline on their wall - they can then add their World History Events to this.
- There is a whole school Timeline on a corridor, this shows an overview and children's work in the history units.



ASSESSMENT

- At the beginning of each unit in history the children complete a pre learn (on pink paper) and at the end of the unit the children are given a post learn (on green paper). This assessment uses the enquiry questions which are the main body of the unit and focuses on key knowledge and chronological understanding.
- Teachers then complete an assessment grid at the end of the unit indicating children that are working towards the expectations and those that have met the expectations. (this is related to key knowledge from the post assessment and skills observed in lessons)

Pre- learn ~ Autumn Term ~ Who won the struggle for Britain before 1066?

Who were the Anglo Saxons and where did they come from? Why did they come to England?

Who were the Vikings and where did they come from? Why did they come to England?

What do you know about the Anglo Saxons? Houses, clothes, food?

What do you know about the Vikings? Houses, clothes, food? Travel?

Who won the struggle to rule Britain? The Saxons or the Vikings?

What do archaeologist digs tell us? In Sutton Hoo. The Staffordshire Hoard, Jorvik in York?

Who is this?

Name some facts about the Battle of Hastings?

Chronology

Dates			
Invaders			

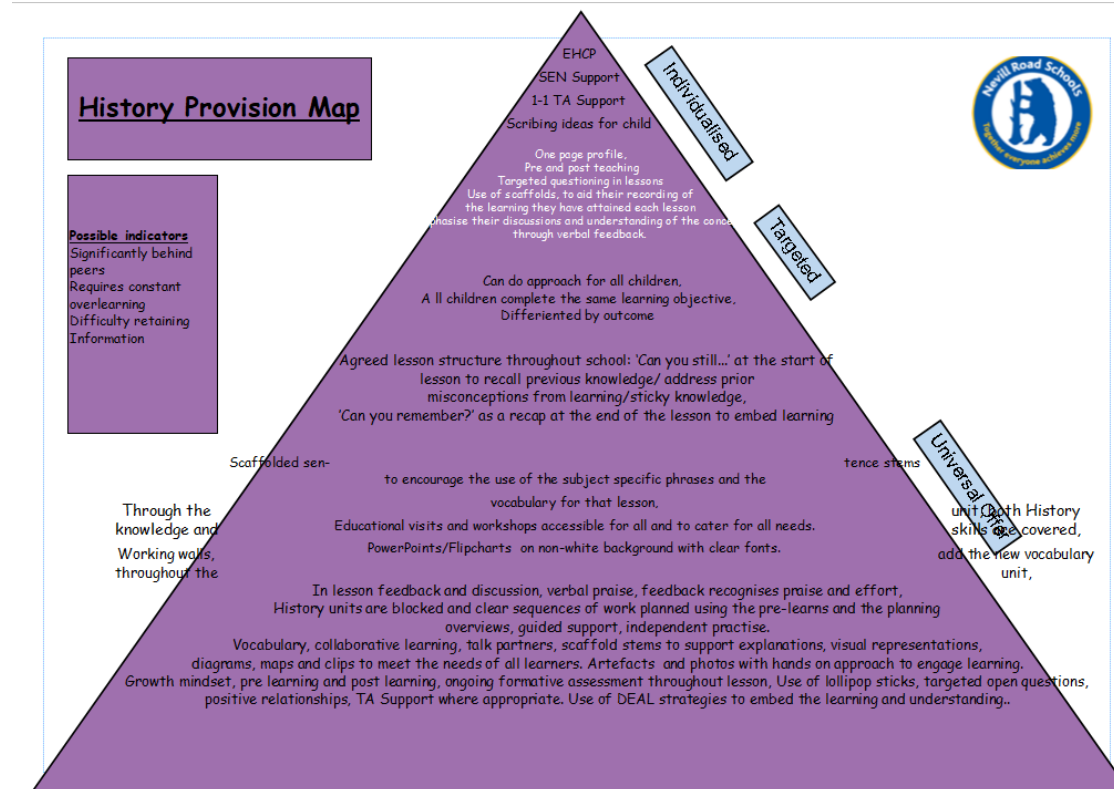
Order these dates and 3 invaders in chronological order:

Saxons Romans Vikings 43AD 800 AD 450AD

Autumn Assessment	Year 5DR	Number in Cohort:	2022/2023
Unit of work: Anglo Saxons and Vikings - Who won the struggle to rule Britain before 1066?			Emerging/ Developing
Knowledge and Skills			Expected/ Secure
<ul style="list-style-type: none"> I know the Saxons invaded Britain before the Vikings and after the Romans. I can describe a Saxon Village and Viking Village I know where the Saxons came from. I know where the Vikings came from. I know how Alfred the Great earned his title. I can name some of the Saxon Kingdoms. I know who the Danes are and where Danelaw was. I know what happened at the Battle of Hastings. I know what the Bayeux Tapestry is 			Rafe D'yan Frasier Kye Willow
Skills			Unaimah Riley Maggie Izzy Rose Charlotte Bella Jamie Ege Ella Adam Archie Elliot Elysa Noah Frankie Jake
<ul style="list-style-type: none"> I can see the relationship between different periods and the legacy for Britain's history. I can devise my own historically valid questions. I can compare the Anglo Saxon and Vikings Daily Life I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources 			Aaron Tala Cairo

INCLUSION

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through investigations and enquiry questions.
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning.
- Teaching assistants are used effectively to help scaffold learning an support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language.



EQUAL OPPORTUNITIES

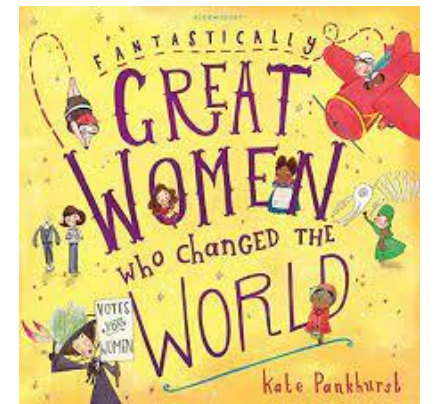
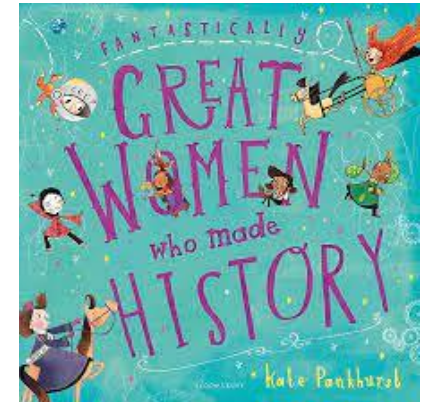
Throughout the history curriculum we continue to develop our nurturing and inclusive school, where everyone is respected and valued.

We acknowledge that members of the school come from diverse backgrounds. We seek to promote an attitude of tolerance based on understanding of and respect for the beliefs and practices of others in history and our lives today. We look at Black History (not just during October). This is promoted in assemblies and themes throughout PSHE. One of our golden threads is religion, we look at the diversity and changes in religion through history in Britain as well as the Wider world.

We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial equality. We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school. The history curriculum will be monitored and developed to meet the continuous changes of our school community.

As a school, we accept that there are gender inequalities in our society so we constantly examine our curriculum, procedures and materials for gender bias or inequality. We encourage pupils to be aware of the sex stereotypes presented by, for example, the media and in history books. We look at how attitudes have changed through history. We try to ensure that our resources include non-sexist books which value the achievements of women as well as men.

We undertake to assess and meet the needs of all our pupils as far as we are able. We aim to create a happy and educationally exciting environment in which all pupils can prosper.



BRITISH VALUES

Here are examples of how British Values are promoted through the History Curriculum:

- **Mutual respect** - Mutual respect is taught and encouraged to show respect to each other's beliefs, feelings and opinions. When discussing what it means to be British and how this is demonstrated in different historical time periods, children can celebrate our heritage whilst embracing the ties which bind us together.
- **Tolerance** - Children consider questions about identity and belonging when learning about different religious beliefs during different historical periods. When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.
- **Individual liberty** - Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good. This is achieved through some history units and throughout the PSHE/RE units of work.
- **Democracy** - Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and to understand the concept of democratic decision making and making rules in society.
- **Rule of Law** - In History pupils consider the value of the rule of law where all people are equal before the law. Throughout the history curriculum children look at how the rule of the law is fundamental to our society and the effects if it is ignored.

SMSC

Here are examples of how SMSC is promoted through the History Curriculum:

- The **spiritual development** of pupils is shown by their ability to be reflective and respectful of different people's faiths, feelings and values through different historical eras and the world around them.
- The **moral development** of pupils is shown by their ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives and reasoned views about moral and ethical issues throughout history. Through British history they learn acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The **social development** of pupils is to encourage pupils to recognise and respect social differences. This is done by teaching them about how society rules, laws and structure compared through different periods of history and how historical events have shaped their own heritage and that of others.
- The **cultural development** of pupils is to encourage the respect and understanding of different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities through different periods in History.

ENRICHING THE CURRICULUM

At Nevill Road we want to enhance the learning of history through practical workshops, visits, trips out of school and the use of artefacts.

As a school we are building up the resources of artefacts and books relating to the history units studied.

Each year group will either go on a trip to a museum/ place of interest relating to the history topic or invite a visitor to the school for a workshop.

These include: Day trip to the Roman museum in Chester, Visit from Diane Davies (Maya female archaeologists), Viking visit for a Viking workshop,

We also make use of the local history and incorporate Bramall Hall into our learning and visit, year 6 visit the Stockport Air Shelters when studying The Word Wars.



MONITORING AND EVALUATION

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks, book scrutiny and pupil voice.
- The evidence of how the time has been used is then recorded on a monitoring sheet, which reviews the intent, implementation and impact document. This is then fed back to staff or referred to in future staff meetings/emails or INSETS.

Subject Leader Monitoring (History)	
Date: Nov 2022	
Subject: History	
Intent	
<p>At Nevill Road, we aim for a high-quality history curriculum which should inspire the pupil's curiosity and fascination about Britain's past and the wider world. We shape our history curriculum to engage and motivate our pupils so they grow to become curious learners that can reflect on the past and make meaningful links to the present day.</p> <p>Our aims are to fulfil the requirements for the National Curriculum for History, providing a broad and balanced curriculum that encompasses the British Values throughout. Our first aim is to primarily build knowledge, then we want to ensure that the curriculum provides a progressive development of historical concepts and skills for the children to understand the key ideas and processes of history.</p> <p>We want our children to understand the methods of historical enquiry and be able to ask and answer questions to develop their knowledge and understanding. We want our children to enjoy learning about history and to gain knowledge and understanding of the chronology not just through experiences in the classroom but also through fieldwork, visiting workshops, and educational visits.</p> <p>Year 3 visits - Year 4 visits - Chester Museum for Romans Year 5 visits - Autumn Viking workshop in school, Bramall Hall day visit Year 6 visits - Diane Davis - Maya archaeologists</p>	<p>British History timeline displayed in all classrooms with the addition of Key dates from the World History unit added by the children.</p> <p>Each class has these timelines There is a Whole School Timeline down one corridor all the Periods of history covered at Nevill Road Juniors in chronological order. It is achieved with a pre learn activity containing the enquiry questions (on pink paper) and the questions as a post learn (on green paper).</p> <p>Howed this in Spring 2022</p> <p>en work in a Scrap Book style Topic books to enable a rich display of communication and on of the children learning. This has now changed to exercise books RED. At the of each unit there is an overview - outlining key skills and knowledge- with a vocab list; children update themselves. Need to develop and focus more on key facts you want the know</p> <p>the history curriculum each class organises trips, theme days and invites visiting enhance the learning experience. Homework Matrix are set to develop and extend om home linked to topics. This no longer happens</p> <p>ik & planning look evidence curriculum being followed?</p> <p>ge assessed using a pre-learn and post learning task? coversheet featuring key vocabulary? Is there evidence of this being used in lessons? nce is in the books of their learning?</p> <p>idence of inclusive practise for those with SEN?</p>
Implementation	
<p>The whole school curriculum is planned in chronological order with each year group covering at least one aspect of British History and one aspect of the Wider World history. We teach significant aspects of the wider world, like the ancient civilisations of Greece and the Mayans and how they have influenced the history of Britain. We block our topics termly to enable the children to become engaged and emerged in the history topic. The local area is fully utilised with opportunities for learning outside the classroom, engaging the children with the history of Bramall Hall and Stockport's Air Raid Shelters.</p> <p>See Overviews on website</p> <p>Teachers work closely as a team in their year groups. They plan and use their knowledge to outline and guide their teaching. Teachers identify the key knowledge and skills covered in each topic. Consideration has been given to ensure there is progression throughout the school under the following headings: Historical Enquiry skills and interpretation, Chronological knowledge, Historical concepts and understanding Historical Communication, and Vocabulary. Prior knowledge is identified from previous topics covered and reviewed in lessons to show connections and continuity. See Progression document</p> <p>Each unit has a broad overarching question. See unit overviews This then develops through more detailed enquiring questions to lead the study and expansion of the historical period. The school is a member of the Historical Association - which provides the staff with resources, planning information and up to date news.</p> <p>The Classroom Working Wall Displays show these questions with current topic related vocabulary and history related vocabulary for each year group. To develop chronological awareness there is a</p>	<p>ik & planning look evidence curriculum being followed?</p> <p>ge assessed using a pre-learn and post learning task? coversheet featuring key vocabulary? Is there evidence of this being used in lessons? nce is in the books of their learning?</p> <p>idence of inclusive practise for those with SEN?</p> <p>ik & planning look evidence curriculum being followed?</p> <p>ge assessed using a pre-learn and post learning task? coversheet featuring key vocabulary? Is there evidence of this being used in lessons? nce is in the books of their learning?</p>

STRENGTHS OF HISTORY AT NEVILL ROAD

- Units of work ordered in chronological order allowing a clear progression of chronology across the school.
- Each unit is planned in a uniformed way, outlining key knowledge, concepts and vocabulary.
- Pre and post learns in place.
- Children enjoy history which has been displayed in pupil voice.
- Enriched curriculum through trips and visits.

MY IMPACT AS HISTORY LEAD AT NEVILL ROAD

What I found out	What I did	Impact
Scheme needed clear progression. An connections between different topics covered. Needed to be consistent in format.	Research and conversations with other history leads. Attended history co-ordinator meetings on a regular basis. (once a term) As history lead I wrote the medium term plans, which listed the previous knowledge links, knowledge to be covered, vocab and substantive knowledge.	Clear progression through all key stages, ensuring all areas of Computing Curriculum is being met. Progression document produced as well as medium term plans for each unit.
Front cover sheets contained knowledge and skills.	Using the disciplinary concepts we have highlighted 7 key concepts. There are itemised in the front cover sheet with the keys facts bulleted underneath. Also an area for vocab to be added by the pupil. The concepts are also visible on PowerPoint/flipcharts and on the working walls.	Children will gradually become familiar with the vocabulary of the disciplinary concepts and understand how they are important in the history curriculum.
No resource or artefacts for each unit.	Each year group had inspection boxes from Starbucks and were allocated £100 to choose artefacts that they felt they could use within their units to enhance the children's history skills and knowledge.	Each year group has a box of artefacts for one unit. This is to be added over the next years. The next unit to be resource under the next budget.
Support for teachers planning and knowledge.	School is a member of history Association for teachers to use to help with planning and resources. I attend every learning leads history coordinator meeting with Chris Trevor.	Available resources to enrich the planning and teaching of the different units. Up to date information about expectations and resources for history.
Limited confidence within the teaching staff.	Staff Meetings Training and developments during INSET days Supported planning and delivering of lessons - reviewing the curriculum plans to meet the needs of the timetable and to have clear golden threads throughout the planning. This is a current development.	Teachers using the technical language and resources on a regular basis Concepts discussions, teachers took ownership to review the planning and strip back the key knowledge. To build some common golden threads to weave throughout the units in different year groups.

NEXT STEPS

- To continue to revise substantive knowledge and disciplinary knowledge and to develop golden threads throughout the school to link units and children's understanding.
- Key knowledge clearly outlined by the end of the unit - teachers to strip back and keep it achievable.
- Monitoring working walls and book looks
- Lesson looks
- Monitor flipcharts and planning - to recap knowledge, add concepts and vocabulary.
- CPD for teachers to improve subject knowledge - History rocks courses.
- Develop artefacts further and look at book resources.
- Refresh the timeline on the corridor - to show chronology and an understanding of the British history and World history and how the periods overlap.
- Add timelines to books at a point of reference.