Morley Meadow Primary School

History Provision



ASK

INTENT

At Morley Meadow we provide the children with opportunities to gain a coherent knowledge and understanding of Britain's past including the local area and the wider world. Knowledge will be built on as the children progress through school, enabling a deeper learning and understanding of history.

The children will become curious about events in the past considering significant events and people in living memory and beyond, asking questions and developing perspective and judgements.

History will help the children to understand the complexity of peoples lives, process change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



IMPLEMENTATION

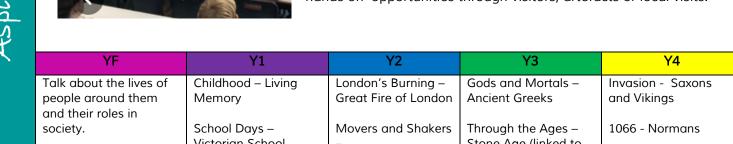
At Morley Meadow we ensure a coherent curriculum and consistent approach through using clear themes, from the National Curriculum and Cornerstones, that are built on throughout the years. The progression is shown through an overview grid that shows prior and next knowledge for all year

groups.



Each theme has a composite – A question or statement that the children will work towards through components of knowledge that allow them to make connections and reach informed conclusions. Children will use knowledge organisers, timelines and vocabulary to secure and gain understanding.

They will consider how each unit is built upon from previous knowledge and its place on a timeline. They will have opportunities to ask questions and record learning in their books. Where appropriate the children will have 'hands on' opportunities through visitors, artefacts or local visits.



YF	Y1	Y2	Y3	Y4	Y5	Y6
Talk about the lives of	Childhood – Living	London's Burning –	Gods and Mortals –	Invasion - Saxons	Peasants, Princes and	A Child's War –
people around them	Memory	Great Fire of London	Ancient Greeks	and Vikings	Pestilence	European study /
and their roles in						Local History
society.	School Days –	Movers and Shakers	Through the Ages –	1066 - Normans	Pharaohs – Ancient	
	Victorian School	-	Stone Age (linked to		Egyptians (Linked to	Maafa – Slave Trade /
Know some similarities		Significant People	land use Geography	Develop increasingly	Geography Egypt)	Black History
and differences	Dinosaur Planet –	(including local)	Dartmoor)	secure chronological		
between things in the	Beyond living memory			knowledge of British	Dynamic Dynasties	History revolution -
past and now, drawing	Significant people	Magnificent	Emperors and	history and use		Victorians
on their experiences	Mary Anning	Monarchs – Beyond	Empires - Romans	correct terminology to	Develop secure	
and what has been		Living Memory		describe events in the	chronological	Continue to develop
read in class.				past	knowledge beyond	chronologically secure

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	Begin the process of	Continue the	Understand the		1066 as well as an	knowledge of history		
Understand the past	establishing a simple	process of	change over time,	Identify	ancient civilisation	and recognise		
through settings,	sense of chronology	establishing a	representing this,	Describe		connections,		
characters and events	and mastery of the	simple sense of	along with evidence,	Recognise	Identify	contrasts, and trends		
encountered in books	language associated	chronology,	on a timeline.	Compare and	Describe	over time		
read in class and	with identifying and	including using		Contrast	Recognise			
storytelling.	describing the passing	timelines.	Identify	Record	Compare and	Identify		
	of time		Describe	Give reasons	Contrast	Describe		
		Identify	Recognise	Construct	Record	Recognise		
Identify	Identify	Describe	Compare and	Explain	Give reasons	Compare and		
Describe	Describe	Recognise	Contrast	Offer reasons	Construct	Contrast		
Recognise	Recognise	Compare and	Record	<u>Evaluate</u>	Explain	Record		
	Compare and	Contrast	Give reasons		Offer reasons	Give reasons		
	<u>Contrast</u>	Record	Construct		Evaluate	Construct		
	Record	Give reasons	Explain		Make reasoned	Explain		
	<u>Give reasons</u>	<u>Construct</u>	Offer reasons		<u>judgements</u>	Offer reasons		
		<u>Explain</u>			Reach informed	Evaluate		
					<u>conclusions</u>	Make reasoned		
					<u>Justify</u>	judgements		
						Reach informed		
						conclusions		
						Justify		
						Critiquing		
						<u>Hypothesise</u>		
IMPACT								

- Throughout each theme and at the end, the children will return to the composite and use all the knowledge gained from the components to talk about and apply their knowledge.
- The children will be able to answer questions in quizzes to check for 'Sticky Knowledge'
- The children will understand and use prior knowledge, from current or previous year groups', alongside the unit, making connections and thinking about similarities and differences.
- Confidently debate and discuss the choices made by significant individuals or the outcomes of significant events.
- Pupil voice opportunities for the children to reflect on their own learning and progression.