



History at Medlock Primary School

At Medlock Primary we have the ambition for all our pupils to achieve the highest standard. Our curriculum has been designed to ensure this vision becomes a reality by inspiring all our pupils to become confident, independent and responsible lifelong learners. To do this we have ensured that the backgrounds of our community (which have roots across the globe) are reflected in the curriculum content. The explicit sequencing and teaching of vocabulary and subject specific language is used to provide our children with the highest quality language for learning. Opportunities for reading widely and deeply are central to this as is the development of children's 'voice' (both verbal and written), to enable them to communicate and question confidently and effectively.

Each subject in our curriculum has been designed to always build and link to prior learning and make connections beyond the individual subjects to maximise its impact and ensure the children learn more and remember more.

Why we teach History - Our Intent

At Medlock we have ensured our history curriculum helps our children understand British History and how society has developed and changed. We also want our children to have a wider understanding of the world and how past civilisations have had an impact on their lives. Our children will understand how the past impacts upon the world we live now and their role in shaping its future as the next generation of global citizens.

Curriculum Implementation in History

Medlock Primary School follows the National Curriculum. All learning in History is designed to build on what has come before. We follow a knowledge engaged curriculum and so structure the learning in a way that supports our children gain the knowledge they need. It also develops the subject specific and transferable skills needed in order for them to make sense of the subject.

The curriculum is built on questions, and places an emphasis on explicit teaching of vocabulary. Each lesson, is structured using our school's 'Inspiring Teaching Principles' which are evidence based in their approach. A range of historical sources (including paintings, artefacts and texts) are used in order to deepen the children's understanding and engagement. This gives greater purpose and meaning to the children's study.

Substantive Concepts:

The curriculum is designed so that pupils revisit and further develop their understanding of these key concepts within different historical time frames in order to secure and develop schema.

- Chronology
- Conflict and Invasion
- Borders and Geography
- Leadership and Rule
- Legacy
- Religious Beliefs
- Daily Life

Impact in History

Our curriculum is designed so the children are taught the knowledge needed and then to apply the knowledge within the subject and beyond. It has been designed to build children's knowledge from lesson to lesson and from one year to another, linking backwards and forwards, embedding knowledge and understanding. Knowledge is therefore purposefully transferable to other areas of the curriculum.

We constantly return to key concepts, as a result children know more and remember more.

Medlock's History Curriculum Questions

Nursery

Is everyone in my family the same age as me?
Why do we wear different clothes during the year? (built upon in R)
How does a seed change over time? (built upon in R)

Reception

How have I changed since I was a baby?
What are our favourite celebrations each year?
Do we still play with the same toys?

Year 1

How have homes changed over time?
What do we remember about Florence Nightingale and Mary Seacole? How have schools changed over time?

Year 2

What is Remembrance Day?
Why was the sinking of the Titanic a significant event?

Year 3

How did people live in Prehistoric Britain?
What do we know about the Ancient Egyptians from what has been left behind? How did the Roman invasion impact Britain?

Year 4

How did Britain change during the Anglo Saxon era?
What did Baghdad and the Caliphate do for us?

Year 5

How did Manchester change for ordinary people during the Victorian era? Who were the Vikings?

Year 6

How has Crime and Punishment changed over the centuries?
What was the legacy of Ancient Greece?
How did the impact of World War 2 change life in Europe?

Links

National Curriculum
2014 History Programme
of Study
[Click Here](#)

History Association [Click here](#)

Ofsted Research
Review: History
[Click here](#)

'A good history education is so important to children's education. Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place.' **Amanda Spielman 2021**

I like looking at how people lived and their Gods. It's so interesting to see how different it was.

Hassan 3SW