



Wessex Learning Trust



Axbridge C of E Academy

We Learn Together

History

Curriculum Documents





Intent

At Axbridge, we view History not only as simple facts and dates, but encourage our pupils to become detectives who explore the past in an exciting way. History is taught mainly through an inquiry based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive. History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and inquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We want children to have first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops. In short, we want to bring History to life for our pupils and for them to be knowledgeable of their past, as well as use this information to help shape their futures.

Implementation

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Local history, British history, world history, chronological understanding, interpretations of history and historical enquiry are all mapped out to ensure that pupils build on secure prior knowledge. Our history planning is supported by Oak Academy scheme with resources being drawn from a range of high quality sources including the British Museum, Twinkl and BBC.

History is delivered through lines of inquiry and have been developed to help children appreciate their own identity and the challenges in their time. Meaningful trans-disciplinary links are made with other subjects to strengthen connections and understanding for pupils while exploring historical contexts. We maximise cross curricular links particularly within our English curriculum. This allows children to research, explore and implement historical vocabulary, knowledge and skills.

Learning is supported through the use of knowledge gathering that assess prior knowledge and knowledge organisers that provide children with an outline of their inquiry and supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support in lessons and to assist in assessment.



Implementation continued

At Axbridge, we want History to feel real. We ensure that children will regularly make a class visit to a site of significant historical throughout their time with us. We have regular visits from Roman Centurions, Treacherous Pirates, Anglo Saxon Warriors or Egyptian Pharaohs. Roleplay brings history to life and links clearly to our whole school inquiries. On top of this, we place an emphasis on using the locality to help deliver many aspects of the History curriculum. Whether this is a trip to King John's Hunting Lodge or the local town hall or even the medieval church, we ensure that history is taught and delivered by using the abundant resources we have at our fingertips such as Cheddar Gorge and Caves and the Roman Baths in Bath. In our planning, we ensure that we combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content they study.

Impact

By the time the children at Axbridge C of E Academy leave us for middle school, they should have developed:

- ✓ A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- ✓ The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- ✓ The ability to consistently support, evaluate and challenge their own and others' views using detail, appropriate and accurate historical evidence derived from a range of sources.
- ✓ The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- ✓ A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- ✓ A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- ✓ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of subjects.



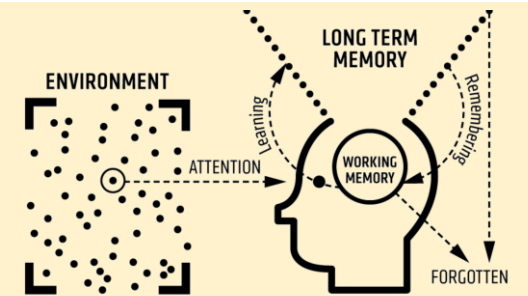
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction 'I Do'







→ Practise
Learning 'We Do'

→ Learning Check
'You Do'

→ Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum and EYFS Framework

Disciplinary Knowledge

History Skills - *Knowing 'how' to do history.*

Learning through...

- How to use and interpret sources.
- How to use and understand timelines.
- How to ask historical questions.
- How to compare different events.
- How to identify key changes and continuity over time.
- How to research and describe significant people and events.

Conceptual Knowledge

Understanding wider concepts and overarching themes.

Concepts embedded within units and revisited many times:
Historical Interpretations; Change and Continuity; Similarities and Differences; Cause and Consequence; Understand significance of events and people; Invasion, empire, government, migration, settlement, trade, technology, civilisation and society.

Substantive Knowledge

Knowing 'what' - *i.e. the facts of history*

Learning about...

- Knowledge of facts and dates from inquiries (e.g. Romans, Ancient Egypt).
- Inquiry Knowledge – a rich knowledge of the period/place/society they are studying including significant events, people and places.
- Subject specific vocabulary.
- Chronological knowledge – having an overview of historical periods (e.g. Romans, Ancient Egypt).
- History impacts our way of life.



National Curriculum Programmes of Study and EYFS Framework

		EYFS	Year 1	Year 2	Year 3	Year 4			
Historical Knowledge	Knowledge & Understanding of British History	ELG 13c: Understand the past through settings, characters and events encountered in books read in class and storytelling	<ul style="list-style-type: none"> Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age (c.3 million - 2500 BCE) to the Iron Age (c.1200 BCE to 550 BCE) The Roman Empire and its impact on Britain (c. 27 BCE to AD 476) Britain's settlement by Anglo-Saxons (AD410 to 1066) and Scots 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age (c.3 million - 2500 BCE) to the Iron Age (c.1200 BCE to 550 BCE) The Roman Empire and its impact on Britain (c. 27 BCE to AD 476) Britain's settlement by Anglo-Saxons (AD410 to 1066) and Scots 				
	Local History						<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> A local history study - Stone Age linked to Cheddar area 	
	Knowledge and understanding of Wider World History						<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (c. 3100 BCE to 30 BCE). Ancient Greece (c. 800 BCE BCE to c. AD 146) - a study of Greek life and achievements and their influence on the western world 	
History Skills and Concepts		<ul style="list-style-type: none"> ELG 13b: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	Be aware of the past, using common words and phrases relating to time <ul style="list-style-type: none"> Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented 		<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 				



Learning about...(Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4
British History	<ul style="list-style-type: none"> Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling. 	<p>People</p> <p>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.</p> <p>e.g. David Attenborough, Isambard Kingdom Brunel, Samuel Pepys, Neil Armstrong and Christopher Columbus.</p> <p>(Do they realise that some famous people have helped our lives be better today?)</p>		<p>Pre-Historic Britain - Stone Age to Iron Age</p> <p>Know that:</p> <ul style="list-style-type: none"> Stone Age people were mainly hunters and gathers. Farming began in about 4500BC. People started to live in communities due to farming. The Iron Age ended when the Romans invaded in 43AD. Bronze Age started in about 2500BC. Iron Age started in about 750BC. Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots. Iron Age people lived in communities, farmed, cooked and hunted, Stone Age people were hunter-gatherers. <p>Romans: Understand that the Romans were an ancient civilisation that built an empire and its impact on Britain.</p> <p>Know that:</p> <ul style="list-style-type: none"> the Romans invaded Britain. Romans built towns across Britain. Focus on Bath The Romans tried to invade Scotland. The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/sewage systems. <p>Anglo Saxons and Scots: Understand Britian's settlement by Anglo-Saxons and Scots</p> <p>Know that:</p> <ul style="list-style-type: none"> the Romans left Britain in about 410AD and the fall of the Roman Empire in Western world. Scots invasions from Ireland to north Britain (now Scotland) The Anglo-Saxons began invading in 450AD. Anglo- Saxon art and culture - That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork. The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia. That Anglo-Saxons were mainly farmers who lived in wooden huts. That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers. That Anglo-Saxons converted to Christianity - Canterbury, Iona and Lindisfarne 	



Learning about...(Knowledge/Progression)

	EYFS	Year 1	Year 2	Year 3	Year 4
Local History	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.	Places: Significant historical events, people and places in their own locality. Significant historical events that show Britain has a special history. (Can they explain how their local area was different in the past?)		Local History: Pupils should be taught about an aspect of local history. For example: <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above. - Stone Age and Cheddar Man • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	
Knowledge and Understanding of World History	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.	Events: Events beyond living memory that are significant nationally or globally e.g. Great Fire of London (Do they recognise that we celebrate different events because of what happened many years ago?)		Ancient Civilizations: the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of: <ul style="list-style-type: none"> • Ancient Egypt (Can they summarise what Britain may have learnt from other countries and civilisations?) Ancient Greece: Greek life and achievements and their influence on the western world)	
Tier 2 Vocabulary		important, evidence, observe, compare, sources, past, present, older, newer, years, decades, centuries, a long time ago, recently, kings, queens, power, timeline, reliable, question, event, fact, fiction, memory, living, period, remember		significant, artefacts, reliable, ideas, beliefs, attitudes, primary, secondary, interpretations, continuity, change, diversity, legacy, social, religious, ethnic, cultural, political, technological, reliable, valid, frame, contrasting, construct, occur	
Tier 3 Vocabulary		artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global		Propaganda, chronology, era, civilisation, monarchy, parliament, democracy, war, peace, Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, empire, BC/AD or BCE/CE -(but you can't mix the terms) 900BC AD900 / 900BCE CE900	



Learning how to...(Skills Progression)

	EYFS	Year 1	Year 2	Year 3	Year 4
Chronological understanding		Sequence events in their lives. Sequence artefacts from very different periods.	Describe memories of key events in their lives. Sequence artefacts closer in time and give reasons for their order.	Place the time studied on a timeline. Use dates and terms from the period of study.	Place events from a period studied on a timeline. Begin to date events. Understand more complex terms e.g. BC/AD
Interpretations of History		Recognise the different between fact and fiction using stories. Consider how reliable adults are when talking about the past.	Compare events in the past using pictures or photos. Consider how reliable these pictures/stories are.	Identify and give reasons for different ways in which the past is represented. Compare different versions of the same story.	Begin to evaluate how useful different sources are - what can different pieces of evidence tell us about the past?
Historical Enquiry		Ask and answer simple questions about the past. Answer questions using an artefact/picture from the past.	Use a source (an older person, book) to answer questions about the past.	Begin to research specific events from the past - using the library/internet. Use a range of sources to find out about the past.	Choose evidence and use it to build up a picture of the past. Communicate their findings orally and in writing - and offer a point of view about it. Ask a wider variety of questions.



Learning through...(Progression/Understanding/Application)

	Year 1	Year 2	Year 3	Year 4
	Handle evidence/observe to ask and answer questions about the past.	Develop questioning of the past using question words: who, what, why, when, where, how?	Use a wider variety of evidence to develop questioning.	Suggest suitable sources of evidence that would help with their questioning of the past.
	Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades.	Compare the lives of some significant people from the past.	Give a broad overview of life for people in Britain during the period of study.	Describe the characteristics features of the experience of people in the past e.g their experiences, beliefs. Describe the social, ethnic, cultural or religious diversity of the past would affect people.
	Describe historical events (local, national, global)	Describe historical events (local, national, global) Describe why we might remember/celebrate these events today.	Describe different accounts of historical events.	Describe causes and consequences of historical events.
		Label timelines with words like past, present. Use dates where appropriate.	Place events, artefacts, historical figures on a timeline using dates.	Begin to show an understanding of change over time and representing this on a timeline.
	Recount changes that have happened in their own lives	Identify some of the different ways the past has been represented.	Describe some of the different ways the past has been represented.	Explain some of the reasons why the past might be represented in different ways.
	Describe significant people from the past.	Recount changes that have happened in the past.	Give reasons for change happening in History.	Understand the concept of change and continuity over time.
	Place events and artefacts on a timeline.	Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades	Use English, Maths and Computing skills to a good standard to communicate information about the past.	Use English, Maths and Computing skills to a good standard to communicate information about the past.



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4
Term 1 <i>Ourselves and Humankind</i>	Magnificent Me!	Who are we? Local area –landmarks and mapping Strawberry Line visit	How do animals and humans live alongside each other?	How does the earth move and change? Understanding geological time scales.	How do humans adapt to their environment?
Term 2 <i>Culture and Diversity</i>	What’s around me?	Where do we live? Understanding the history of Axbridge and the local area.	What is the UK? Cultural history of the 4 countries of the UK	Why has human culture changed through time? Changes through the Stone Age	What is democracy? Understanding Ancient Greece
Term 3 <i>Community and Citizenship</i>	Why is the world special?	What is our community Significant event – Great Fire of London	How have inventions changed communities? SS Great Britain How has travel helped us and the way people live	How do Humans use landscapes? Using historical sources and noticing change in the landscape.	What is the impact of empires? The Roman and British Empires
Term 4 <i>Exploration and Discovery</i>	Lets explore!	Let’s go on a journey Continents. Oceans & Seas Hot & Cold climates	What can we discover by exploring? Understanding the history of space exploration and significant individuals.	What helps us understand life in the past? Bronze Age to Iron Age	Can exploration help us understand the world?
Term 5 <i>Expression and Creativity</i>	Can we imagine?	What is the natural world? Significant person – Sir David Attenborough	What is the impact of our climate?	How does nature shape landscapes?	How do people influence others? Anglo Saxons and Scots
Term 6 <i>Ourselves and Humankind</i>	How are we changing?	What have we discovered? Changes in living memory - artefacts	How does where we live affect how we live?	How different was the ancient world to my life today? Ancient Civilisations focussing on Egypt	What change can we make?



History Substantive Concepts					
		Year 1	Year 2	Year 3	Year 4
Term 1 Ourselves & humankind	<div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> Migration, Settlement and Invasion</div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> Conflict and War</div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> Empire</div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> Power and Government</div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> Trade and Technology</div> <div style="border: 1px solid purple; padding: 5px; margin-bottom: 5px;"> Civilisation and Society</div> <div style="border: 1px solid purple; padding: 5px;"> Environmental History and Sustainability</div>				
Term 2 Culture & diversity		Where do we live – history of local area	What is the UK – cultural history of 4 nations	Why has human culture changes over time – Stone age	What is democracy – ancient Greece
Term 3 Community & citizenship		What is a community – significant events Great Fire of London	How have inventions changed communities – SS Great Britain, transport & Ismbard Kingdom Brunel		What is the impact of empires – Roman & British empires
Term 4 Exploration & discovery			What can we discover by exploring – history of space exploration & significant explores	What helps us understand life in the past – Bronze age to Iron age	
Term 5 Expression & creativity		What is the natural world – significant person David Attenborough			How do people influence others – Anglo Saxons & Scots
Term 6 Ourselves & humankind		What have we discovered- changes in living memory		How different was the ancient world to my life today = ancient Egypt	