

HISTORY



SUBJECT GUIDE

Phoenix Academy | Odell Road, Walsall, West Midlands WS3 2ED

'We see you, we hear you, we are with you'



CURRICULUM INTENT

The topic curriculum at Phoenix Academy is designed to be both vibrant and creative and places children at its heart, it encompasses history, geography, art and DT, as well as science that works alongside our discreet science lessons and when appropriate, based on the individual units covered. We believe that our curriculum provides an educational experience that excites children's imaginations, inspires them to learn, extends their horizons, deepens their understanding, and meets both their intellectual and personal needs.

Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich provision of exciting and motivating learning activities that make creative links between all aspects of our children's learning and that allows them to revisit, consolidate and use the skills that they learn.

To help address and support the needs of our pupils, we believe that our children learn better when they are encouraged to use their imagination and apply their learning in engaging contexts. Our curriculum provides not only learning challenges but also opportunities to develop social skills, build confidence and a sense of value by requiring the children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the topics that they cover.

The planning of these units provides a rigorous framework of 'essential skills' that outlines what is to be covered by each topic. These 'essential skills' have been identified from the wider expectations of the national curriculum and streamlined to identify those that will provide a strong foundation of understanding for our pupils. They are revisited and built upon a four-year cycle and allow for progression by providing activities that are both age-related and aimed at their level of attainment.

These are used to encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We understand that many of our children have barriers to their learning and we work hard to identify these barriers and break them down.

Our broad and balanced curriculum is designed to enable all children to become confident, enquiring and knowledge-thirsty learners, who will be prepared for each new stage of their education. Our curriculum provides children with a range of experiences to ignite curiosity, broaden cultural understanding and recognise their place individually, within the local area and the wider world.

Each topic starts with an introduction day or 'Wow' starter that is used to engage learners and build an interest right from the onset. Our implementation is adapted to the specific learning needs of our learners to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all.

Teaching is delivered through a balance of direct teaching and carefully planned, child-initiated activities. Timely interventions from all adults are given to move individuals forward, while teaching staff track the children's progress against the objectives of each topic, allowing gaps in their knowledge to be addressed as they progress through the school.



HISTORY – INTENT

We believe that our History curriculum allows children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our History curriculum so that children gain this knowledge as they progress through each topic. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, developing their understanding of how to be a good and responsible citizen, as well as understanding change and societal development and providing a context in which to understand themselves and others. Here at Phoenix we believe that this is extremely important for children in order for them to access a much wider world.

Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask perceptive questions, think critically, weigh evidence, weigh arguments and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare them for high school and beyond.

History lessons are underpinned by our basic approach to the subject to not only provide our pupils with knowledge but also develop historical skills, allowing them to know more and do more, and encourage children to work as historians. History lessons are built upon these key ideas with units of work developing such knowledge and skills.

- Pupils work as historical enquirers
- Pupils develop an understanding of chronology and the concept of time
- Pupils use a range of historical sources
- Pupils understand local, national and international history
- Pupils have opportunities to offer comparisons and contrasts and make links across historical periods

Rationale – why this curriculum design?

- To develop our pupils understanding of their place in the world; to promote curiosity and fascination – to become an active learner with a passion for history
- To develop in every pupil a sense of who they are locally, nationally and globally
- To develop well-rounded and successful historians, informed by the National Curriculum, and exposed to planned and differentiated lessons, taught with a clear history objective
- To develop a knowledge of chronology within which children and young people can organise their understanding of the past



Ambition – what do we want to achieve?

- To stimulate dialogue within and between both pupils and staff
- To develop skill progression, with measurable outcomes, based on formative and summative assessment
- For our pupils to know what it means to be an historian – immersed in and inspired by history – with transferable skills and a progression of knowledge and understanding of key concepts
- For our pupils to take responsibility and make the best of life choices learning from the past; making memorable learning experiences; helping our pupils to understand their identity personally, locally, nationally and globally
- For our pupils to think critically, question and challenge sources, opinions and information

Key concepts and skills – how are we going to get there?

Our pupils will have a knowledge and understanding of:

- A sense of time – with a coherent, chronological understanding
- Cause and consequence • Continuity and change
- Historical interpretation • Historical context

Appreciating diversity including the nature of the British Isles our pupils will be able to:

- Effectively use a range of artefacts and sources, analyse nature, origin, purpose, utility, accuracy and reliability – how do we know this?
- Consider causation and significance of key events
- Utilise opportunities outside the classroom including home learning to enrich experience



PROGRESS AND EVALUATION

Progress against these objectives is recorded at the end of each topic on the FFT Aspire tracking system and allows staff to identify gaps in learning and to plan accordingly in the future.

At the end of each topic an evaluation sheet is also completed with the children to identify what they enjoyed and learned from each topic and any areas in which they would like to learn more.

Example evaluation sheet:

HOW I WOULD RATE MY UNDERSTANDING AND ENJOYMENT OF THE TOPIC...

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MY FAVOURITE LESSON OR ACTIVITY WAS...

NEW WORDS I HAVE LEARNT DURING THIS TOPIC ARE...

THE SKILLS I HAVE DEVELOPED ARE...

TOPIC EVALUATION

3 FACTS THAT I HAVE LEARNT FROM THIS TOPIC ARE...

TEACHER COMMENT

Traders and Raiders



PROGRAM OF STUDY - HISTORY

History is taught over a four-year rolling cycle of engaging and varied topics, covering all objectives within the National Curriculum and tailored to meet the needs of our pupils who are taught within mixed age classes. Objectives are covered at multiple points over each year and cycle, ensuring that they are revisited and built upon to develop not only the knowledge and skills of current pupils but also to support those pupils that join from other settings. At Phoenix we aim for a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We work to inspire pupils' curiosity to know more about the past, with teaching that equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

History programmes of study: key stages 1 and 2 National curriculum in England Subject content - Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality



Subject content - Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



PROGRESSION OF SKILLS AND KNOWLEDGE - HISTORY

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line



Range and depth of historical knowledge

- Recognise the difference between past and present in their own and others' lives
- They know and recount episodes from stories about the past

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

- Find out about everyday lives of people in time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events

- Study different aspects of different people - differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period

- Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour with another time studied
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied



SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g., artefacts 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past based on simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, and using ICT 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding 	<ul style="list-style-type: none"> Select and organise information to structure work with dates and terms. 	



Cultural Capital

Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural awareness, knowledge and competence**; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. At Phoenix Academy we work tirelessly to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities and trips.

We recognise that there are six key areas of development that are interrelated and contribute to building a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Where possible, each of these areas is covered over the course of individual topics



TEACHING STAFF

All lessons are delivered and supported by class specific staff:

	ELM CLASS	ASH CLASS	PINE CLASS	CEDAR CLASS	ELDER CLASS	RAINBOW CLASS
TEACHER	A. Holmes	D. Crowther	C. O'Connor	S. Elcock	L. Tasker	G. Satchwell
CLASS SUPPORT	C. Stanyer	G. Sammonds & O. Maxwell	J. Marshall	J. McDevitt-Smith	S. Beck	G. Aldridge

Cover provided as needed by S. Lea