

John Keble CE School

History Curriculum



Rooted together in love, growing without limits.

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

History Intent, Implementation and Impact: KS1 – KS2

Whole school curriculum intent

Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens, ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values, enables the pupils to be self-motivated, independent learners.

Subject specific intent: History

At John Keble school, we aim to provide a curriculum that meets the aims of the National Curriculum whilst providing a structure and sequence to support teachers in inspiring our pupils to become curious learners and give them an understanding of how relevant history is to their lives in a global world. Our curriculum content allows pupils to gain a secure, chronological knowledge of local, British and world history. We aim for our pupils to be able to ask questions about the past, to experience and interact with objects and locations of historical significance, evaluating sources and forming their own understanding of the story of history. As our pupils progress, they will be well-equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History teaching at John Keble will support 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.

Implementation and impact

All learning begins by revisiting prior knowledge to support pupils to recall previous learning and make connections. Staff model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning is supported through the use of knowledge organisers that provide pupils with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of reviewing the learning.

Consistent learning walls in every classroom provide constant scaffolding for pupils. Subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught. History assessment is ongoing throughout the relevant cross-curricular themes to support teachers with their planning and adaptive teaching. Summative assessment is completed in the form of synoptic tasks at the end of each unit. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. Pupils at John Keble develop as confident historians and are able to talk about what they have learnt in history using subject-specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

John Keble Key stage 1 and 2 History curriculum overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our own lives A significant individual	An event beyond living memory				
Year 2	Significant individuals	An event beyond living memory in London				
Year 3	Ancient Egypt	Stone Age	Cradles of civilization	Indus Valley	Persia and Greece	Ancient Greece
Year 4		Ancient Egypt	Cradles of civilization	Indus Valley	Persia and Greece	Ancient Greece
Year 5		Ancient Egypt	Cradles of civilization	Indus Valley	Persia and Greece	Ancient Greece
Year 6		Local History of Brent	World War II and the battle of Britain			

Year 1 – History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Pupils learn about...	Pupils learn how to...			
Aut 1	Our own lives	<p>Know the difference between then/now and old/new</p> <p>Talk about and sequence changes in their own lives</p> <p>Describe what their own life was like in the past</p> <p>Tell the difference between past and present in their own lives</p>	<p>Ask questions</p> <p>Use given sources</p>	<p>Show knowledge through role play, talking, drama, drawing, and guided writing</p>	<p>Older</p> <p>Old</p> <p>New</p> <p>Younger</p> <p>Young</p> <p>Days</p> <p>Months</p> <p>Years</p> <p>Before</p> <p>After</p> <p>A long time ago</p>
	The life of a significant individual	<p>Talk about who was important in a historical event</p> <p>Talk about how someone was important in a historical event</p> <p>Tell the difference between past and present in the lives of others</p>			
Aut 1	Black History				
Aut 2	An event beyond living memory e.g. the Gunpowder Plot/The Plague	<p>Know the difference between then/now and old/new</p> <p>Talk about who was important in a historical event</p> <p>Talk about how someone was important in a historical event</p>			

Year 2 - History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Pupils learn about...	Pupils learn how to...			
Aut 1	<p>The lives of 2 or more significant individuals</p> <p>(e.g. 2 Queens, 2 explorers or 2 people who have helped others etc)</p> <p>(at least one of the individuals to be female and non-white)</p>	<p>Sequence at least 3 people/events on a given scale (e.g. compare with other individuals studied and themselves)</p> <p>Say why someone was important to history</p> <p>Compare aspects of life in different periods through the lives of these individuals</p> <p>Describe what the life of an individual was like in the past</p>	<p>Use more than one source to ask and answer questions to find out about the past (Why? What? Where? When? Who? How?)</p> <p>Know what a source is and have an awareness of different types of sources (e.g. objects, pictures, diary, photo, interview etc)</p> <p>Read short historical texts (e.g. a short excerpt from someone's diary)</p>	<p>Show knowledge through simple stories, recounts, labelled diagrams, guided non-chronological reports</p> <p>Say their own date of birth</p> <p>Contrast two or more significant people, for example in a Venn diagram or table</p>	<p>Recently</p> <p>Now</p> <p>Later</p> <p>Since</p> <p>Past</p> <p>Present</p> <p>Decades</p> <p>Centuries</p> <p>Source</p>
Aut 1	Black History				
Aut 2	<p>An event beyond living memory in London e.g. the Great Fire of London</p>	<p>Sequence at least 3 people/events on a given scale</p> <p>Say who was important to this event and why</p> <p>Say who has been important historically in London and why</p>	<p>Use "why" questions to begin to explore the idea of "causation" in historical events</p>		

Years 3-5: Opening Worlds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 3-5</p> <p>In Years 3-5 this year, we will be introducing a new curriculum developed by Opening Worlds. It is a knowledge-rich humanities programme for teaching history and geography. It has rapidly discernible effects on literacy and a highly inclusive approach. The programme meets and substantially exceeds the demand of the National Curriculum for history and geography. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts. As the Opening Worlds curriculum is so effective, we have introduced it in Years 3-5 and it will be rolled out to Year 6 in forthcoming years.</p>	<p>Year 3 Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture.</p> <p>How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p>	<p>Year 3 Stone age</p> <p>What was Doggerland? Who were the Hunters and gatherers? What do we mean by 'pre-historic'?</p> <p>What kind of animals did our human ancestors hunt? How did our human ancestors begin to make records without written words?</p> <p><i>How do we know about the Stone Age</i></p>	<p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities.</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats.</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys)</p> <p>Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal.</p> <p>Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments).</p> <p>Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.</p> <p><i>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</i></p>	<p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context.</p> <p>Ancient Greek city states, inc. Sparta and Athens. Why/how did they form?</p> <p>Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis</p> <p>Ancient Greek language Peloponnese War</p> <p>Greek religion – gods and goddesses <i>Disciplinary focus: similarity and difference What did Greek city-states have in common?</i></p>	<p>Art, culture & learning in Ancient Greece Athenian democracy and empire, Art, culture & learning in Ancient Greece, Greek architecture, inc. Parthenon, Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p>
	<p>Year 4-5 Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture.</p> <p>How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p>					

<u>Chronological knowledge and understanding:</u>	<u>Historical enquiry using evidence, communicating ideas</u>	<u>Knowledge and interpretation</u>
<p>Understand and use appropriate historical vocabulary to communicate events and periods, including dates: BCE/BC/CE, AD</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Begin to understand the concept of change over time, representing this, along with evidence on a timeline</p> <p>Know where all people/ events studied fit into a chronological framework identify similarities and differences between periods</p>	<p>Know and use appropriate historical vocabulary to communicate information.</p> <p>Know that archaeologists have helped historians understand more about what happened in the past.</p> <p>Know that historians use more than one source of evidence to answer questions; begin to formulate historical questions based upon knowledge Use various sources to piece together information about a period in history.</p> <p>Present, communicate and organise ideas about the past using models, role play and known genres of writing (recounts, poems, diaries, posters).</p> <p>Through research, identify and present, in a variety of forms (tables, simple Venn, diagrams), similarities and differences between periods studied.</p> <p>Use specific search engines on the internet to find information more rapidly</p>	<p>Make simple observations about different types of people, events, beliefs within a society.</p> <p>Make and describe simple connections between historical understanding and other areas of learning.</p> <p>Begin to describe the characteristic features of the past (similarities and differences), including beliefs, attitudes and experiences of men, women and pupils.</p> <p>Know about the key features of Ancient Egypt; Ancient Sumer; Ancient Indus Valley- role of the rivers- Nile, Tigris, Euphrates, Indus (belief system/agriculture (irrigation)); power structures; religion; beliefs about death; government; art; farming; writing.</p> <p>Give reasons why the Ancient Egyptian civilisation lasted through recognising how much it changed over time.</p> <p>Know the similarities between the cradles of human civilisations.</p> <p>Give a broad overview of what life was like in Ancient Greece: Know some of the main characteristics of the Greek City States, Inc. Sparta and Athens.</p> <p>Know about the influence the gods and goddesses had on Ancient Greece.</p> <p>Know the term democracy and begin to understand the impact Cleisthenes and Pericles had on Athenian society leading to the Golden Age.</p> <p>Know the architecture of ancient Greece and that it is still copied today.</p> <p>Know the importance of literature (Inc. stories) and philosophy in Ancient Greece (Socrates, Plato, Aristotle).</p> <p>Know about, and describe Alexander the Great: childhood, education and conquest of Persia.</p>

Year 6 – Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Pupils learn about...	Pupils learn how to...			
Aut 2	<p>The local geography of Brent and the environment</p> <p><i>(History Local history study)</i></p>	<p>Locate Brent and Harlesden within London and within the UK on a map</p> <p>Name and locate the countries of origin for people living in Brent and Harlesden</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using maps, plans, graphs and digital technology</p> <p>Suggest answers to complex geographical questions</p> <p>Describe how geography has changed over time in the local area, for example how land use has changed</p> <p>Understand the impact of human actions on the local environment and suggest ways people try to limit these</p>	<p>Use six-figure grid references, symbols and keys to read ordnance survey maps of local area</p> <p>Use 16 points of a compass to follow a route</p> <p>Use a simple map to find their way around the local area</p>	<p>Fieldwork</p> <p>Processes</p> <p>Residential</p> <p>Commercial</p> <p>Industrial</p> <p>Population density</p> <p>Resources</p> <p>Accessibility</p> <p>16 points of a compass</p> <p>& show a deeper understanding of human and physical geographical terms from KS2</p>
Sum 2	Optional comparison of above with rural location: Cardfields residential, Essex				