



Our Intent

"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."



History

Intent

At Medlar-with-Wesham C of E we are historians!

Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We believe that allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused, resilient learners in History and informed for the future. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis, interpretation, evaluation and presentation.

Our curriculum is built around the principles of cumulative knowledge. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

Curriculum Coverage

	Autumn	Spring	Summer
	A long piece of writing to be completed at the end of the Autumn term linking to History topic. Teacher to decide genre linked to taught English units.		
EYFS	<p>Understanding the World (History) ELGs</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>Foundational Knowledge - What we want our children to know.</p> <p>Know the difference between long ago and now. Order modern and old objects or events using everyday language related to time. Know 'my life' is different from the lives of people in the past. Know the days of the week, months of the year and about New Year. Begin to experience measuring time with timers and calendars. Know that a clock / watch tells us what time it is / when to do things.</p>		
Year 1/2 Cycle A	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake)
Year 1/2 Cycle B	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality
Year 3/4 Cycle A	Britain's settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient civilisation - Egypt
Year 3/4 Cycle B	Stone Age - Iron Age		Rome and the impact on Britain
Year 5	Ancient Greece		Comparison study - Maya and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs



And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17



Expectations

Learning Model

Connected



Our work is built around
cognitive load theory
principles of instruction
evidence informed practice

Cumulative



We believe learning isn't an event. It must be knowledge-rich, vocabulary-rich and skilful

Coherent



Sequence matters
systematically planned
explicit instruction
supports acquisition of curriculum content

Books

- Knowledge organiser at the beginning of each new topic
- Knowledge note for each lesson
- Key vocabulary identified and highlighted in each lesson.

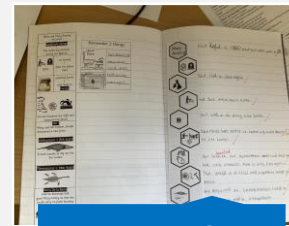
Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Half-termly summative teacher assessments

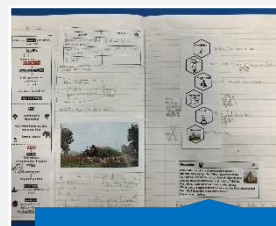
Examples of Work



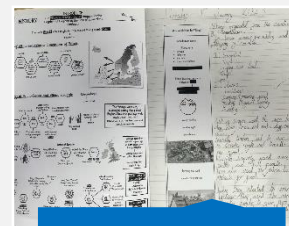
Year 1



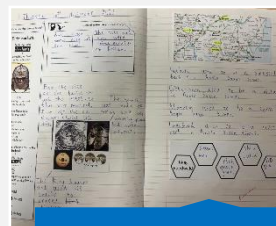
Year 2



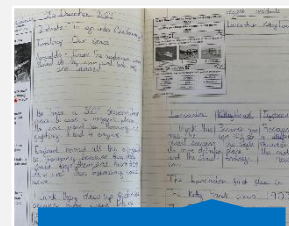
Year 3



Year 4



Year 5



Year 6