



Subject Story

History



Our history curriculum reflects our culturally rich and diverse school community, as well as a strong focus on historical chronology which enables the children to acquire a deeper understanding of the different time periods in history. All History lessons are well resourced, with each class within the school having access to a range of artefacts and different types of resources. History lessons are skills and knowledge based and enable the children to take part in interactive lessons, become familiar with a range of resources and key vocabulary. All classes take part in trips every half term to consolidate their learning and make experiences more memorable for them. Diversity will be reflected throughout each history topic.

The National Curriculum for History states:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

If you were to walk into History lessons at Morden Primary you would see:

- **Reference back to the unit title page** – at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities.
- **Retrieval practice** – giving learners the chance to consolidate previous skills and knowledge.
- **A wide range of historical artefacts/resources being used to engage children and provide greater depth and understanding to a topic** – Each year group has access to a wide range of physical artefacts, computers and books to support their learning. These are used throughout our sessions to ensure interactive and inviting lessons.
- **The use of key vocabulary throughout the school and children taking ownership of their learning** – Children are able to use vocabulary independently and present their findings from each half term in a format that allows them to be creative
- **Relevant trips to extend and engage children within their learning** – Every half term children experience either a trip to encourage their learning and enable them to take part in a variety of different or a visitor to school to show them a range of resources and opportunities to further their learning of a topic.
- **Inclusivity** – learning that is accessible for all.

Pupil Voice

Year 5 Pupil: 'Nice to learn about history of other countries like the Shang Dynasty. Important to learn about history so that we don't forget about what happened in the past.'

Year 4 Pupil: 'We have also learnt about history in different lessons like Literacy when we read the book about Oliver Twist.'

Year 3 Pupil: 'I'm proud of my assessment piece of work because it shows what I've been learning.'

Year 1 Pupil: 'Yes, I enjoy learning about King Richard III's secrets, Toys and the Great Fire of London.'

An example of skills and knowledge progression within our History curriculum



Progression in History

| Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development | | | | | | |
|---|---|--|--|--|---|---|
| Early Years | <p>In the Early Years Foundation Stage, children begin to learn that as they grow, they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to develop early historical thinking skills. EYFS staff carefully plan to provide opportunities for children to reflect on past events in their personal lives, but also in wider contexts such as global events. E.g. King Charles Coronation. Planning is also facilitated through the Understanding the World area of learning where children have opportunities to develop their understanding on 'past and present'. Children also have the opportunity to develop their understanding in the following areas:</p> <p>Changes within living memory</p> <ul style="list-style-type: none"> Know about own life-story and family's history. Know how they have changed. Know about changes that have happened within their family lifetime. Know about the lives of the people around them and their roles in society. <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on experiences and texts that have been shared in class; family trees; my own timeline; Christmas then and now; and old and new toys. <p>Events beyond living memory</p> <ul style="list-style-type: none"> Know about some familiar situations in the past. <p>The lives of significant individuals in the past</p> <ul style="list-style-type: none"> Know about the past through settings, characters and events encountered in books read in class and storytelling. | | | | | |
| Trips (Cultural Capital) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Visitor – old toys London-GFOL walk Morden walkabout Drama workshop | Drama workshop The Wallace Collection | Drama workshop British Museum The Wallace collection | Hampton Court | Imperial War Museum | British Museum The Wallace Collection |
| SUBSTANTIVE KNOWLEDGE | | | | | | |
| Topics and vocab | Toys Old/New toys Similar/different Changes in toys The Great Fire of London Sequence events Artefacts Timeline | Significant people Nurturing Nurses Mary Seacole Florence Nightingale Edith Cavell The Great Explorers Neil Armstrong Ibn Battuta Christopher Columbus | Stone Age to Iron Age Survival Famous places – Stonehenge Settlements The Romans How was Rome founded? Romans in Britain Legacies of Rome | Vikings and Anglo-Saxons King Edward Danelaw Legal system Riolous Royalty Kings and Queens through the ages till present – Queen Anne, King John, | Victorians Life for children Dr Barnardo Schools Leisure World War II Sequence of key events Evacuation Rationing | Ancient Egypt The Nile Tutankhamun Mummification Ancient Greece Democracy Everyday life in Greece Olympics |

Examples of learning



Year 3 Roman Shields



Year 1 Great fire of London



Year 6 Timelines



Year 3 Bronze age



Year 2 Tudor houses

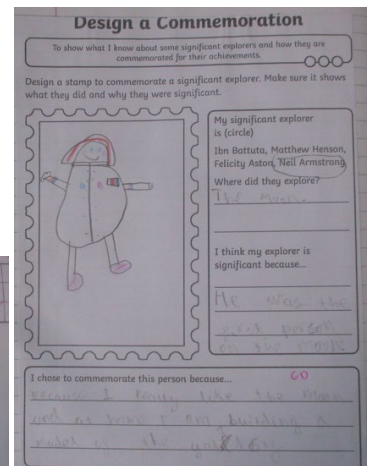
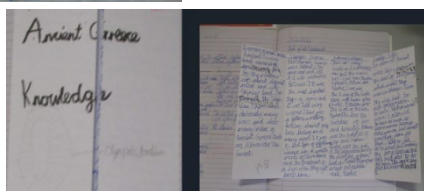
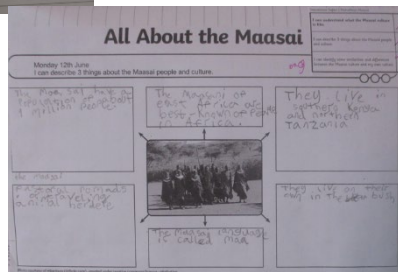
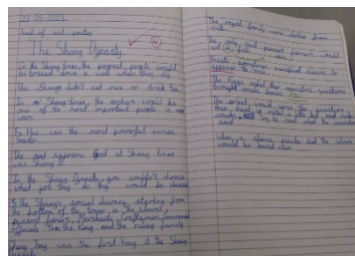
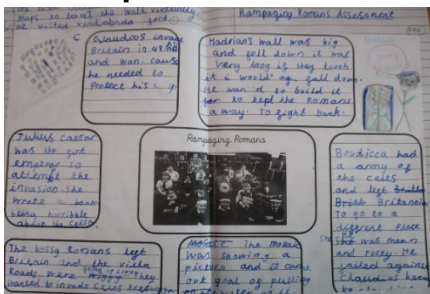


Reception



Nursery

Example of Assessment:



Successes in 2023-2024

- More artefacts were used to encourage children's own line of enquiry and long term learning opportunities.
- Trips/visitors were planned to support and develop learning.
- Monitoring shows that History lessons match lesson plans, which match progression documents.
- Learning objectives to always make skills clear. Learning history through diversity.
- Children starting to understand and use History vocabulary appropriate to each unit of work.
- Diversity will be included in history lessons reflected in LTP for History.
- End of unit assessment took place and outcomes informed planning of the next unit.

Priorities for 2024-2025

- A bank of resources to support diversity coverage continues to be sourced.
- Children will discuss their learning with confidence and apply to the world around them.
- Children will be able to explain the skills they are developing in each unit and use their knowledge to apply these independently.
- Children will complete end of unit assessments with confidence, awareness and a growth mind-set.
- Explore and establish golden threads to underpin the history curriculum.
- Develop timelines at whole school, Key stage and Year group level to support the children's understanding of chronology.

Ambitions for History at Morden Primary School

- Children across KS1 and 2 will be able to use a timeline and understand the chronology of their learning.
- More outdoor learning, using the local area and artefacts to be utilised when planning and teaching History.

Some websites you might find particularly interesting:

<http://www.bbc.co.uk/education/>

<http://www.bbc.co.uk/history/forkids>

<http://www.florence-nightingale.co.uk/>

<http://horrible-histories.co.uk/>

<http://www2.merton.gov.uk/leisure/history-heritage/>

<http://www.britishmuseum.org/>