



Our Curriculum

History

'Together we Flourish and Achieve'



History Curriculum

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Intent

At Spaxton, our history curriculum exceeds the ambition of the National Curriculum by deepening pupils' understanding of local history and developing their ability to critically evaluate historical evidence.

By the end of their time at Spaxton, pupils think critically about the past, question sources with confidence, and actively engage in historical debate, equipping them with the analytical skills needed to interpret both history and the world around them.

At Spaxton, we believe that all children should:

- Experience a rich and diverse exploration of historical themes, events, and people, while making strong connections to our local history.
- Develop a chronological understanding of key civilisations and historical periods, investigating their technological, scientific, cultural, and artistic achievements.
- Examine the causes and effects of change, continuity across different time periods, and the significance of key people and events.
- Through active enquiry, use historical sources to question, interpret, and compare perspectives, understanding that history is always subject to interpretation.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond.
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Implementation

At Spaxton, we teach in mixed-age classes and implement a 2/3 year rolling programme to ensure a progressive and coherent curriculum. **It is imperative that it is understood that children will meet what is expected at the end of a phase rather than at the end of a year.** This is crucial in understanding our curriculum.

Our History Lead, has spent a significant amount of time carefully constructing supportive booklets which are rooted in the principles of the OfSTED research review series to ensure children engage with the subject disciplines appropriately, acquiring both substantive and disciplinary knowledge. Although units are sequenced, **teachers have autonomy to add or delete component parts to meet the needs of their classes.**

All staff use high-quality teaching and make use of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology to ensure a supportive environment for all pupils, without exception.

At the start of each unit, teachers use a range of assessment techniques to ascertain pupils' current attainment and skill level, and adapt planning where necessary. This continues throughout the unit, including addressing any identified misconceptions or misuse of vocabulary. At the end of the unit, teachers assess current skill and knowledge to inform future planning.

Outcomes for History at Spaxton

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
the different achievements of civilisations studied	technological, scientific, cultural and aesthetic achievements and their significance	Explain why those achievements were significant
the key developments and trends in the time periods studied and the impact of those changes	the positive and negative impacts of change	Explain causes and effects of change
how things have changed and stayed the same (continuity)	the reasons for change and continuity	Conduct enquiries into changes and their causes
some key people, events and periods in history	the significance of key people, events and time periods	Use different sources to grow knowledge of key people, events and time periods
where the time periods studied fit in relation to each other on a timeline	'the bigger picture' of what was happening in the world at different times	Order time periods on an overall timeline
some key dates of the periods being studied	AD and BC as a concept and key metric of chronology	Add and remember important dates to a timeline
key features of the time periods being studied	a wider range of key features and compare and contrast across time periods previously studied	Articulate what has been learned about key features of periods being studied
what different sources of evidence tell us about the time periods being studied	the significance of local stories and impact on the community	Visit and talk about local places of interest
the limitations of certain evidence	that despite our best efforts the full truth will probably never be known about the past and is open to interpretation	Interpret evidence including different viewpoints of the same thing being investigated (evidence, events, perception of person for example)

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the local stories of our communities in greater depth	pros and cons of primary and secondary sources	Choose evidence for enquires for a purpose
that bias is useful in helping us to understand what was happening in the past.	people may have ulterior motives for telling a different version of events when it comes to History	Think critically about the content being presented and participate in rigorous discussions about it

History Overview

	Autumn Term		Spring Term		Summer Term	
Year 5/6 Year A		STONE AGE		IRON AGE		ANCIENT GREECE
Year 5/6 Year B		ROMANS		BATTLE OF SEDGEMOOR		SHANG DYNASTY
Year 3/4 Year A	POVERTY- TUDORS		POVERTY- VICTORIANS		EARLY ISLAMIC EMPIRE	EGYPT
Year 3/4 Year B	SAXONS AND SCOTS		VIKINGS			EUROPE – THE HISTORY OF ROME AND POMPEII
Year R/1/2 Year A			MARY ANNING		CASTLES AND ROYALTY	

Year R/1/2 Year B	TOYS			GREAT FIRE OF LONDON		
Year R/1/2 Year C			MEMORIES			SEASIDE

History Knowledge Progression

See Grow and Flourish Documents for EYFS framework strands that link

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	VARIOUS	<ul style="list-style-type: none"> ● CAUSE & CONSEQUENCE- Identify simple causes of events and describe basic consequences. ● CONTINUITY & CHANGE- Identify basic aspects of life that have stayed the same or changed over time. ● SIMILARITY & DIFFERENCE- Recognise simple differences between past and present lives. ● SIGNIFICANCE- Understand that some people and events are considered important and explain why. ● EVIDENCE- Recognise that we learn about the past from different sources. 	<ul style="list-style-type: none"> ● CAUSE & CONSEQUENCE- Recognise multiple causes and different consequences depending on perspective. ● CONTINUITY & CHANGE- Compare changes over longer periods, understanding gradual and sudden changes. ● SIMILARITY & DIFFERENCE- Compare different groups within the same historical period to understand diversity. ● SIGNIFICANCE- Develop criteria to judge significance, recognising impact at the time and lasting effects. <p>EVIDENCE- Begin to question sources, identifying types and considering reliability.</p>	<ul style="list-style-type: none"> ● CAUSE & CONSEQUENCE- Analyse short-term and long-term causes and consequences, linking them to wider contexts. ● CONTINUITY & CHANGE- Evaluate the significance of changes, considering impact and continuity. ● SIMILARITY & DIFFERENCE- Analyse complex social structures and how factors influenced lives in the same period. ● SIGNIFICANCE- Critically assess significance, comparing impact using historical evidence. <p>EVIDENCE- Evaluate and compare sources, considering perspective, bias, and reliability.</p>

SUBSTANTIVE KNOWLEDGE	Personal / Local History	<p>SIGNIFICANT PERSON: MARY ANNINING</p> <ul style="list-style-type: none"> ● know who are significant people in our families ● know who significant people and places are in their own locality ● know who Mary Anning was and why she was significant ● Understand what ‘significance’ in history means ● Understand what is meant by evidence. <p>TOYS</p> <ul style="list-style-type: none"> ● Talk about the toys we play with today. ● Describe toys that other children play with. ● Look at old toys and say how they are different from new ones. ● Find out what toys our grandparents played with. ● Talk about who might have played with these toys in the past. ● Choose toys to put in a museum and explain why they are special. 	<ul style="list-style-type: none"> ● Describe how Somerset has changed over time, including key historical, geographical, and economic developments. ● Explain how our school has changed over time, identifying significant events, changes in buildings, and shifts in its role within the community. ● Understand the founding of our school and its historical connection to water, exploring why water was important in its establishment and development. ● Explain the significance of Hinkley Point to our area, including its role in energy production, economic impact, and environmental considerations. 	<ul style="list-style-type: none"> ● Locate Sedgemoor on a map. ● Explain how we know the Battle of Sedgemoor took place using historical sources. ● Understand why James, Duke of Monmouth, wanted to be king. ● Describe what happened during the battle. ● Explain why the Battle of Sedgemoor is significant.
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		<p>CHANGES WITHIN LIVING MEMORY</p> <ul style="list-style-type: none"> ● Look at old photos to see how our local area has changed. ● Compare buildings in the village, old and new. ● Spot features of old houses and modern houses. ● Put houses in order from oldest to newest. ● Ask people about their memories of the past. ● Talk about how things change over time. ● Use colours to show the order of events in time. 		
	<p>British History</p>	<p>ROYALTY</p> <ul style="list-style-type: none"> ● Name some monarchs from the past. ● Say who the current monarch is. ● Explain what the line of succession means. ● Describe what happens at a coronation. ● Talk about who is in the Royal Family. ● Say why the monarch is important. 	<p>TUDOR POVERTY</p> <ul style="list-style-type: none"> ● Explain the significance of poverty over time. ● Identify key periods of history over the past 1000 years. ● Compare the lives of royalty and paupers in Tudor times. ● Understand what the Old Poor Law was and how it affected people. <p>VICTORIAN POVERTY</p> <ul style="list-style-type: none"> ● Identify who the Victorians were and when they lived. 	<ul style="list-style-type: none"> ● Identify where the Roman Empire began. ● Explain who Julius Caesar was and his significance. ● Describe what a Roman soldier wore and why. ● Understand the importance of Hadrian's Wall. ● Explain who Boudicca was and why she rebelled. ● Describe why Britain has so many straight roads and their Roman influence.

		<p>SIGNIFICANT EVENT BEYOND LIVING MEMORY: THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> • Describe what life was like in Stuart London. • Explain what caused the Great Fire of London. • Talk about how people reacted to the fire. • Look at evidence to see how bad the fire was. • Explain how the fire ended. • Say what changes the King made after the fire. 	<ul style="list-style-type: none"> • Compare the lives of royalty and peasants in Victorian times. • Explain what Victorian workhouses were and their impact on the poor. 	
	<p>European and World History</p>	<p>OTHER CULTURES AND THEIR HISTORIES</p> <ul style="list-style-type: none"> • Talk about my own family history. • Learn about other families and their histories. • Find out about different cultures. • Explore the cultures that make up the UK. 	<p>ANGLO-SAXONS & SCOTS</p> <ul style="list-style-type: none"> • To explore Britain's settlement by Anglo-Saxons and Scots • To understand the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • To know the Scots invaded from Ireland to North Britain (now Scotland) • To know about the Anglo-Saxon invasions to create settlements and kingdoms 	<ul style="list-style-type: none"> • Identify who the Ancient Greeks were and their impact on history. • Explain who Alexander the Great was and why he is significant. • Describe daily life in Ancient Greece, including work, food, and homes. • Compare life in Sparta and Athens and explain key differences. • Understand what the Ancient Greeks believed, including their gods and myths.

			<ul style="list-style-type: none"> ● To know Anglo-Saxon place names ● To know about Anglo-Saxon village life and art and culture ● To know about the Christian conversion – Canterbury, Iona and Lindisfarne <p>VIKINGS</p> <ul style="list-style-type: none"> ● Identify where and when the Vikings came from. ● Explain why the Vikings came to Britain. ● Describe how the Vikings travelled, including their longships. ● Understand what Danelaw was and its significance. ● Explain what Danegeld was and why it was paid. ● Describe Viking beliefs, including their gods and myths. 	<ul style="list-style-type: none"> ● Compare the Ancient and modern Olympics, identifying key similarities and differences.
	Ancient History		<p>Early Islamic Civilization</p> <ul style="list-style-type: none"> ● Identify the countries that make up the Middle East. ● Locate Baghdad and explain its historical significance. 	<p>Stone Age</p> <ul style="list-style-type: none"> ● Recall prior knowledge about the Stone Age. ● Explain the significance of cave paintings.

			<ul style="list-style-type: none"> ● Compare Baghdad in 900 AD to London at the same time. ● Describe the purpose and importance of the House of Wisdom. ● Explain how Early Islamic ideas spread across the world. <p>Ancient Egypt</p> <ul style="list-style-type: none"> ● Identify who the Ancient Egyptians were and when they lived. ● Describe daily life in Ancient Egypt. ● Explain the process and purpose of mummification. ● Understand who Tutankhamun was and why he is significant. ● Describe how the Ancient Egyptians wrote, including hieroglyphics. ● Explain the religious beliefs of the Ancient Egyptians. 	<ul style="list-style-type: none"> ● Compare modern homes to Stone Age dwellings. ● Describe what Stone Age people ate. ● Locate Skara Brae and explain its significance. <p>Iron Age</p> <ul style="list-style-type: none"> ● Recall prior knowledge about the Iron Age. ● Identify when the Iron Age took place. ● Describe what a roundhouse is and how it was used. ● Explain daily life in the Iron Age. ● Describe what a hill fort is and why it was important. ● Identify what Iron Age people ate.
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History Component Parts

PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
Rec/ Y1/Y2	A	Significant local person: Mary Anning <ul style="list-style-type: none"> • Significant people in our families • Significance • Mary Anning and her significance • Evidence about Mary Anning 	Significant individuals: Castles/ Royalty <ul style="list-style-type: none"> • Monarchs • The current monarch • Line of succession • Coronation • The Royal Family • Significance of the monarch 		
	B	Changes within living memory: Toys <ul style="list-style-type: none"> • Enquiry 1: What are our toys like today? • Enquiry 2: What are other people's toys like? • Enquiry 3: How can we tell these toys are old? • Enquiry 4: What were our grandparents' toys like and how do we know? • Enquiry 5: Who played with these toys a long time ago? • Toy Museum finish 	Significant event beyond living memory: Great Fire of London <ul style="list-style-type: none"> • Life in Stuart London • Causes of the fire • Reactions to the fire • Evidence on the fire at its worst • The end of the fire • Changes made by the King afterwards 	Other cultures <ul style="list-style-type: none"> • My family history • Other families • Their history • Other cultures • Cultures that make up the UK. 	
	C	Significant event within living memory: memories			

PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
		<ul style="list-style-type: none"> • Local walk using photos • Comparing buildings in the village • Features of old houses and modern houses • Houses in chronological order • Interviewing people with memories of the past • Introduction to change • Colour coding by chronology 			
Year 3/4	A		Theme beyond 1066: Poverty		Early Islamic Civilisation/ Egyptians

PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
			<p>TUDOR POVERTY</p> <ul style="list-style-type: none"> • What is the significance of poverty over time? • What are the periods of History over the past 1000 years? • What was life like for royalty and paupers in Tudor times? • What was the old poor law? <p>VICTORIAN POVERTY</p> <ul style="list-style-type: none"> • Who were the Victorians? • What was life like for Royalty and peasants in Victorian times? • What were the Victorian Workhouses? 		<p>EARLY ISLAMIC</p> <ul style="list-style-type: none"> • What countries make up the Middle East? • Where is Baghdad and what is its significance? • How different was Baghdad in 900AD compared to London? • What is the House of Wisdom? • How did Early Islamic ideas spread across the world? <p>ANCIENT EGYPT</p> <ul style="list-style-type: none"> • Who and when were the Ancient Egyptians? • What was life like in Ancient Egypt? • What is mummification? • Who was Tutankhamun? • How did Ancient Egyptians write? • What were the Ancient Egyptians' religious beliefs?
	B	Water: The story of our school	The Struggle for the Kingdom of England		

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PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
		<ul style="list-style-type: none"> • How has Somerset changed over time? • How has our school changed over time? • How was our school founded and what is the connection to water? • Why is Hinkley Point significant to our area? 	<p>ANGLO SAXONS & SCOTS</p> <ul style="list-style-type: none"> • Who were the Saxons and Scots? • How have the Saxons and Scots influenced life today? • What was life like in an Anglo-Saxon village? • How do we know so much about Anglo-Saxon Britain? • What did the Anglo-Saxons believe in? • Why is Britain predominately a Christian country today? <p>VIKINGS</p> <ul style="list-style-type: none"> • Where did the Vikings come from and when? • Why did the Vikings come? • How did the Vikings travel? • What was Danelaw? • What was Danegeld? • What did the Vikings believe in? 		
Year 5/6	A			Ancient Greece	Stone Age to Iron Age

PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
				<ul style="list-style-type: none"> Who were the Ancient Greeks? Who was Alexander the Great? What was daily life like in Ancient Greece? Would you rather live in Sparta or Athens? What did the Ancient Greeks believe? Olympics then and now? 	<p>STONE AGE</p> <ul style="list-style-type: none"> What do we already know about the Stone Age? What is the significance of cave paintings? How are our homes different to Stone Age dwellings? What did Stone Age people eat? Where and what is Skara Brae? <p>IRON AGE</p> <ul style="list-style-type: none"> What do we already know about the Iron Age? When was the Iron Age? What is a round house? What did Iron Age people do all day? What is a hill fort? What did the Iron Age people eat?
	B	Battle of Sedgemoor	Romans		Shang Dynasty

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PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
		<ul style="list-style-type: none"> ● Where is Sedgemoor? ● How do we know the Battle of Sedgemoor took place? ● Why did James Duke of Monmouth want to be King? ● What happened at the battle? ● Why is this battle significant? 	<ul style="list-style-type: none"> ● Where did the Roman Empire begin? ● Who was Julius Caesar? ● What did a Roman soldier wear and why? ● Why was Hadrian's wall so important? ● Who was Boudicca and why did she rebel? ● Why does Britain have so many straight roads? 		<ul style="list-style-type: none"> ● How do we know about the Shang Dynasty? ● How did the Shang Dynasty begin? ● What was life like for people in the Shang Dynasty? ● What did the Shang people believe? ● How were the Shang people's beliefs similar and different to other people at the time? ● Who was Fu Hao? ● How did the Shang Dynasty end? ● How do empires collapse? ● What were the accomplishments of the Shang Dynasty? ● What were the major cities of the Shang Dynasty?

Impact and Assessment

In key stage 2, at the beginning and end of each unit of work, children are assessed on what they know focussing on three key assessment questions, which they answer on an assessment sheet (like below). Teachers then record any outliers (those not achieving the standard or those working at greater depth).

What do I already know?	What do I know now?
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____

1. I know what happens in a Sikh Gurdwara...

2. I know what is special about the daily reading from the Golden Temple...

3. I know how belonging to a Gurdwara enables Sikhs to carry out the basic tenets of Sikhism...

Religious Education: Beginning and end point progress assessment

Impact of small steps are assessed during and after each lesson using a variety of AfL techniques. This allows teachers and TAs to identify individual children who need additional support and adaptive strategies putting in place. Key areas of misconception are prioritised through retrieval practice.

Inclusion

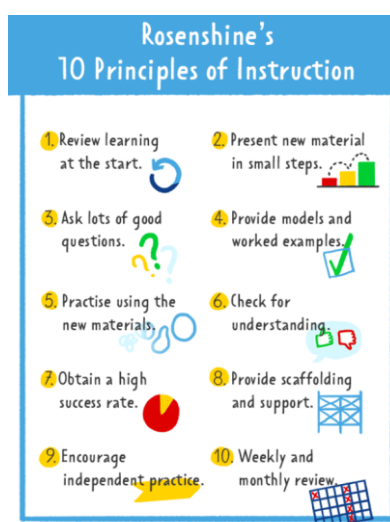
At Spaxton we believe that **All** leaders are leaders of SEND, and as such it is our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.



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