Kenyngton Manor Primary School

Subject Profile: History

At Kenyngton Manor we know that curriculum is the key vehicle for 'Bringing out the Best' in all of our children, ensuring that all of our children are well prepared for the next stage of their learning and for life.

At Kenyngton Manor Primary School we are ***'bringing out the best'*** in all our pupils by giving them access to a broad and rich curriculum, enabling our children to **'stretch and reach':**

UP – to achieve academically
IN – to have a strong sense of who they are and be able to express it
OUT – to relate well with, and share responsibility for, others
FORWARDS – to be equipped with a 'spirit of adventure'

This is reflected in our curriculum approach to learning History, using the aims set out in Development Matters (2021) and the National Curriculum (2014) as frameworks for how we map content, ensure progression in knowledge and sequence our units of work.

Intent

At Kenyngton Manor our history curriculum will secure a positive attitude towards the subject whilst securing age-appropriate knowledge and skills.

Whilst demonstrating fidelity to the subject disciplines and behaviours that make for a successful historian, we will help children to apply relevant skills in spoken language (with an emphasis upon vocabulary), reading, writing and mathematics.

Our approach to History will therefore ensure that children:

- have a positive attitude towards learning about history.
- gain a chronological knowledge of Britain's past and that of the wider world.
- 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.
- develop a solid chronological knowledge of broad developments and historical periods.

- are equipped to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Have an increasingly sophisticated understanding of: change and continuity, similarity and difference, historical significance, cause and consequence and sources and evidence.

Implementation

At Kenyngton Manor, teaching, learning and assessment (**assessment as learning** and **assessment for learning**) of the History curriculum is implemented:

- within the Early Years foundation stage, where history is taught as part of direct teaching and continuous provision, linking to the key area of learning 'Understanding the World.'
- using the Pearson Primary History scheme with carefully sequenced lessons that build on prior knowledge and experiences from the EYFS, and connect to the substantive strands running through the school's history curriculum.
- so that children can use and understand key subject-specific vocabulary accurately.
- By handling artefacts and source materials, listening to visiting speakers, participating in workshops and visiting heritage sites.
- with reference to timelines helping embed the chronological narrative.

This ensures that children 'know more, remember more, and do more' building on and connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects.

Impact

The experience of learning history at Kenyngton Manor ensures that children gain deep subject knowledge which is applied with enthusiasm through a range of appropriate skills.

We know we are successful when our children have:

- learnt and understood how people's lives have shaped the British nation and how Britain has influenced and been influenced by the wider world.
- learnt and understood significant aspects of the history of the wider world.
- understood historical disciplinary knowledge such as continuity and change, cause and consequence, similarity, difference and significance, and use them to ask questions, make connections and draw contrasts.
- understood the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

- children have the knowledge and skills they need, to continue to be successful in their next history lesson, unit, year group, Key Stage and school.

	End Points (unit outcomes)	Substantive Strands (facts/ideas/themes/schema) Chronology Technology Empire Civilisation Trade Religion Invasion Social Class Monarch Colonialism Revolution	Disciplinary Knowledge (walk in the experts' shoes) Sources & Evidence Historical Interpretations Cause & Consequence Change & Continuity (change over time) Similarity & Difference (within the same time period) Historical Significance
EYFS	▪ To know that artifacts/photos/books/stories and videos show how life was different in the past and be able to talk about the similarities and differences. ▪ To know and talk about their own life story (their own history) Key vocabulary: Now, the past, before, after, change, artifacts		
YEAR 1			
Changes in living memory	▪ To know that events occurred before they were born. ▪ To know how current childhood is different from previous childhoods.	Chronology Technology	Similarity and difference
The history of Kenyngton Manor	▪ To know the key changes that have occurred to Kenyngton Manor Primary School. ▪ To know that schools contribute to civilisations. ▪ To know that photos and memories can be source evidence.	Civilisation Technology Chronology	Change and continuity Sources and Evidence
Great fire of London	▪ To know the factors that contributed to the Great Fire of London. ▪ To know why the fire spread so rapidly. ▪ To know that the fire led to the establishment of the first fire brigade.	Chronology Technology	Sources & Evidence Change & Continuity Similarity & Difference
YEAR 2			
Travel and transport	▪ To know key events in the development of the modern aircraft. ▪ To know about the key changes to transport in the 20th century. ▪ To know how developments in air travel impacted on our area e.g. Heathrow/trade.	Chronology Technology Trade	Change & Continuity Historical Significance
Moon landing	▪ To know when the first person walked on the moon (1969)	Chronology Technology	Historical significance Similarity and difference

	- To know about the astronaut Neil Armstrong and Mae Gemison. - To compare the achievements of the Wright brothers and Neil Armstrong		
King Charles III and Henry VIII	▪ To know what the monarchy is. ▪ To know that King Charles III is our current monarch, and to understand that the monarchy is hereditary. ▪ To know how some aspects of how life has changed between Tudor times and current times.	Monarch Social Class Chronology	Change and continuity Sources and Evidence
YEAR 3			
Prehistoric Britain	▪ To know about the three different stone ages. ▪ To know about the Nomadic lifestyles and early farming. ▪ To know about changes in technology during pre-historic Britain.	Technology Chronology Trade Civilisation	Sources & Evidence Change & Continuity
Shang Dynasty	▪ To know when and where the Shang Dynasty started and ended. ▪ To know about the society within the Shang Dynasty. ▪ To know that Chinese writing began in the Shang Dynasty and that historical sources are the evidence of this.	Empire Social Class Chronology	Sources & Evidence Change & Continuity Similarity & Difference
Ancient Greece	▪ To know where and when Ancient Greece existed. ▪ To know about different societies within Ancient Greece. ▪ To know that the Ancient Greeks worshipped gods. ▪ To be able to name which parts of the world Alexander the Great conquered.	Chronology Empire Religion Civilisation Invasion	Historical Interpretations Sources & Evidence Similarity & Difference
YEAR 4	▪		
Roman Britain	▪ To know when and why the Romans invaded Britain. ▪ To know how Britain changed due to romanisation. ▪ To know some of the features of Roman towns. ▪ To know some of the reasons why the Roman empire collapsed.	Empire Chronology Invasion Technology	Sources & Evidence Change & Continuity Similarity & Difference

Anglo-Saxons	▪ To know who the Anglo-Saxons were and how they increased power in Britain. ▪ To know the changes to life in Britain under Anglo-Saxon rule. ▪ To know how the Anglo- Saxons defended themselves against the Vikings.	Religion Chronology Invasion	Similarity & Difference Change & Continuity Historical Interpretations Sources & Evidence
Vikings	▪ To know how the Vikings came to power. ▪ To know about Viking raids and invasion including the attack on Lindisfarne. ▪ To know about Viking beliefs.	Chronology Invasion Trade	Sources & Evidence Similarity & Difference Historical Interpretations
YEAR 5	▪		
Benin Kingdom	▪ To know when Kingdom of Benin was established and where it was located. ▪ To understand how trade with Europe helped to secure its wealth and lead to the birth of the transatlantic slave trade. ▪ To know why Britain conquered Benin and the impact of this. ▪ To know about religion in the Benin Kingdom.	Chronology Empire Invasion Trade Religion	Sources & Evidence Historical Interpretations Cause & Consequence Similarity & Difference Historical Significance
Medieval Monarchs	▪ To know about the changing role of the monarchy in Britain throughout the Medieval time period. ▪ To know the chronology of the medieval period. ▪ To know about the changes to power in Britain that occurred during the time of the medieval monarchs.	Chronology Monarch Revolution	Cause & Consequence Similarity & Difference Historical Significance Change & Continuity
Civil rights	▪ To know when and why the civil rights movement in America started. ▪ To know what segregation meant in America. ▪ To know how Rosa Parks, Martin Luther King and Oliver Brown effected change in civil rights in America.	Social Class Revolution Chronology	Cause & Consequence Historical Significance Sources & Evidence
YEAR 6	▪		
Industrial Revolution	▪ To understand when the Industrial revolution in Britain happened, what it was like and what impact it had on different sections of society. ▪ To know about the key inventions during the industrial revolution and how they revolutionised the lives of British people. ▪ To know about the political/social changes that took place during the industrial revolution.	Technology Chronology Social Class Revolution	Sources & Evidence Change & Continuity Similarity & Difference Historical Significance Historical Interpretations Cause & Consequence

	▪ To know how the industrial revolution affected Feltham.		
Twentieth Century Conflict	▪ To know when, why and how the First World War started. ▪ To know the purpose of the Treaty of Versailles and the League of Nations. ▪ To be able to explain the reasons behind the outbreak of World War II.	Chronology Empire Colonialism Invasion	Sources & Evidence Change & Continuity Similarity & Difference Historical Significance Historical Interpretations Cause & Consequence
Changing Britain	▪ To know how people have tried to influence Britain to change. ▪ To know why the Bristol Bus Boycott took place and whether it was successful. ▪ To know how workers at the Grunwick Factory were treated unfairly and what the strike hoped to achieve. ▪ To know what Section 28 was.	Chronology	Sources & Evidence Similarity & Difference Historical Interpretations Cause & Consequence

Key Stage 1 National Curriculum Expectations	
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.
Key Stage 2 National Curriculum Expectations	
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	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

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.	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.