



# History at the Unity Federation



## Intent

### Our Statement

In the Unity Federation of Schools, we aim to provide a high quality history curriculum to inspire, challenge and engage children to understand more and be curious about the past. History is not only a stand alone subject but one that is embedded across subjects to deliver the National Curriculum in an engaging and exciting way.

It is important, if children are to become great global citizens, that they understand the impact of history on our society today. It is our intention that children will learn about cultural, national and international history so that they can understand and celebrate our diverse society.

In the Unity Federation we would like our curious children to recognise that our world is always changing and that they can be empowered and inspired to have high aspirations from the transferable skills learnt in history.



# History at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Threshold Concepts

Our planning and assessment in history are structured around 4 main concepts

#### **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

#### **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

#### **Investigate and interpret the past**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

#### **Communicate Historically**

This concept involves using historical vocabulary and techniques to convey information about the past.



# History at the Unity Federation



## **IMPLEMENTATION**

### Our Statement

Our curriculum is concept led and knowledge based on the Chris Quiggley's Essentials Curriculum. This ensures that we avoid teaching a broad overview and that children learn about historical concepts and events in great depth, with purposeful understanding. We carefully structure our curriculum so that children can build on skills and make connections in their learning.

Our children in Reception learn about the concept of past and present. Through their play and interactions we encourage children to explore the lives of people around them and their roles in society. They explore how things change over time, looking at similarities and differences.

In Key stage 1 we continue this learning by considering changes within living memory so they begin to understand how things constantly change and history is always being made. They develop sense of national identity by looking at national history, how their home has been shaped by people and events.

In Key Stage 2 children start to learn about specific periods of time. We recognise that it is vital for children to understand when these events fit in chronologically. Due to the nature of a rolling programme we ensure children understand this with careful use of a timeline. Children will develop curiosity and learn the skills of being a historian using primary and secondary sources.



# History at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

#### Milestone 1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	How we have changed? Rosa Parks Gunpowder Plot Why do we wear Poppies?	Polar Explorers	Grace Darling
<b>Year B</b>	How have we changed? Tessa Sanderson Great Fire of London Why do we wear Poppies?	Moon Landing and Neil Armstrong	Why does Norwich have a castle?



# History at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Teaching and Learning

#### Milestone 2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Kings & Queens BH Martin Luther King Why do we wear poppies?	Vikings	Local History
<b>Year B</b>	Boudicca & the Romans BH Mary Seacole Why do we wear poppies?	Anglo Saxons	Egyptians
<b>Year C</b>	Edith Cavell & WW1 BH Maggie Aderin-Peacock Why do we wear poppies?	Stone Age	Bronze to Iron Age



# History at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Teaching and Learning

#### Milestone 3

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	World War II Armistice Day BH Nelson Mandela	The Tudors	The Greeks
<b>Year B</b>	The Victorians Armistice Day BH Barack Obama	Aztecs	Early Islamic Civilisation
<b>Year C</b>	Alexander the Great Armistice Day	Explorers	Early Islamic Civilisation

#### Examples of Cultural Capital in History

Trips to Gressenhall and Norwich Castle

Experience days—The Great Fire of London, Vikings, Roman Empire

Exploring our villages and local area



# History at the Unity Federation



## IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

### **Assessing Learning:**

Before, during and after lessons.  
Using the assessment statements  
for each milestone.

### **Monitoring:**

Subject leadership monitoring  
and Governor monitoring, fol-  
lowing our monitoring schedule.



# History at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Investigate and Interpret the past</b>	<p>Begin to observe and handle evidence to ask questions about the past</p> <p>Begin to ask questions to find out more information</p> <p>Use artefacts, pictures and stories to find out about the past</p>	<p>Use a wide range of artefacts to find out about the past</p> <p>Use more than one source of evidence for historical enquiry to gain an accurate understanding of history</p> <p>Use evidence to ask and answer questions about the past.</p> <p>Describe different accounts of a historical event and suggest why the accounts may differ</p> <p>Suggest causes and consequences of some of the main changes and events in history</p>	<p>Select suitable sources, give reasons for the choice and use the source to deduce information</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Create lines of enquiry, creating hypotheses and describing events using a range of sources.</p>





# History at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Build an overview of world history</b>	<p>Describe historical events</p> <p>Describe significant people from the past</p>	<p>Describe changes that have happened in the locality of the school throughout history</p> <p>Begin to give a broad overview of Britain from Ancient to medieval times</p> <p>Begin to compare some of the times studied with those of other areas around the world</p> <p>Begin to describe the social, religious and cultural diversity of past</p>	<p>Identify continuity and change in history of the locality of the school</p> <p>Give a broad overview of Britain from Ancient to medieval times</p> <p>Compare some of the times studied with those of other areas around the world</p> <p>Describe the social, religious and cultural diversity of past</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>



# History at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Understand chronology</b>	<p>Place events in order on a timeline</p> <p>Label timelines with words or phrases such as past, present, older and newer</p> <p>Begin to use dates where appropriate</p> <p>Recount changes in their own lives</p>	<p>Place events, historical figures and artefacts in order on a timeline using dates</p> <p>Understand the concept of change over time, representing this along with evidence on a timeline</p> <p>Use dates and terms to describe events</p>	<p>Describe the main changes in a period of history (using terms such as political, social, religious, technological and cultural)</p> <p>Understand the concept of change over time, representing this along with evidence on a timeline (include times of rapid change and times of relatively little change)</p> <p>Use dates and terms accurately to describe events</p>



# History at the Unity Federation



## IMPACT *continued*

### Vocabulary Progression (Communicate Historically)

<u>Milestone 1</u>	<u>Milestone 2</u>	<u>Milestone 3</u>
<p>Observe, artefact, represent, past, present, future, recount, recent, year, decade, century, nation, civilisation, monarchy, law, democracy</p>	<p><b>Observe, artefact, represent, past, present, future, recount, recent, year, decade, century, nation, civilisation, monarchy, law, democracy</b></p> <p>Source, evidence, historical source, account, enquiry, cause, consequence, locality, overview, ancient, medieval, culture, period</p>	<p><b>Observe, artefact, represent, past, present, future, recount, recent, year, decade, century, nation, civilisation, monarchy, law, democracy</b></p> <p><b>Source, evidence, historical source, account, enquiry, cause, consequence, locality, overview, ancient, medieval, culture</b></p> <p>Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias, culture</p>