

Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world.

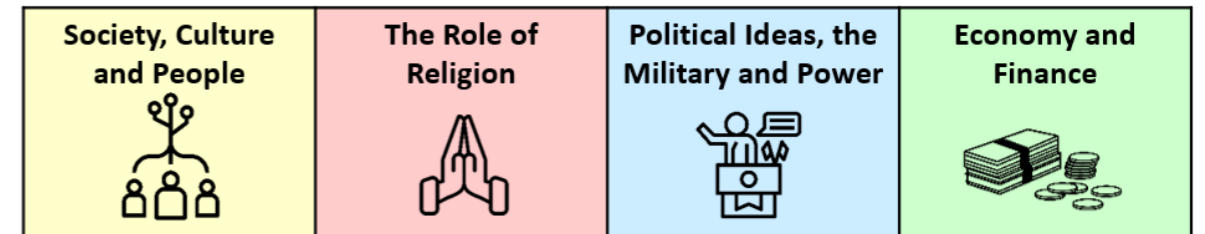
It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further.

Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

Substantive Themes and First Order Concepts

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts.

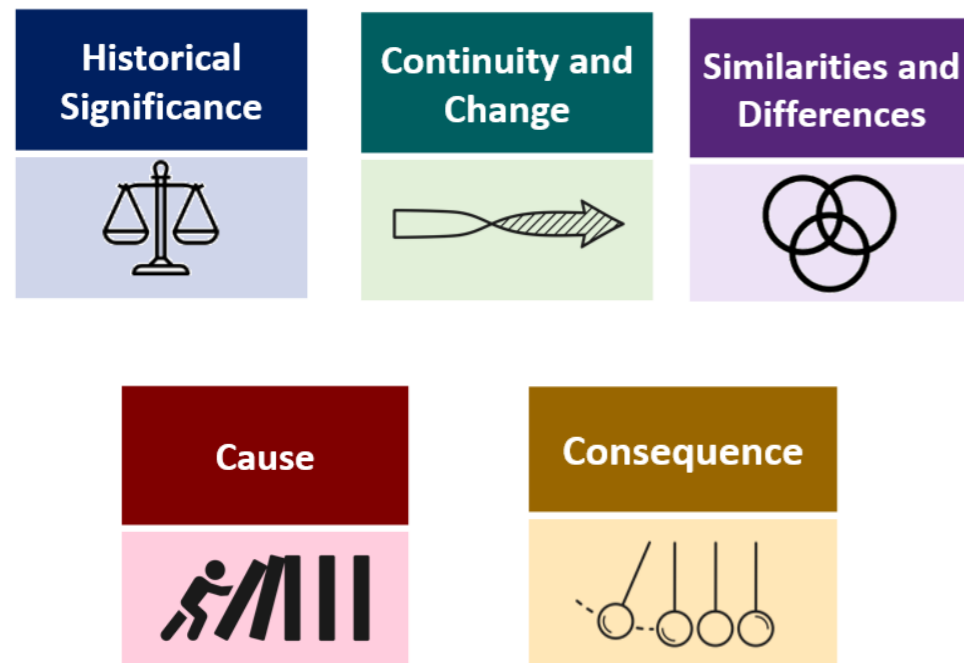


These substantive themes are mapped through the curriculum to ensure that pupils revisit them in different contexts, developing their schema related to each one.

Disciplinary Knowledge - Second Order Concepts and Enquiry

Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Enquiry questions are at the heart of the history curriculum providing a framework for pupils to understand the past and to structure their knowledge. By framing each unit and lesson through enquiry questions we are mirroring the historical process and developing disciplinary knowledge.



Chronological Understanding

Sound chronological understanding is required to build a coherent knowledge and understanding of the past.



In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.

In KS2 the curriculum is taught in chronological order supports pupils to recognise where new learning fits into the framework of what they already know and recognise connections between what has gone before and the period now being studied. The aim is to build a bigger inter-related picture of history and not just unrelated, isolated pockets of knowledge.

Assessment

Pupils' learning of the curriculum is assessed on an ongoing basis. Teachers regularly check pupils can remember key knowledge relating to the period of history being studied using knowledge organisers and assess pupils' disciplinary knowledge through learning activities in lessons. Leaders and other staff regularly review pupils' work in their books and meet with groups of pupils to discuss their learning in history to review the curriculum and its impact.

Local, National and International History

Pupils need to develop a real sense of time, period and narrative encompassing local, national and international history and how they relate to one another.

We engage with the Museum of London Archaeology (MOLA) to deliver workshops to provide a local context to periods of history being studied.

Examples	Local	National	International
	Shoes/Transport (Y1)	Great Fire of London (Y2)	Ibn Battuta (Y2)
	Great Fire of Northampton (Y2)	Roman impact on Britain (Y4)	Egyptians(Y3)
	Bletchley Park/Walter Tull (Y6)		Ancient Greeks (Y4)
			Roman Empire (Y4)
			Maya (Y5)

Diversity

The curriculum is designed to ensure that pupils encounter diversity within their historical learning. For example:

- Comparing significant individuals from history and how they are remembered (e.g., Mary Seacole and Florence Nightingale)
- Civil rights (Yr6)
- Contrasting world histories from the same period (e.g., Britain during the Anglo-Saxons & Vikings and the Maya)

Topic Overview

KS1	Year 1	Autumn Term 2 CHANGES WITHIN LIVING MEMORY - A HISTORY OF TOYS 	Spring Term 2 SHOES (Northampton) TRANSPORT (Milton Keynes) 	Summer Term 2 Monarchy 	
	Year 2	Autumn Term 1 THE GREAT FIRE OF LONDON 	Spring Term 2 MEDICINE THROUGH THE AGES SIGNIFIACNT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE 	Summer Term 2 EXPLORERS 	
KS2	Year 3	Autumn Term 1 STONE AGE TO IRON AGE 	Spring Term	Summer Term 1 & 2 ANCIENT EGYPT 	
	Year 4	Autumn Term 1 ANCIENT GREECE – LIFE 	Spring Term 1 ANCIENT GREECE – LEGACY 	Summer 1 THE ROMAN EMPIRE Summer 2 ROMAN BRITAIN 	
KS2	Year 5	Autumn Term 1 BRITAINS SETTLEMENT BY THE ANGLO-SAXONS 	Spring Term 1 VIKING AND ANGLO-SAXON STRUGGLE FOR BRITAIN 	Summer Term 1 Maya - NON-EUROPEAN STUDY C.900AD 	
	Year 6	Autumn Term 2 Walter Tull (Northampton) Bletchley Park (Milton Keynes) 	Spring Term 1 	Spring Term 2 	Summer Term 1

Key Substantive Themes

Society Culture and People	The Role of Religion	Political Ideas, the Military and Power	Economy and Finance
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Second Order Concepts

Historical Significance 	Similarity and Difference 	Continuity and Change 	Cause 	Consequence
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How these are mapped through the Primary Curriculum

	Topic	Substantive Themes				Second Order Concepts				
		Society Culture and People	The Role of Religion	Political Ideas, the Military and Power	Economy and Finance	Historical Significance	Similarities & Difference	Continuity and Change	Cause	Consequence
Year 1	Toys Through Time	✓					✓	✓	✓	✓
	Stepping into Northampton	✓			✓	✓	✓	✓		
	Transport (MK)	✓			✓	✓	✓	✓		
Year 2	Monarchy	✓	✓	✓	✓	✓	✓	✓		
	The Great Fire of London	✓				✓	✓		✓	✓
	Medicine	✓		✓	✓	✓	✓	✓	✓	✓
Year 3	Explorers	✓				✓	✓	✓		
	Stone Age to Iron Age	✓	✓		✓	✓	✓			
	Ancient Egypt - Civilisation	✓	✓			✓				
Year 4	Ancient Egypt – Culture	✓			✓	✓	✓		✓	
	Ancient Greece – Life	✓	✓	✓	✓	✓	✓			
	Ancient Greece - Legacy	✓		✓	✓	✓	✓	✓	✓	✓
	The Roman Empire	✓	✓	✓	✓	✓	✓	✓	✓	
Year 5	Roman Britain	✓	✓	✓	✓			✓	✓	✓
	Anglo-Saxons	✓	✓	✓	✓	✓			✓	
	Anglo-Saxons and Vikings	✓		✓	✓	✓	✓	✓	✓	✓
Year 6	Maya	✓	✓		✓	✓	✓			✓
	Walter Tull (Northampton)	✓		✓	✓		✓			
	Bletchley Park (Milton Keynes)	✓		✓	✓	✓				✓
	Social History	✓		✓	✓	✓	✓	✓	✓	✓