

INTENT

Ask

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

Aspire

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

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

IMPACT

Achieve

- 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.