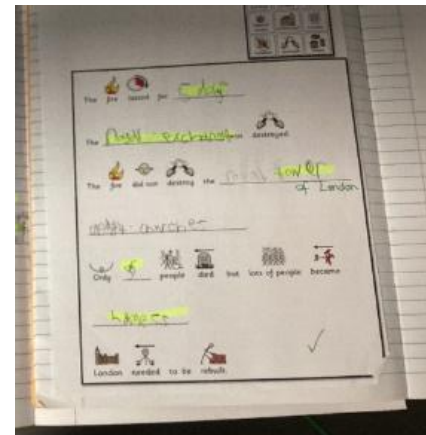
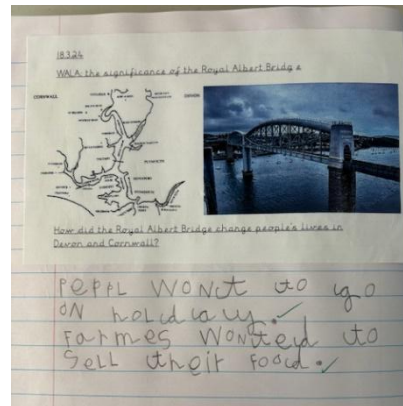
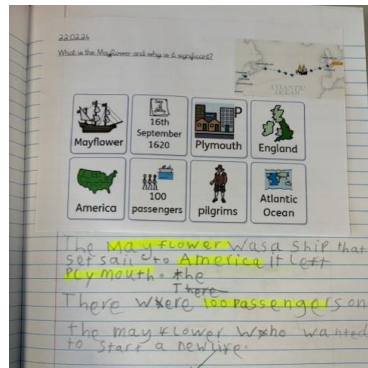


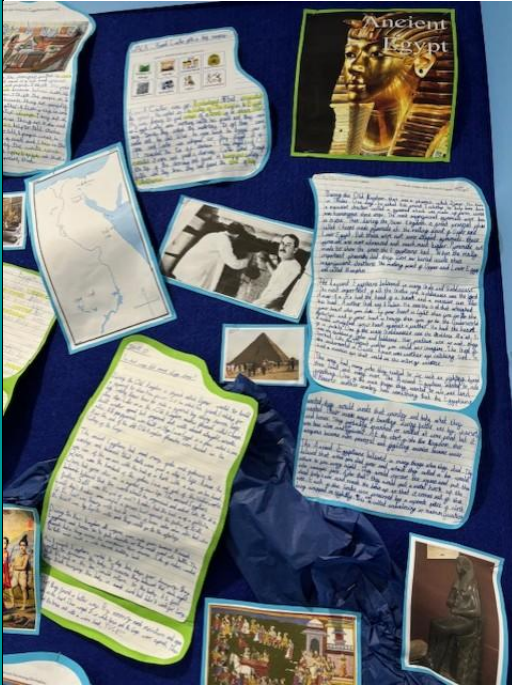
At Morley Meadow we provide the children with opportunities to gain a coherent knowledge and understanding of Britain's past including the local area and the wider world. Knowledge will be built on as the children progress through school, enabling a deeper learning and understanding of history. The children 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 people's lives, process change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

EYFS/KS1

In EYFS/KS1 at Morley Meadow our history curriculum is based on clear themes from the National Curriculum and the WeST planning guidance. In EYFS the children focus on events in their lives, gaining an understanding of their own experiences and how this is similar or different to others though opportunities to share and talk. In Year One and Year Two each unit is built progressively; this includes studies of their local area where lessons structured around the specific knowledge and vocabulary required. Year 2 will use Opening Worlds as a transition unit in the Summer Term ready for KS2.



At Morley Meadow, in KS2, we ensure a coherent curriculum and consistent approach using clear themes from Opening Worlds and the National Curriculum, that are built on throughout the years creating a curriculum that is progressive. It is categorised within by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.

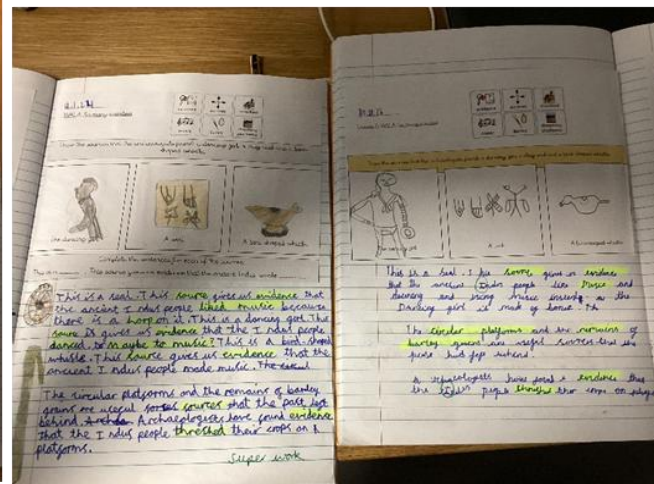
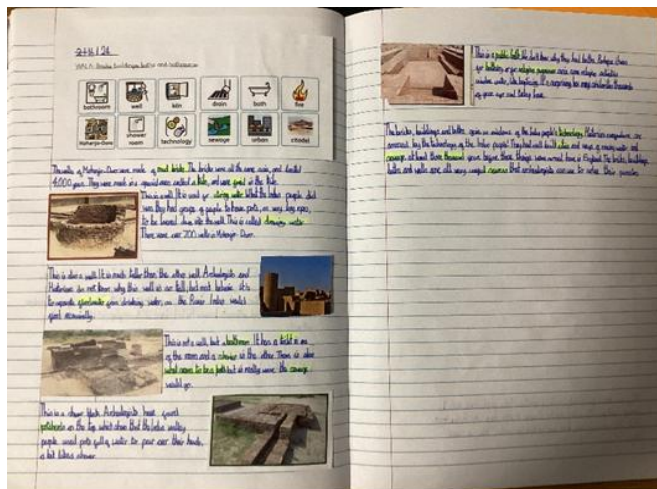


Each theme has an enquiry statement or question which will inform the components of knowledge that allow them to make connections and reach informed conclusions. Children will use a range of carefully curated resources from the Opening Worlds curriculum alongside primary and secondary resources, and core subject specific vocabulary to secure and gain understanding.

The children will:

- use the concepts of continuity and change, cause and consequence, similarity and difference, and significance, in order to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, gain familiarity with diverse primary sources that the past leaves behind and discern how and why subsequent arguments and interpretations of the past have been constructed.

Children will consider how each lesson and unit is built upon from previous knowledge and they will create connections in their learning not only in History, but through all aspects of the curriculum, particularly geography and RE



YF	Y1	Y2	Y3	Y4	Y5	Y6 (2025/26)
<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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>School Similarity and difference / Sources and evidence</u></p> <p>Is there any difference between schools today (in our local area) and in the time of your parents and grandparents?</p> <p><u>Brunel Significance / Sources and evidence</u></p>	<p><u>The Great Fire of London Cause and Consequence</u></p> <p>What were the causes and consequences of the Great Fire of London?</p> <p><u>The Mayflower Similarity and Difference</u></p> <p>How did 17th Century life in both Plymouths compare?</p> <p><u>Stone Age (Opening Worlds)</u></p> <p><u>Sources and evidence</u></p>	<p><u>Ancient Egypt</u></p> <p>How much did change over time? (Change and continuity)</p> <p><u>Cradles of civilisation</u></p> <p>How similar and how different were Ancient Egypt and Ancient Sumer? (Similarity and difference)</p> <p><u>Indus Valley Civilisation</u></p> <p>How do we know about the Indus Valley civilisation? (Evidential thinking)</p>	<p><u>The Roman Republic</u></p> <p>How much power did the senate have in the Roman Republic? (Similarity and difference)</p> <p><u>The Roman Empire</u></p> <p>What can sources reveal about Roman ways of life? (Evidential thinking)</p> <p><u>Roman Britain</u></p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources? (Evidential thinking)</p>	<p><u>The round city: Baghdad</u></p> <p>Why were there so many restless minds in Muslim Cordoba and Baghdad? (Evidential thinking)</p> <p><u>Anglo-Saxon Britain</u></p> <p>How have historians learned about Anglo-Saxon Britain? (Evidential thinking)</p> <p><u>Vikings 1: Lady of the Mercians</u></p> <p>Why did the Vikings dominate large parts of Britain by 910? (Causation)</p> <p><u>Norse Culture</u></p> <p>How were the Norse connected with other lands and peoples? (Evidential thinking)</p>	

<p>Identify Describe Recognise</p>	<p>Why do we remember Isambard Kingdom Brunel?</p> <p><u>First Flight</u> Significance</p> <p>How have flights changed the world</p>	<p>How do we know about the Stone Age?</p>	<p>Persia and Greece What did Greek city-states have in common? (Similarity and difference)</p> <p>Ancient Greece What can historians learn from the sources from Ancient Greece? (Evidential thinking)</p> <p>Alexander the Great How did Alexander the Great conquer so much land? (Causation)</p>	<p>Christianity in three empires (300-600CE) What made each early Christian state special? (Similarity and difference)</p> <p>Islamic civilisations (1) Arabia and early Islam What kind of change did Muhammad bring about in Arabia? (Change and continuity)</p> <p>Islamic civilisations (2) Muslim Cordoba How did worlds come together in Muslim Cordoba? (Similarity and difference)</p>	<p>Vikings 2: changing leaders, changing worlds How did Anglo-Saxons and Vikings shape Britain? (Change and continuity)</p> <p>Local History Study Information TBC</p>

Assessment and Recording

In line with the school's policy on assessment, record keeping and reporting, each teacher is expected to take responsibility for the regular assessment of History.

In KS1, teachers will assess using routine, embedded, informal formative assessment. This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think philosophically with their new knowledge. Regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind. Each lesson is assessed with a tick against the WAL and effective and accurate use of key vocabulary is highlighted.

In KS2, the Opening Worlds programme has three types of assessment:

i) Routine, embedded, informal formative assessment.

This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think geographically with their new knowledge. The regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

ii) End of unit synoptic tasks

After the sixth lesson of each unit, pupils do an extended, synoptic task. This is often a piece of extended writing. It might also be an annotated diagram or a more creative outcome such as a story about the past or a little problem to solve using their historical knowledge. These extended tasks allow pupils both to further develop and to demonstrate, their new knowledge, both substantive and disciplinary, from all six lessons

iii) End of term multiple choice tests

At the end of each term, we will administer a multiple-choice test that randomly samples pupils' history, geography and RE knowledge from across the whole term (two units in each subject).

Alongside this, teachers are responsible for regular assessment in lessons, particularly around the use of subject-specific key vocabulary and questioning to clarify and extend knowledge.

Staff Development

The subject leader updates own CPD and oversees History provision throughout the school and feeds back any new information to staff that takes place through INSET and CPD. Learning walks and monitoring is used to inform the next steps and success within teaching History.