

# The Orchards Primary Academy

*Where learning has no limits and personal growth is endless...*

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## Our approach to History

### Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

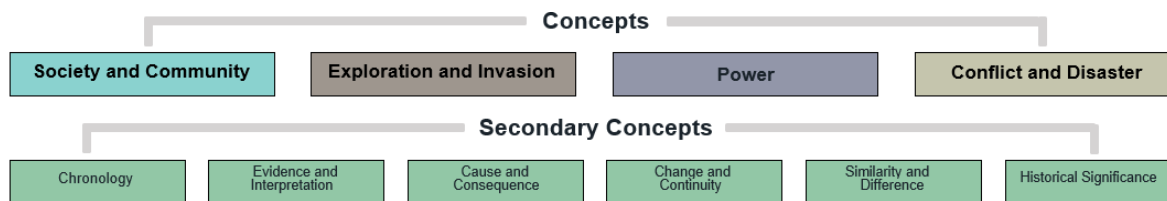
Our curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### Implementation

Our history curriculum units are organised into overarching themes and concepts that thread through that specific unit. This helps children gain a deeper understanding of the history they

are learning whilst building upon the concepts each time they come across them within the history curriculum.



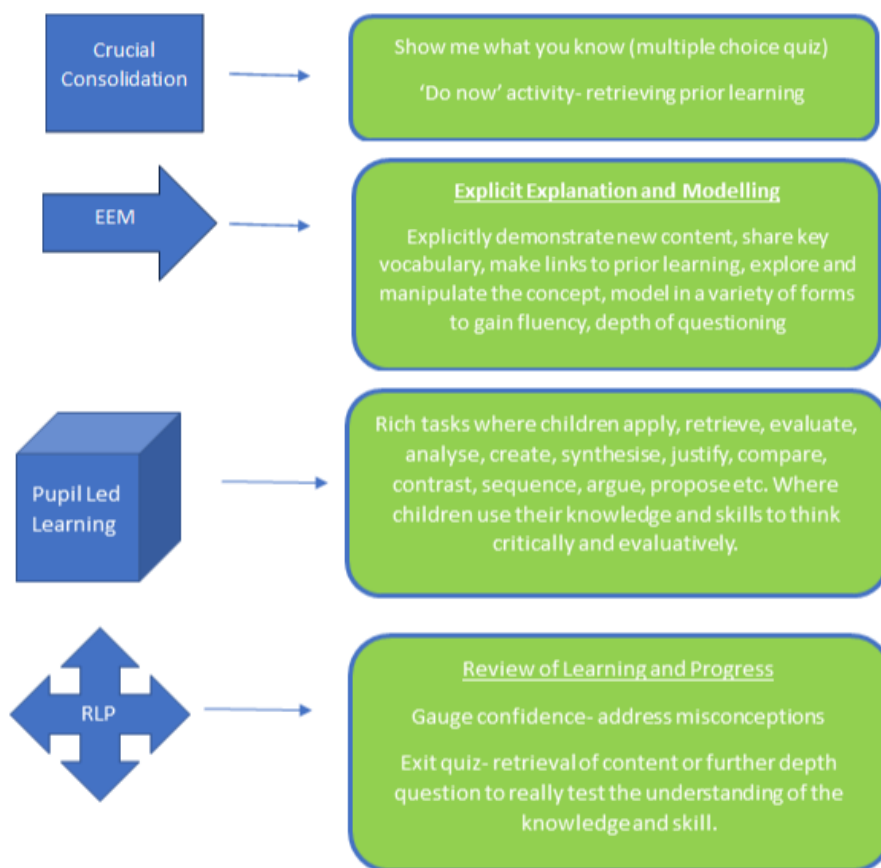
	Society and Community	Exploration and Invasion	Power	Conflict and Disaster
Y6			<b>Crime and Punishment</b> empire, monarchy, civilisation	
			<b>World War 2</b> empire, monarchy, civilisation	
Y5		<b>Anglo-Saxons and Vikings</b> migration, trade, monarchy, settlement	<b>Ancient Maya</b> civilisation, trade, settlement, empire, monarchy	
Y4	<b>Ancient Greece</b> civilisation, trade, settlement, empire, monarchy	<b>The Romans</b> civilisation, trade, settlement, empire, monarchy		
Y3	<b>Stone Age – Iron Age</b> migration, settlement, trade, civilisation, industry		<b>Ancient Egypt</b> civilisation, trade, settlement, empire, monarchy	
KS1	<b>Technology</b> trade, industry			<b>Hospitals and Healthcare</b> empire, industry
				<b>The Great Fire of London</b> monarchy, civilisation
	<b>Toys</b> trade, civilisation, industry	<b>Explorers</b> migration, trade	<b>Kings, Queens and Castles</b> trade, industry, empire, monarchy	

Our skills progression document maps the skill progression of the disciplinary concepts of the history curriculum in line with the Primary National Curriculum 2014.

Our substantive concept map shows how abstract concepts are mapped out and continually revisited throughout the history curriculum. These concepts build the substance of our curriculum, and help children develop a deep and rich knowledge of the history that is taught.

History is timetabled for 1 hour per week in KS1 and KS2.

Each lesson is structured in line with our teaching and learning guidance:



## Impact

Our History curriculum is a rigorous approach to teaching the subject. Our children develop a sound overview of the past and the ability to analyse it with a critical mind. Our class work shows how our pupil-led, enquiry-based approach gives real purpose and focus to each theme; each lesson planned carefully to address an overall question. Our rigorous curriculum map shows a whole school curriculum that has been planned carefully to teach the main historical concepts through a range of contexts in a way that creates links between periods and events. Children will be able to make links to previously studied topics and make comparisons. Our end of unit assessments and monitoring allow us to see the impact of our teaching, guide future planning and ensure that our standards of the teaching of History are high.

As a result of strong teacher subject knowledge, by the end of Year 6, children have a chronological understanding of British History from the Stone Age to the present day. The impact and measure of our History curriculum ensures that children The Orchards Primary Academy are equipped with historical knowledge and skills that enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.