

## Intent

The aims of our History curriculum are fully aligned to those of the National Curriculum and seek to fulfil our school vision of *inspiring life in all its fullness*. We aim to provide a *high-quality history education in which children gain a coherent knowledge and understanding of Britain's past and that of the wider world*. Some of our key aims in delivering a high-quality history curriculum are that children:

- learn about history through carefully constructed, rich and interesting narratives
- develop both substantive and disciplinary knowledge alongside each other; knowing and remembering more of the key/core knowledge
- develop a basic chronology of British history and some periods from the wider world
- begin to make and strengthen schema of key substantive concepts
- explore how historians have interpreted history
- engage with and analyse different sources
- are curious and ask questions
- experience and are immersed in history through going to world-class museums in our local area – attempting to bring it to life even more



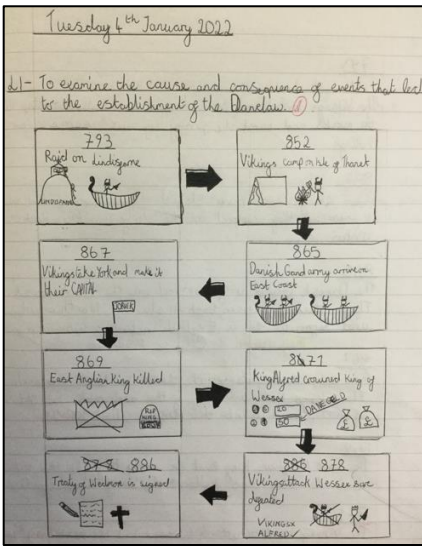
## Implementation

- Class teachers plan and deliver history lessons across the school and help to draw out links with previous learning and other curriculum areas.
- Enquiry-based questions frame history topics and are answered when the topic has come to an end with an end of KS2 focus on high-quality written responses in terms of history content. As far as possible, teachers will use an enquiry-based question for each lesson in order to ensure that both substantive and disciplinary knowledge are developed together.
- Class teachers know the key/core identified knowledge (both substantive and disciplinary) and use this to secure learning. This knowledge is then recapped and revisited throughout the year using planned spaced retrieval quizzes of key knowledge, as well as the use of historical skills and knowledge in other curriculum areas, e.g. using historical stories as part of English work, using time lines in PSHE/RE to order events.
- Explicit teaching of some trickier concepts (within a context) takes place to secure children's understanding.
- Reading is a priority in history and as such, children are exposed to appropriately levelled texts within lessons. In KS1 teachers take opportunities for children to learn to read and develop fluency at an appropriate level during history lessons and in KS2 teachers ensure children read to learn in history. Topic books in classrooms support spaced retrieval of previous learning and there are dedicated timetabled non-fiction reading sessions in KS2 for children to engage with these materials.
- History teaching and learning, alongside geography teaching and learning, is focused in the first half of each school year, so that we can move learning on at pace, CPD for staff can be focused and children can share learning with each other in events such as class assemblies. History is continually revisited in the summer term as part of our spaced retrieval of prior learning.
- The History subject leader is part of Camden's history leaders' network, this is an example of one form of CPD that they receive.
- Class teachers are supported by the history subject leader and receive CPD through staff meetings, including relevant reading and tailored support. Class teachers have access to a range of resources, such as from the Historical Association and Key Stage History.
- Both formative and summative assessment is used in history. Teachers will use formative assessment to help shape a lesson, direct learning, provide feedback and adapt future lessons.



Summative assessment is carried out at the end of the history learning for the year and reported to parents in annual reports.

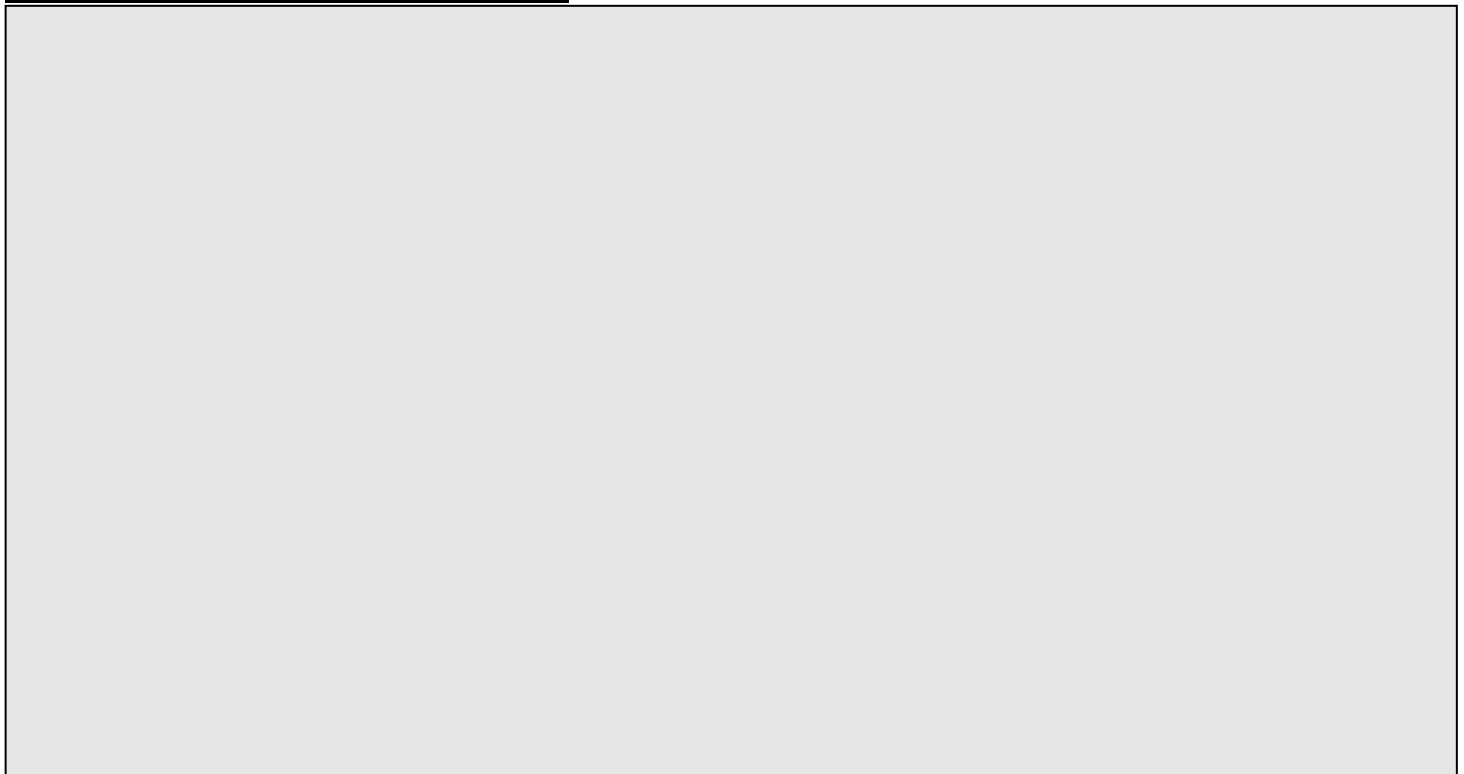
- Children with SEND access the whole curriculum through our universal history provision and adaptive teaching. Alternative or adapted work is only provided when absolutely necessary and for good reason, which teachers can justify. In history, teachers carefully consider the benefits of pre-teaching subject-specific vocabulary, frequent recapping and revisiting of key/core knowledge and (slightly trickier in history) how to avoid cognitive overload. High expectations are maintained for all children.
- Our shared, whole school pedagogical approach is highly effective within our history curriculum for all children.
- Children use a wide range of relevant resources to help them with their learning.
- Classes engage with primary sources through the use of trips and visits. Recent visits have included: British Museum (Ancient Egypt, Ancient Greece), Museum of London (Pre-history, Anglo-Saxons), Burgh House (local history), Museum of Childhood (changing toys), Florence Nightingale Museum, St Paul's Cathedral or Tower of London (Great Fire).
- Strong curriculum links with geography (Romans/Rome, Mayans/South America) and a range of creative activities (drama, art, music etc.) are also inspired by our history learning.



**Impact**

- Children enjoy and are interested in their history learning. They talk about and recall history learning with enthusiasm and are able to make links with prior learning and across the curriculum.
- Children have a growing knowledge of chronology of UK history from the earliest times and as set out in the National Curriculum.
- Children have an understanding of British history in the context of the wider world through study of range of ancient civilisations and cross curricular links.
- Children are able to talk about their learning and are enthused by opportunities to visit museums and sites.
- Children ask relevant historical questions using subject specific language.
- Our data trend in history shows that children are achieving consistently well and more children are achieving at the national expectation in history year on year.

**Whole school standards (three year trend)**

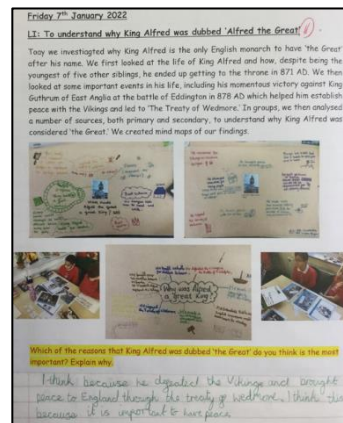


## Approach to assessment in History

### **Formative Assessment**

Formative assessment is incredibly important in history lessons. Teachers have to make adaptive decisions within lessons based on their formative assessment by adapting their teaching on the spot (e.g. addressing misconceptions, recapping prior learning) to ensure that core learning is delivered in an effective manner. On other occasions, the teacher will use the formative assessment from the lesson to inform future lessons and planning (e.g. squeezing in an extra spaced retrieval session in the week, inserting a low stakes quiz into the next session, providing consolidating homework). Teachers carry out this formative assessment in a number of ways:

- Listening in to children through speaking and listening activities
- Spaced retrieval responses/activities
- Mind mapping
- Low stakes quizzes
- Questioning
- Observing
- Marking children's work in lessons (and after the lesson – including homework)
- Children's self-assessment



### **Summative Assessment**

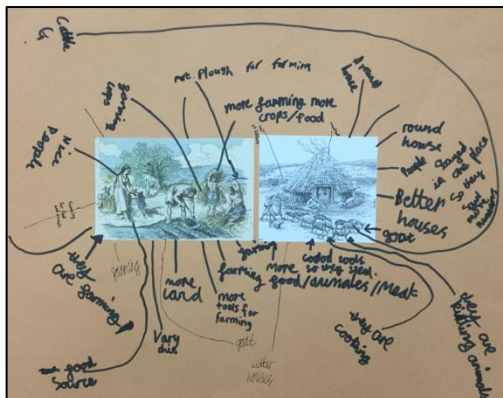
- Each topic is framed as an enquiry question which children will then be expected to answer (typically) at the end of the topic – this can be orally lower down the school but should progress to more substantial and well thought out written responses in upper KS2. This seeks to assess both substantive knowledge and disciplinary knowledge.
- Core learning in history is identified for each year group and this is assessed at the end of the year. Statements in our annual report then seek to inform parents and carers about how children have achieved against this core learning. This information is then also used internally (and has been for many years) to analyse school performance in history and to drive standards. Individual children are identified as being below or above the national expectation and this information is passed on to the next teacher along with specific details of these children's needs in history with the aim of closing the gaps for these children or to inform improvement planning for history.

### **Last year's key developments and successes (2021/22)**

- To continue to make use of virtual and digital resources alongside in person visits, to provide enrichment opportunities in history. **21/22 target partially achieved:** Lots of museums etc. have reopened and renewed their educational programmes, so although virtual and digital resources were of value, nothing really rivals visiting some of the amazing

resources we are lucky to have on our doorstep. Some things, like videos and museum's enhanced digital resources etc., are still used in lessons.

- A whole school priority in 2021/2022 was to bring curriculum enrichment and personal development opportunities, such as trips back to above pre-COVID levels. **21/22 SIP target achieved in history:** Class teachers are always eager to book and lead school trips to enrich children's learning and boost cultural capital. Class teachers conducted a large number of history trips in the academic year 2021/22.
- Develop even further the range of topic books available in classrooms (and ensure these are accessible at a range of reading ability levels) to support learning in history as well as develop reading. **21/22 target achieved:** More books were bought at the same time as we bought more resources for our SSP, this meant that the reading level could also be matched in classrooms. We have added a non-fiction reading session into KS2 to provide children with the opportunity to engage with non-fiction books (sometimes in pairs – since it is both enjoyable and valuable to share a book with someone) about the topics being covered in history.
- Review and refine local history study in KS2, researching and choosing a particular local site in order to make the learning more focused and sources-based. **21/22 target achieved:** A new unit of work was written last year which sought to tackle two areas of local history – a significant place in the local area and a significant local woman. This unit was well received with many children being amazed that they walked passed the historical site to school every day and didn't know it was there or what it was.
- Continue to provide high-quality CPD but in very short sections of a staff meeting. **Additional achievement in 21/22:** Provided various sessions related to the OFSTED Research Review, refinements to the curriculum, resource sharing etc.
- To ensure, as a subject leader, I take every opportunity to access CPD and collaboration opportunities. **Additional achievement in 21/22:** Although already being part of the History Association and undertaking my own reading, I also joined the local authority history subject leader group.



#### Response to DfE Recovery Curriculum document in 2021/22:

Teachers at Christ Church did not have to make any adaptations to the planned history curriculum with history being covered in full throughout home learning. However, the recovery curriculum suggested a focus on specific knowledge (both substantive and disciplinary) which will be important for progression. As part of our pedagogical approach, teachers revisit core knowledge to ensure children are knowing more and remembering more. This meant that any gaps for specific children from the COVID period have been identified, revisited and filled.

#### Response to the OFSTED Research Review:

The history OFSTED Research Review (July 2021) is very detailed and thorough. It provides useful direction and guidance on what an excellent history curriculum could and should look like in both primary and secondary phases; with a lot of points to consider and review. Below are just some of the key points from the OFSTED Research Review for History and our school-based response explaining our own practice:

Curriculum design should reflect the relationship between substantive knowledge (knowledge of chronology, history concepts and of a period of history) and disciplinary knowledge (how historians have studied the past and used their findings to construct accounts). **The relationship between substantive and disciplinary knowledge is highlighted throughout the report. It explains the importance of these two strands being developed alongside each other in order to produce a high-quality history curriculum but also high-quality history learning. Our Christ Church history curriculum clearly documents what substantive knowledge and what disciplinary knowledge will be taught, and when. A powerful approach to shaping this curriculum content is to use an enquiry-based approach. We have done this by framing each topic within an enquiry-based question which the children are expected to answer at the end of the topic (drawing on all they have learnt). Also, in addition to this, wherever possible, teachers will use an enquiry-based question to frame individual lessons, which children will be expected to respond to.**

Key knowledge (both substantive and disciplinary) should be clearly identified, taught and assessed. **The key/core knowledge for each topic has been identified within our curriculum. The key/core substantive knowledge is encapsulated in our versatile key knowledge documents. Alongside this, we also have a progression document which maps out key/core**

disciplinary knowledge. Teachers then assess (as described in the assessment section of this document) against these documents and report to parents accordingly.

Knowledge of substantive concepts (e.g. monarchy, empire, invasion) should be developed through planned opportunities and regular encounters. Substantive concepts are identified within the key/core knowledge for each topic. Every topic touches upon a large number of concepts but not each one will be an obvious focus. Key substantive concepts are identified in each topic but we are aware that the more repeated encounters children have with a range of substantive concepts, the stronger the foundational schemata form ready for KS3 history. Pupil voice sessions show us that children are successfully developing an understanding of these substantive concepts.

Children should build a mental timeline with broad characterisations of particular periods, understanding of general features of a period, knowledge of chronological order of broad periods, knowledge of particular dates and events and knowledge of broad developments, links or themes across periods. Children identify where their topic sits along a timeline of British History or World History (in comparison to what was happening in Britain at the time). Through clear and coherent narrative, children understand the chronology of broad periods of history. Within each topic, the children then explore a much smaller and concentrated timeline of events/achievements in order to develop their general knowledge of a period of time. A good example of this is how the tools developed, or how people lived through the topic of Stone Age to Iron Age Britain.



Historical context is important when learning new concepts and information. Hinterland information helps to provide rich background information which helps to build schemata and make abstract knowledge more understandable and meaningful for children. Interestingly, the OFSTED Research Review for history highlights the issues with cognitive overload in history. Children need a rich narrative to help make sense of the specific events/achievements within a time period. They acknowledge that hinterland information is vital for high-quality teaching and learning in history. Our curriculum factors this in and teachers are encouraged to section their lessons so they can deliver some of this vital background information before moving on to further key learning. OFSTED helpfully refer to residue knowledge, the knowledge we want the children to be left with once the topic has finished, and fingertip knowledge, the information children need to know at the time and use regularly but may be forgotten later on – which is fine. This is where our clear key/core knowledge documents are very important in identifying the residue knowledge.

Wednesday 9th February 2022 - To debate and write a persuasive report on what the greatest influences of the Ancient Greeks are using a range of sources

The Ancient Greeks lived thousands of years ago and yet were some of the most influential people in history; their discoveries and ways of life have greatly impacted how the world lives today. Lots of the ideas that we are familiar with today originated from Ancient Greece. Some of the most famous and important are democracy, scientific discoveries, architecture, gods, myths and, of course, the Olympics. Many people have wondered: What is the greatest influence? So which will I choose? It is a challenging choice. However, in the following piece of writing, I will explain why I believe the greatest influence of the Ancient Greeks to be their various scientific discoveries and all that came with them.


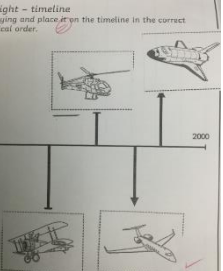
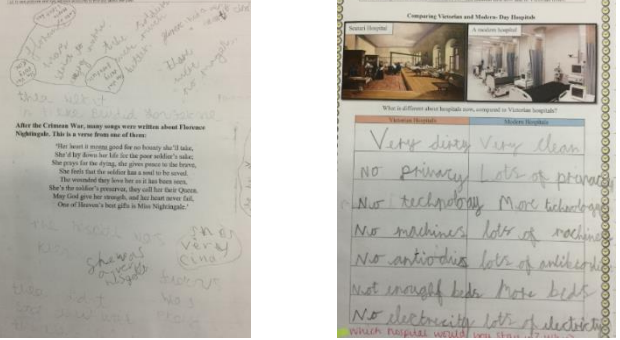
The first reason I believe this to be the greatest influence is that the discoveries of Ancient Greece are still well known today. For example, Archimedes' principle is known as a common fact that if you place something in water, the volume of the water that rises up is the same volume as the object that you have just placed in. Another example of this is that everyone now knows that the earth is round but it was the Ancient Greeks that first discovered that well-known fact. What I am saying is that, although the discoveries themselves were groundbreaking and have influenced the world of science, the fact that they are so recognised today as true facts makes it all the more influential. That the science that people from thousands of years ago being the same science as many, many years later is an astounding fact.

As ever, the importance of children reading and hearing appropriately challenging texts in History is outlined in this OFSTED Research Review. Reading is of the highest priority across our curriculum. It is essential in history because we want our children to read in order to learn from it. Teachers strive to use age appropriate texts in history as a way of teaching children how to read and learn from texts – a key skill in history. In addition to this, we identify whole school reading sessions where children share a non-fiction book about a history topic with a partner and they are asked about new/interesting information/facts they have learnt. Class teachers, where possible and avoiding tenuous links, may select a class book with a historical setting to read to their class.

**Key actions moving forward (development priorities for 2022/23):**

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
To formally review curriculum with staff to make any necessary tweaks and modifications. <i>Ensuring the curriculum is continually evolving and meeting the needs of all children and our context; ensuring the history curriculum continues to be high-quality.</i>	Use a summer staff meeting to formally review planning. Check if there are any areas that could be further refined and improved. This is also an opportunity to weigh up recent findings and whether these should be added to the curriculum (e.g. recent discovery of tunnel potentially leading to Cleopatra's tomb). Book sharing – allow teachers time to look at each other's books (this will also be done in Autumn 22) so they can magpie ideas and conduct professional conversations.
To continue to source high-quality resources for class teachers to use with the children. <i>Teachers continue to have a range of resources to use for their planning and teaching. Children continue to have access to high-quality materials/resources.</i>	Continue to explore new materials as they are released (topic books, text books, sources of evidence, planning) to ensure teachers have high-quality materials. (Target linked to reducing workload for teachers).
To actively participate in the LA history subject leader group, share resources with colleagues at the group and disseminate information to school staff as part of our rolling CPD programme. <i>Share and gather materials and resources to disseminate to staff to enhance teaching and learning and to continue providing staff with high-quality CPD.</i>	Attend and contribute to every history subject leader network. Share materials with colleagues. Use materials from the sessions to provide CPD for staff or resources for them to use for teaching and learning.
To review the enrichment trips teachers choose to quality assure them in terms of their continued strong links to our curriculum. <i>Ensure that the trips have strong curriculum links and continue to contribute to the core/key knowledge.</i>	Explore the various different workshops which are available and being released in London. The Museum of London closing/moving will have an impact on some history topics – source alternatives for these.

**Work sampling – these examples highlight progression in only one strand of disciplinary knowledge: using sources and evidence**

<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Engage with sources to learn about life in living memory</li> </ul> <p>Week in the spotlight poster and presentation using these photos/objects</p>																									
<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- Find answers to simple questions about the past by using different types of sources</li> </ul> <p>Using and discussing pictures of different planes to order these in time: which do you think is older? Why?</p>	<p>Right – timeline Using and place it on the timeline in the correct order.</p> 																								
<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>- Look carefully at pictures, eyewitness accounts and objects to start to answer specific questions</li> </ul> <p>Group discussion about what a song written about Florence Nightingale tells us about her and the time; use of pictures to answer the question: What were hospitals like then and what are they like now?</p>	 <table border="1" data-bbox="909 1637 1193 1975"> <thead> <tr> <th>Comparing Victorian and Modern Day Hospitals</th> <th>Victorian Hospital</th> <th>Modern Hospital</th> </tr> </thead> <tbody> <tr> <td>When we compare these hospitals, we can compare to Victorian hospitals?</td> <td>Very dirty</td> <td>Very clean</td> </tr> <tr> <td></td> <td>No privacy</td> <td>Lots of privacy</td> </tr> <tr> <td></td> <td>No technology</td> <td>More technology</td> </tr> <tr> <td></td> <td>No machines</td> <td>Lots of machines</td> </tr> <tr> <td></td> <td>No antibiotics</td> <td>Lots of antibiotics</td> </tr> <tr> <td></td> <td>Not enough beds</td> <td>More beds</td> </tr> <tr> <td></td> <td>No electricity</td> <td>Lots of electricity</td> </tr> </tbody> </table>	Comparing Victorian and Modern Day Hospitals	Victorian Hospital	Modern Hospital	When we compare these hospitals, we can compare to Victorian hospitals?	Very dirty	Very clean		No privacy	Lots of privacy		No technology	More technology		No machines	Lots of machines		No antibiotics	Lots of antibiotics		Not enough beds	More beds		No electricity	Lots of electricity
Comparing Victorian and Modern Day Hospitals	Victorian Hospital	Modern Hospital																							
When we compare these hospitals, we can compare to Victorian hospitals?	Very dirty	Very clean																							
	No privacy	Lots of privacy																							
	No technology	More technology																							
	No machines	Lots of machines																							
	No antibiotics	Lots of antibiotics																							
	Not enough beds	More beds																							
	No electricity	Lots of electricity																							

**Year 3**

- Use a range of source material, including visits, to collate information about the past

Visit to British Museum to see Ancient Egyptian artefacts



**Year 4**

- Ask questions of the source materials and suggest sources of evidence to help answer questions

Investigating and making suggestions about stone age artefacts. Learning about where the range of historical sources come from.

Thursday 9th September 2021  
 It is interesting how we have about different periods in history.

1. This archaeologist is using a Hand held scanner to take an accurate picture of a tablet from very early times. The picture comes up on his computer.

\* Digging

With a digital scanner or an excavator, when the computer can find out what the archaeologist can't by just looking at it.

2. E. Environmental archaeologist

This archaeologist has just taken soil samples with an auger, a kind of hand-powered drill that is twisted into the soil. He will look at the small shells, stones and pollen in the soil to see what he can find out about the past environment.

By looking at what is left in old soil, you can find out about the past environment that people were living in.

3. Geophysicist

This archaeologist is walking across a field using a magnetometer to send a magnetic current into the ground to detect any roads, walls, houses and other things that are buried.

By mapping an archaeological site you can see what the shape of objects on the site.

Wednesday 15th September 2021  
 U. To learn about life in the Stone Age and construct informed opinions by selecting and organising relevant historical information.

I think this is a piece of stone that they painted on teeth.  
 It is a stone age tooth.

I think this is a log used into a bird.  
 It is a hardwood made from red deer antlers.

I think this is, these are weapons that they used.  
 These are used for fishing holes in clothing.

I think this is a tooth from something or something they constructed with.  
 It is a wood working tool made of aurochs bone.

**Year 5**

- Question the reliability of source materials and what we can still learn from an unreliable source

Making inferences and deductions from a secondary source about Vikings raid at Lindisfarne.

Resources 1-3

In this source I can see that the Vikings are trying to invade Lindisfarne with lots of weapons. The artist is trying to show you what it would have been like. This is a secondary source because it was made by someone who was not there.

Based on these descriptions I don't think the Vikings were too people.

Excellent work. Sierra G. You have an understanding of what happened at Lindisfarne.

**Year 6**

- Evaluate the usefulness and accuracy of different sources, understanding the effect of propaganda, bias, misinformation and opinion – what can we still learn from these sources?

Scrutiny of pots depicting the Trojan War - how do the images reflect bias and propaganda at the time? What does this tell us?

Thursday 24th November

Usefulness and accuracy of different sources, including propaganda and opinion.

1. This vase was made in the 5th century BC. It shows a scene from the Trojan War. The vase is decorated with a scene of a Trojan horse. The vase is made of terracotta and is decorated with a scene of a Trojan horse. The vase is decorated with a scene of a Trojan horse.

2. This vase was made in the 5th century BC. It shows a scene from the Trojan War. The vase is decorated with a scene of a Trojan horse. The vase is made of terracotta and is decorated with a scene of a Trojan horse. The vase is decorated with a scene of a Trojan horse.

3. This vase was made in the 5th century BC. It shows a scene from the Trojan War. The vase is decorated with a scene of a Trojan horse. The vase is made of terracotta and is decorated with a scene of a Trojan horse. The vase is decorated with a scene of a Trojan horse.

I think that the Trojan War did happen but it was not like we see in the movies. I think that the Trojan War was a real event but it was not like we see in the movies. I think that the Trojan War was a real event but it was not like we see in the movies.

**2021/22 Enrichment Trips:**

Stone Age Survival (Y4): <https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y4-Stone-Age-survival-trip-September-2021.pdf>

British Museum – Ancient Greeks (Y6): <https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y6-Ancient-Greeks-at-the-British-Museum-September-2021.pdf>

British Museum – Ancient Egypt (Y3): <https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y3-Ancient-Egyptians-at-the-British-Museum-October-2021.pdf>

**London Transport Museum** 23.11.2021

Year 1 went on a trip to the Transport Museum. While we were there, we were able to see how transport has changed over time.

The oldest car was 100 years old.

The oldest bus was 100 years old.

The oldest train was 100 years old.

The oldest plane was 100 years old.

The oldest car was 100 years old.

The oldest bus was 100 years old.

The oldest train was 100 years old.

The oldest plane was 100 years old.

St Alban's Cathedral – Historical Enquiry (Y4): <https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y4-Geography-and-History-at-St-Albans-Cathedral-November-2021.pdf>

Florence Nightingale Museum (Y2): <https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y2-Florence-Nightingale-Museum-November-2021.pdf>

Transport Museum (Y1): <https://christchurchschool.co.uk/wp-content/uploads/2021/12/Y1-Transport-Museum-trip-November-2021.pdf>

Museum of London – Romans (Y4): <https://christchurchschool.co.uk/wp-content/uploads/2022/02/Year-4-Museum-of-London-trip-February-2022.pdf>

Postal Museum (Reception): <https://christchurchschool.co.uk/wp-content/uploads/2022/06/Receptions-trip-to-the-Postal-Museum-June-2022.pdf>

### **2021/22 Incidental History Enrichment:**

The Globe Theatre (Y5): <https://christchurchschool.co.uk/wp-content/uploads/2021/10/Y5-Globe-Theatre-October-2021.pdf>

Museum of Brands (Y4): <https://christchurchschool.co.uk/wp-content/uploads/2021/12/Y4-Museum-of-Brands-trip-December-2021.pdf>

National Gallery Trip (Y3&Y4): <https://christchurchschool.co.uk/wp-content/uploads/2022/03/Y3-and-Y4-National-Gallery-trip-March-2022-1.pdf>

National Gallery (Y2): <https://christchurchschool.co.uk/wp-content/uploads/2022/03/Y2-National-Gallery-trip-March-2022.pdf>

1950's Dancing (Y4&Y5): <https://christchurchschool.co.uk/wp-content/uploads/2022/04/1950s-Style-Dancing-April-2022.pdf>

Houses of Parliament (Y5&Y6): <https://christchurchschool.co.uk/wp-content/uploads/2022/05/Year-5-and-6-Houses-of-Parliament-trip-May-2022.pdf>

Various Jubilee trips/workshops (all year groups), this is an example of one of our many photo pages celebrating the Jubilee and relevant British history: <https://christchurchschool.co.uk/wp-content/uploads/2022/07/Receptions-Royal-Mews-trip-July-2022.pdf>

### **Sharing our History curriculum:**

All learning is shared through our termly class assemblies: <https://christchurchschool.co.uk/wp-content/uploads/2021/11/Y4-class-assembly-November-2021.pdf>

### **Pupil voice**

**Summer 2022 and Autumn 2022 (Years 1 to 6 – two children from each class)**

Pupils could explain clearly what they had been learning recently in history, this included recalling specific information from their books and giving detailed answers, often making reference to disciplinary knowledge and substantive concepts as well as just substantive knowledge:

In response to questioning about their learning in history:

#### **Year 6:**

The children spoke about the origins of the Olympic Games in Ancient Greece. They could talk about Archimedes and his discovery of displacement. The children stated that the Greeks had a lot of influence and spoke about how democracy was an important influence on the modern world. The children also recounted the story of the Trojan War. The year six children could explain the historical concept of empire and where they have learned about it in the curriculum

#### **Year 5:**

The children could name Anglo-Saxon kingdoms and could name three tribes - the Angles, Saxons and Jutes. They could also talk about Alfred the Great defeating the Vikings at the battle of Edington. The children spoke about the Viking raid on Lindisfarne.





The children spoke about the Maya making chocolate and playing a game called pok-a-tok. The children were keen to tell me about the mysterious disappearance of the Ancient Maya.

The year five children could explain the historical concept of invasion and where they had learned about it in the curriculum.

#### **Year 4:**

Children showed knowledge of chronology by stating that the Stone Age came before the Romans. The children spoke about the hierarchy in society and how the Gladiators were prisoners. The children spoke about the larger Celtic army being defeated by the smaller, but well organised, Roman army. They could also talk about the impact of the Romans on Britain by identifying straight roads they built and central heating.

The year four children could talk about the historical concept of monarchy and where they had learned about it in the curriculum.

#### **Year 3:**

The children spoke about how the Egyptians would use plants near the Nile to make paper and how they worshipped cats. The children also explained the importance of the River Nile in Ancient Egypt. The children spoke enthusiastically about mummification and were able to then talk about Tutankhamun.

The children also spoke about their local history, referring to the specific site as a 'hidden tube station.'

#### **Year 2:**

The children could give key dates and locations relating to the Fire of London (1066 and Pudding Lane). They could talk about how some people escaped the fire in boats. The children spoke about Thomas Farriner, the King's baker and they were able to explain that the fire spread so rapidly because the houses were close together. The children were able to talk about Samuel Pepys and recognised that his diary told us about the Great Fire of London.

The children were able to talk about Florence Nightingale (the lady with the lamp) and the improvements she made to hospitals in Scutari.



#### **Year 1:**

The children told me they had learnt about old toys and what were some of the similarities and differences with toys today.

**The children could explain how their prior learning supported their current learning, this was easier for the older children.**

**Children could outline some of the ways they are supported to remember their learning:** Displays, recaps in lessons, the work in their books, morning work, homework, spaced retrieval, assemblies, trips, games, songs.

#### **What makes our curriculum provision for History exceptional and beyond the expected?**

- ❖ the use we make of the world-class museums in London to supplement our teaching and learning in school
- ❖ capitalising on incidental opportunities to develop history knowledge and substantive concepts
- ❖ the way children's learning is enriched by drama opportunities linked to their history learning and the part this plays in embedding knowledge in their long term memories
- ❖ the consistent use of our KS2 timeline to reinforce chronology and how periods, events and people fit together

#### **Key points for discussion with governors about this report**

- OFSTED Research Review (some of the key points highlighted in this document)
- Pupil voice: specifically how well the children could talk about their history learning
- Targets for the year ahead
- Discuss the very positive external review of our history curriculum by our LDBS professional adviser\*\*

\*\* Not included in this document