

Fair Field Junior School – History Overview 2021-2022

Curriculum Intent

History

The intention of the History Curriculum at Fair Field is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology and through this they foster a sense of identity, and a cultural understanding based on their historical heritage. As a result they learn to value their own and other people's culture in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about the manner in which Britain developed a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing to develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

The Fair Field History Curriculum strives to:

- Increase and develop children's historical skills, concepts, knowledge and attitudes. Allowing them to enquire into Historical themed questions and form their own opinions and interpretations of the past.
- Increase children's understanding of the present in the context of the past.
- Develop and use skills in enquiry, analysis, evaluation, and argument.
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies.
- Develop children's interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Curriculum Implementation

History is a foundation subject in the National Curriculum where the fundamental knowledge, skills and understanding of the subject are set out in the programme of study. Topics have been allocated to each year group to enable progression and cross-curriculum links and can be seen in the long term plan. Through discussion with our stakeholders, we continually look at ways in which we can offer new opportunities for our children to learn. All pupils are entitled to access the History curriculum at a level appropriate to their needs.

From listening to our pupils, they clearly enjoy working in real-life contexts. With this in mind, we plan lessons and sequences of lessons that are based on current and real-life contexts, responding to world events on global issues including Eco awareness. Children's interests are explored through memorable and meaningful cross-curricular themes and links. Our 'immersion days' allow children to be taught by specialists, handle real life artefacts, be in outdoor settings and to use initiative and teamwork skills to carry out tasks which are not possible in the classroom.

When teaching History, we:

- Always explain what we want pupils to know, understand and be able to do through the History they are about to do.
- Often use the key question to direct pupils' thinking/enquiry about the past.
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
- Use starters and plenaries to ensure that students fully understand what they're learning, how they learn and how well they are progressing.

Assessment

Assessment is recorded against key statements for which pupils attain at, above or below the expectations for the year group. The results are used in reporting to parents at the end of the year and used for data analysis. At the end of each academic year a review takes place where the features of the analysis feed into the following year's action plan for the subject.

Monitoring and Evaluation

- To monitor and evaluate History, the subject leader:
- Supports teachers via co-planning, INSET, sharing good practice, giving feedback etc;
- Reviews the subject at end of year through data analysis, auditing, planning and noting evidence of history teaching throughout the school;
- Reviews resources provision;
- Works co-operatively with the SENCo

Impact

Pupils leave Fair Field having had opportunities to develop the key skills of; communication, cooperation and application of numbers. Improving their own learning and performance while developing their problem-solving, thinking skills and financial capabilities to have an impact on future societies, economies and environments. We aim for all of our children to leave Fair Field with the skills, ambition and with a thirst to learn about History and all it has to offer.

Lower Phase						
Autumn	Spring	Summer	Key Skills	Task Outcomes	Vocabulary	Notes
Stone Age <ul style="list-style-type: none"> Place time studied on a timeline. Find out about everyday lives of people in time studied. Compare with our life today. Look at representations of the period – eg. Museums, archaeological finds. Observe small details in artefacts and pictures. Use library/internet for research. 	Bronze & Iron Age Britain <ul style="list-style-type: none"> What do Iron Age hillforts tell us about the Celts? Which was better, bronze or iron? How bronze was made? Where copper and tin come from? How bronze tools and weapons were made. 	Ancient Egypt <ul style="list-style-type: none"> When and where was Ancient Egypt? Who were the Egyptian gods? What importance did animals have in Ancient Egypt? Why did the Egyptians build temples, tombs and pyramids? What religious festivals were there in Ancient Egypt? How did the Egyptians celebrate them? 	<ul style="list-style-type: none"> Enquiry - using sources / evidence (images of artefacts found in settlements) Knowledge - constructing the past Enquiry – using evidence/tomb paintings 	<ul style="list-style-type: none"> Written account Annotated images of artifacts Instruction text (written/oral presentation) 5W Presentations / differentiated (Who/What/When/Why/Where) 	<ul style="list-style-type: none"> Pre-History Mammoth Hill Forts Stonehenge Palaeolithic Mesolithic Neolithic Stone Age Bronze Age Iron Age Artefacts 	Trips etc

Year 3

Lower Phase						
Autumn	Spring	Summer	Key Skills	Task Outcomes	Vocabulary	Notes
<p>Roman Britain</p> <ul style="list-style-type: none"> • How did the Romans influence the life in Britain? • Why did they come to Britain and move away from where they were born? • What challenges did they face in establishing settlement? • Why did the Roman Army leave Britain? • What changed after the Romans left Britain? 	<p>Local Roman History</p> <ul style="list-style-type: none"> • How did the Roman Empire grow? • Who was Boudicca and why do we remember her? • How did the Romans change our towns and cities? • How did the Romans change our homes? • Which is the most important legacy of the Romans in Britain? 	<p>Crime & Punishment</p> <ul style="list-style-type: none"> • How has crime & punishment changed over time. 	<ul style="list-style-type: none"> • Significance and interpretation • Continuity and change • Enquiry using sources (database) • Cause and consequences 	<ul style="list-style-type: none"> • Recount text. • Possible use of event timeline cards. • Summary table of changes. • Pupil's own viewpoints. • A written version of a conversation between two child prisoners. 	<ul style="list-style-type: none"> • Roman Timeline • BCE – Before Common Era • CE – Common Era • Emperor • Settlement • Invasion • Centurion • Legion • Legacy • Aqueduct • Verulamium • Crime & Justice 	<ul style="list-style-type: none"> • Roman Day workshop. • Portals of the past. • Trip (St Albans Cathedral).

Year 4

Lower Phase						
Autumn	Spring	Summer	Key Skills	Task Outcomes	Vocabulary	Notes
Year 5 Anglo-Saxon <ul style="list-style-type: none"> • Why is King Alfred (871-899) called Alfred the “Great” • Does he deserve this title? • What was life like for children in Anglo-Saxon England? • What is the Anglo-Saxon chronicle? • Who was buried at Sutton Hoo? • Was the Anglo-Saxon period really a Dark Age? 	Vikings <ul style="list-style-type: none"> • Raiders or traders/settlers? • Are there misconceptions about the Vikings? • Are English people immigrants? • What have the Vikings ever done for us? • Did the Vikings deserve their reputation? • Would the Vikings do anything for money? 	Local History: Victorian Period <ul style="list-style-type: none"> • How did my local area change during the Victorian period? • Was this a change for better or worse? 	<ul style="list-style-type: none"> • Significance and interpretation. • Using source as evidence. • Continuity and change. • Enquiry using sources (database) • Cause and consequences 	<ul style="list-style-type: none"> • Written account, backed by reference to historical evidence. • Written account (discussion style genre, and explanation how the misconceptions have developed). • Historical article and personal viewpoint. 	<ul style="list-style-type: none"> • Civilization • Migration • Parliament • Treaties • Immigrations • Conquests • Explorations 	<ul style="list-style-type: none"> •

Lower Phase						
Autumn	Spring	Summer	Key Skills	Task Outcomes	Vocabulary	Notes
Mayan Civilization <ul style="list-style-type: none"> • What problems did the Maya face that could help explain their decline? • What did the Maya ever do for us? • How was a settlement put together? • Why should we remember the Maya? 	Ancient Greeks <ul style="list-style-type: none"> • Reviewing achievements of the Ancient Greeks, which do you think has been their most significant legacy today and why? • What mattered to Ancient Greeks? • Which individual was the most important (To the Ancient Greeks/us today)? • What have Ancient Greek ever done for us (democracy)? 	Local Impacts of War <ul style="list-style-type: none"> • How effective were posters and newsreels in supporting action on the homefront in WWI and/or WWII? • Did WWI or WWII have the biggest impact on our locality? • How did WWII change Britain? 	<ul style="list-style-type: none"> • Cause and consequences. • Relative significance of causes. • Significance and interpretation. • Using source as evidence. • Enquiry approaches. 	<ul style="list-style-type: none"> • Creation of information cards on the problems facing the Maya. • Creation of a “Climb the Mayan Pyramid” game. • Written account based on a personal interpretation viewpoint. • Backed by reference to historical evidence. • Classification of main messages from posters and newsreels. • Examining the evidence, evaluating it’s effectiveness. 	<ul style="list-style-type: none"> • Maya (noun) = People • Mayan (adjective) = Period • Pyramid • Settlement • Democracy • Civilization • Minoan • Hellenistic • Government • 	<ul style="list-style-type: none"> •

Year 6