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| **History Curriculum Intent**  In Portobello Primary it is our intent to instil a love of History in all our children and a natural curiosity to know more about the past. Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically. We aim to provide an inclusive, ambitious and varied curriculum that interests and intrigues our children. Therefore, our History curriculum has been planned to allow our children to become curious learners and develop a deep understanding of the historical concepts taught. It is structured so there is a clear progression of knowledge, skills and understanding, as a result of this children are able to build upon their prior knowledge. We wish for our children to begin to understand the lives other people have lived, the process of change and the challenges that certain time periods brought about and the societies and relationships between different groups of people. It remains important to us that our children are provided with the time to reflect upon their own identity and can use the tools and skills they have developed to discuss moral situations from the past and apply these socially to any that occur in their lives today. History is made up many diverse, important and influential voices and places.  We are passionate about building upon the children’s cultural capital giving them first hand experiences through visits, visitors into schools or enabling them to handle artefacts.  Where appropriate, we make links to other curriculum areas.   **History Curriculum Implementation**  In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum. We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.  A topic-based approach is implemented throughout the year, this enables the children to achieve depth in their learning. Appropriate knowledge, skills and understanding as set out in the National Curriculum History Programmes of study is focussed upon. Teachers plan engaging lessons to progress both knowledge and skills.  Each topic starts with a question generator, this is returned to later in the learning sequence, demonstrating the secure and vast knowledge the children have acquired. Throughout the teaching and learning sequences the children are provided with appropriate critical thinking opportunities. This strengthens their ability to ask questions, make connections and develop their own judgements. Historical visits, visitors and artefacts are used to excite and intrigue our children and further enhance the curriculum to find out more about people, events and places in the past and what it was like to like in a particular time period.  **National Curriculum for Key Stage 1**  Pupils should be taught to:   * 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.  |  | | --- | |  | |  | |  |   **National Curriculum for Key Stage 2**  Pupils should be taught to:   * 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 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.   **History Curriculum Impact**  By the time our children are ready to leave us in Key Stage Two, they are able to articulate and demonstrate that they have acquired the historical knowledge and skills to understand the taught history of the country in which they live and the world. Not only that, but they are also curious to find out more. The design of our History curriculum has emphasis on analytical and critical thinking and questioning skills, and their knowledge and skills develop progressively as they move through school. This helps children secure coherent knowledge and understanding, and they are able to make links between historical events and the world in which they now live.  **Supporting the development of Spiritual Moral Social Cultural Development**  Through the teaching of History, a sense of curiosity is instilled into the children as they enquire about the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events resulted in different outcomes. Children are taught to reflect upon different interpretations of the past and how these have been arrived at, this often gives the children the opportunity to appreciate and value their own identity. Using a variety of sources and artefacts helps create and experience a sense of wonder. History is quite often a situation, story or series of different experiences and children develop the ability to empathise with the decisions which people made during a historical situation. Those events, or beliefs are quite different to those the children live by today. Therefore, the children are encouraged to understand the reasoning behind decisions and events and show empathy where appropriate. History allows children to see the similarities between people now and in the past and appreciate the significance that some individuals have had. In social education, we actively encourage our children to consider what past societies have contributed to our culture today and how they have helped developed British culture. We provide vast opportunities for the children to learn together co-operatively to discuss, find out and evaluate events in History. Therefore, further developing their own social skills. Through our carefully planned teaching and learning progressions which cover local, British, European and world History, we are passionate our children develop a secure understanding of our multicultural society and learn to respect this. We equip children with the skills to empathise with, people from different cultural backgrounds and raise their awareness to how other cultures have had a major impact on the development of British culture. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this.  **Oracy in History**  In History, oracy plays a vital role in helping students explore the past, articulate interpretations, and engage in critical debate. All four strands of oracy—**physical**, **linguistic**, **cognitive**, and **social & emotional**—will be explicitly developed to support students in becoming thoughtful, articulate historians who can communicate their understanding with clarity and confidence.  **Physical**: Pupils will practise speaking with clarity, appropriate tone, and confident body language when presenting historical arguments, participating in debates, or performing in role-play activities that bring historical events and perspectives to life.  **Linguistic**: Students will be taught to use historical vocabulary and language structures accurately and fluently. They will engage in structured talk to describe events, explain causes and consequences, and explore continuity and change across time.  **Cognitive**: Oracy will support the development of critical thinking and historical reasoning. Pupils will be encouraged to question sources, justify interpretations, evaluate evidence, and construct coherent arguments through spoken discussion.  **Social & Emotional**: Through collaborative enquiry, group discussions, and empathetic role-play, students will develop active listening, respect for differing viewpoints, and confidence in expressing their own ideas. They will learn to engage in meaningful dialogue about complex and sometimes sensitive historical issues.  Oracy will be embedded throughout the History curriculum, enabling students to deepen their understanding of the past, communicate their ideas effectively, and participate in informed, respectful historical discourse.  **History Curriculum Assessment and Monitoring**  History is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Subject Leaders also discuss History with the Senior Leadership Team once termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence where appropriate to support judgements of attainment and progress of children against the National Curriculum objectives. Throughout lessons children are provided with reflection time for them to self and peer assess against the learning objectives. At the end of each half term teaching staff assess the children against the essential knowledge learning objectives as set in the progression documents. They make accurate and informed assessments using the language of ‘all/most/some children’. Specific children who required further support or who excelled at their learning are identified. Comments refer to taught vocabulary and if this is embedded or requires further consolidation. Next steps in learning are identified for the next half term or the next teacher so gaps in learning are effectively and immediately taught and children make progress. |
| **Year 1** |
| **Autumn – Changes within Living Memory - Toys** |
| **New Words We Will Use and Understand**  Year, decade, long ago, recently, timeline, memories, living memory, beyond living memory, parent, grandparent, about a hundred years ago, different, similar, change |
| **What We Will Remember**  **-** Toys were different in the past  - Sources can be used to find out about the past (photographs)  - Events can be organised on a timeline  - How materials toys were made from have changed over time  - Toys in the past were less likely to be electronic |
| **Additional Learning Opportunities**  Children use artefacts  *Black History Month – Rosa Parks* |
| **Spring – Life of a Significant Individual – Elizabeth II** |
| **New Words We Will Use and Understand**  Monarch, United Kingdom, empire, ruled, hundreds of years, reign, important, change, Queen, King, family |
| **What We Will Remember**  **-** What a monarch is  - The United Kingdom has been a monarchy for hundreds of years  - The job of our monarch has changed over time  - There has been more than one Queen Elizabeth  - People celebrated events differently in the past |
| **Additional Learning Opportunities**  Children to use artefacts |
| **Summer – Significant Historical Events, People and Places in their Own Locality – George Stephenson** |
| **New Words We Will Use and Understand**  past, then, now, significant, development, achievement, impact, local, national, international |
| **What We Will Remember**  **-** Who George Stephenson was and why he was significant  - When George Stephenson was alive  - The invention of The Rocket changed aspects of daily life  - The significance of the Rocket  - George Stephenson impacted life locally and nationally |
| **Additional Learning Opportunities**  Visit to George Stephenson Museum |
| **Year 2** |
| **Autumn – Events Beyond Living Memory that are Significant Nationally or Globally – Great Fire of London** |
| **New Words We Will Use and Understand**  Cause, consequence, change, 17th century, architect, significance**,** |
| **What We Will Remember**  **-** When the GFoL happened and why it is significant  - Reasons why the fire spread  - How and why the fire was stopped  - How the fire changed living conditions and architecture in London  - We can use interpretations to find out about the past |
| **Additional Learning Opportunities**  Trip to Discovery Museum  *Black History Month – Sarah Forbes Bonetta* |
| **Spring – The Lives of Significant Individuals in the Past who have Contributed to National and International Achievements – Florence Nightingale and Mary Seacole** |
| **New Words We Will Use and Understand**  Crimean War, Victorian, hygienic, conditions, famous, significant, rich, poor, race |
| **What We Will Remember**  **-** Conditions have changed over time  - These individuals were significant and that they had atypical experiences to other people in their communities  - Their actions impacted the world and conditions in nursing  - These individuals faced opposition  - Significant individuals do not always have the same impact on history and are not always remembered equally |
| **Additional Learning Opportunities**  Range of artefacts |
| **Summer – Significant Historical Events, People and Places in their Own Locality – History of Gateshead** |
| **New Words We Will Use and Understand**  Victorian, era, industry, impact |
| **What We Will Remember**  **-** How Gateshead has changed since Victorian times  - Queen Victoria was our monarch during the Victorian era  - Significant changes that happened during the Victorian period and why they are significant to Gateshead now (High Level Bridge, industry)  - The impact the Great Fire of Gateshead and Newcastle had on the local area  - The role of firefighters in relation to the GFoG and how their role has changed over time |
| **Additional Learning Opportunities**  Trip to St Mary’s Heritage Museum |
| **Year 3** |
| **Autumn – The Roman Empire and its Impact on Britain** |
| **New Words We Will Use and Understand**  Empire, emperor, invasion, conquest |
| **What We Will Remember**  **-** Britain was successfully invaded by Claudius  - The Roman invasion changed daily life in Britain  - How Hadrian’s wall was built  - What daily life was like at Hadrian’s wall  - Examples of the lasting Roman legacy in Britain |
| **Additional Learning Opportunities**  Visit to Housesteads or Segedunum. Access to artefacts.  *Black History Month – Sam Beaver King* |
| **Spring – The Achievements of the Earliest Civilisations – Ancient Egypt** |
| **New Words We Will Use and Understand**  Afterlife, god-king, pharaoh, mummification, embalming, sarcophagus, scarab, papyrus, hieroglyphics, inundation, delta, shaduf, Archimedes’ Screw, archaeology |
| **What We Will Remember**  **-** Ancient Egyptian religious beliefs and how they prepared for the afterlife  - The river Nile was essential to Ancient Egyptian life  - Women had some rights and that this is unusual compared to other ancient civilisations  - Why their achievements including the pyramids were so significant  - Archaeology played a key part in understanding Ancient Egyptian life |
| **Additional Learning Opportunities**  Visit to Great North Museum, access to artefacts |
| **Summer – A Study of an Aspect or Theme in British History that extends pupils’ knowledge beyond 1066 – Migration to Britain** |
| **New Words We Will Use and Understand**  Migration, Commonwealth, European Union, persecution, war, famine, |
| **What We Will Remember**  **-** Migration to Britain has occurred for hundreds of years – link to Romans  - The factors that have pushed people to migrate to Britain – persecution, famine, war  - Factors that have pulled people to Britain – Job opportunities, EU expansion, mother country  - We can learn from interpretations what it is like to be a migrant – Walter Tull  - The attitudes migrants have faced |
| **Additional Learning Opportunities**  Access to artefacts |

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| **Year 4** |
| **Autumn – Britain’s Settlement by Anglo-Saxons and Scots** |
| **New Words We Will Use and Understand**  Invader, settler, kingdom, settlement, immigrant, capital, Christianity, monestary, monk, Abbey, Abbot, church, culture, illuminated manuscript, chronicle |
| **What We Will Remember**  **-** The Anglo-Saxons where a mix of immigrants from Northern Europe and Scandinavia  - England was not a country and was made up of seven major Kingdoms at this time  - Anglo-Saxon life and experiences were not the same for everyone  - Christianity became the main religion in Britain and Northumbria was significant to this (Lindisfarne, Jarrow and Bede, Bamburgh Bones)  - The difference between country and town life and settlements |
| **Additional Learning Opportunities**  Visit to Bede’s world, artefacts  *Black History Month – Nicola Adams* |
| **Spring - Changes in Britain from the Stone Age to the Iron Age** |
| **New Words We Will Use and Understand**  Nomadic, age, immigrants, archaeology, tribal, hunter-gatherer, Bronze Age, Stone Age, Iron Age, Skara Brae, Stonehenge, tools, hill forts, prehistoric**,** |
| **What We Will Remember**  **-** How people lived in the Stone age and that they were nomadic  - What settlements were lived in, what changed about them and what stayed the same  - The discovery of bronze and iron led to changes is daily life  - Significant sites across the UK and how they have helped us find out about this era  - Archaeology has helped us find out about this era and there are still things we don’t know |
| **Additional Learning Opportunities**  Access to artefacts |
| **Summer – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Sport** |
| **New Words We Will Use and Understand** |
| **What We Will Remember**  **-** Sport has not always been accessed by everyone  - Sports people and sporting events can be stages for change  - Sporting events do not always change social attitudes – link to Jesse Owens  **-** Billie Jean King had an impact internationally  - Marcus Rashford has used sport to make an impact nationally |
| **Additional Learning Opportunities**  Access to artefacts |
| **Year 5** |
| **Autumn – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** |
| **New Words We Will Use and Understand**  Viking, invader, raid, rampage, settler, longhouse, Danegeld, Danelaw, resistance, monastery, conflict |
| **What We Will Remember**  **-** The Vikings took part in raids but eventually settled in Britain – link to Lindisfarne  - There was a power struggle between the Anglo-Saxons and Vikings in Britain that lasted for a long time  - The impact of Danelaw on the relationship between the Anglo-Saxons and Vikings  - Individuals that were significant to the conflict between the Vikings and Anglo-Saxons such as Ethelred and Alfred  - That Vikings culture had many positive aspects despite often being depicted as a violent culture |
| **Additional Learning Opportunities**  Visit to Jorvik Centre, access to artefacts  *Black History Month – Frederick Douglas* |
| **Spring – Ancient Greece – A Study of Greek Life and Achievements and their Influence on the Ancient World** |
| **New Words We Will Use and Understand**  State, democracy, slave, citizens, Olympics, Athenians, Spartan |
| **What We Will Remember**  **-** To know Ancient Greece was made up of city states that had similarities and differences  - Aspects of Greek daily life – houses, religion, jobs  - Ancient Greeks invented democracy though it is not the same democracy we recognise today  - Life in Ancient Greece was not the same for everyone – slaves, women  - How the Olympic Games have changed from Ancient Greece to today |
| **Additional Learning Opportunities**  Access to artefacts |
| **Summer – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – British Human Rights** |
| **New Words We Will Use and Understand**  Rights, discrimination, change, impact, racism, homophobia, law, |
| **What We Will Remember**  **-** People have not always had the rights they have in Britain today  - The suffragette movement was an essential part of women being allowed to vote  - The significance of the Bristol Boycott Saga in challenging racial discrimination  - That LGBT+ people had to fight for their rights to be themselves under Section 28  - Significant individuals such as Emily Wilding Davis, Sir Ian McKellen and Paul Stephenson |
| **Additional Learning Opportunities**  **Access to artefacts** |
| **Year 6** |
| **Autumn - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – World War 2** |
| **New Words We Will Use and Understand**  Allies, war, the blitz, evacuation, propaganda, rationing, kinderstansport, air raid, bombing, |
| **What We Will Remember**  **-** Why WW2 began and the countries that were involved  - How the Blitz changed daily life in London and the North-East  - That children were evacuated from different places to keep them safe – evacuees in Britain and Kindertransport  - That men had different roles in the war that were not always in line with war propaganda  - How the role/work of women in WW2 changed their status |
| **Additional Learning Opportunities**  Visit to Eden Camp  *Black History Month – Lilian Bader* |
| **Spring – A Local History Study – The Birtley Belgians** |
| **New Words We Will Use and Understand**  Refugee, munitions, factory, armament workers, workforce |
| **What We Will Remember**  **-** When WW1 happened and the countries involved  - There was a shortage of munitions and labour which led to Elizabethville being built  - That workers in Elizabethville were mostly from Belgium  - What daily life was like in Elizabethville  - Why Elizabethville no longer exists |
| **Additional Learning Opportunities**  Visit to Birtley Library, walk around site of Elizabethville |
| **Summer - A non-European – Mayan Civilisation** |
| **New Words We Will Use and Understand**  Civilisation, glyphs, scribes, codices, cocoa, pok-ta-pok, uinal |
| **What We Will Remember**  **-** The significance of the Maya civilisation  - Where and when the Maya lived  - How we know about the Maya  - The significant achievement of their civilisations such as writing, calendar numbers and pok-ta-pok  - Aspects of Maya religion and why they had so many gods |
| **Additional Learning Opportunities**  Access to artefacts |