

# History Subject Overview

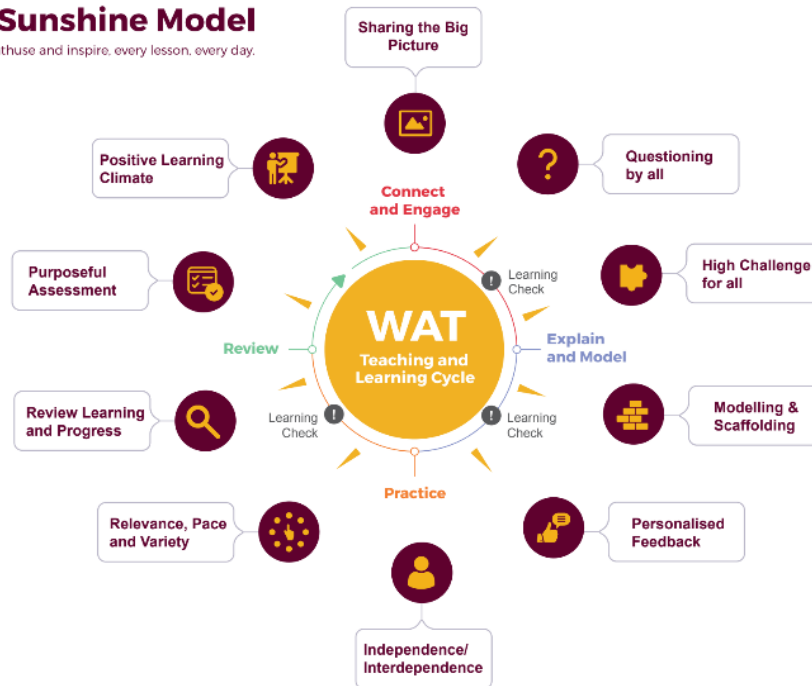
**WAT Aspire Curriculum** – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.




## Teaching and Learning Cycle

### WAT Sunshine Model

To engage, enthuse and inspire, every lesson, every day.



## Long Term Overview

 [History Curriculum Overview 2023-2024](#)

 [Threshold Concepts History 2023-2024](#)

### EYFS







In the EYFS, historical knowledge and skills form part of the three Prime Areas and four Specific Areas of learning and will be delivered as planned by the Early Years practitioners in line with guidance set out in the Statutory Framework for The Early Years Foundation Stage, published March 2021. The progression in History from EYFS to Key Stage One document above shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

### KS1 and KS2

- History themes should be taught in line with the WAT ASPIRE Curriculum overview.
- Pupils in Key Stage One and Key Stage Two will follow the National Curriculum Programmes of Study.
- It is taught through two themes throughout the year that build upon the pupils' prerequisite knowledge and ensure that substantive and disciplinary knowledge is taught in line with the History milestone overview.



## Knowledge Organisers

Knowledge organisers for each year group set out the skills, knowledge and vocabulary to be developed through the unit.

-  [Year 1 knowledge organisers](#)
-  [Year 2 knowledge organisers](#)
-  [Year 3 knowledge organisers](#)
-  [Year 4 knowledge organisers](#)
-  [Year 5 knowledge organisers](#)
-  [Year 6 knowledge organisers](#)

## Vocab

History vocabulary is planned progressively from EYFS through to Year 6 and shared on the Knowledge Organisers.

-  [Y1 Autumn - Vocabulary Builder - Changes within Living Memory \(Toys, Transport, School\).pdf](#)
-  [Y1 Spring - Vocabulary Builder - Lives of Significant Individuals \(Florence Nightingale, Mary Seacole, ...](#)



*"Our aspirations are our possibilities – believe you can and you will!"*

- 📄 Y1 Summer - Vocabulary Builder - Local History (Mining).pdf
- 📄 Y2 Autumn - Vocabulary Builder - Events Beyond Living Memory (The Great Fire of London).pdf
- 📄 Y2 Spring - Vocabulary Builder - Lives of Significant Individuals (Henry VIII, Queen Victoria, Queen Eliz...)
- 📄 Y2 Summer - Vocabulary Builder - Events Beyond Living Memory (Titanic, The Steam Engine. The Firs...)
- 📄 Y3 Autumn - Vocabulary Builder - Stone Age.pdf
- 📄 Y3 Summer - Vocabulary Builder - Mayans.pdf
- 📄 Y4 Autumn - Vocabulary Builder - Romans.pdf
- 📄 Y4 Spring - Vocabulary Builder - Anglo-Saxons.pdf
- 📄 Y4 Summer - Vocabulary Builder - Vikings.pdf
- 📄 Y5 Autumn - Vocabulary Builder - Ancient Egypt.pdf
- 📄 Y5 Spring - Vocabulary Builder - Shang Dynasty.pdf
- 📄 Y5 Summer - Vocabulary Builder - Ancient Greece.pdf
- 📄 Y6 Autumn - Vocabulary Builder - Rule and Order (1).pdf
- 📄 Y6 Spring - Vocabulary Builder - World War II.pdf
- 📄 Y6 Summer - Vocabulary Builder - London Across the Ages.pdf

## Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

### Formative assessment;

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as Key Learning Tasks, multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which frequently take the form of low-stakes retrieval quizzes. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward

Eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

### Summative Assessment

Post block assessments are carried out at the end of each unit of work.

- 📄 Y1 Autumn - End of Unit Assessment - Changes within Living Memory (Toys, Transport, School).pdf
- 📄 Y1 Spring - End of Unit Assessment - Lives of Significant Individuals (Florence Nightingale, Mary Seac...)
- 📄 Y1 Summer - End of Unit Assessment - Local History (Mining).pdf



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- 📄 Y2 Autumn – End of Unit Assessment – Events Beyond Living Memory (The Great Fire of London).pdf
- 📄 Y2 Spring – End of Unit Assessment – Lives of Significant Individuals (Henry VIII, Queen Victoria, Queen...)
- 📄 Y2 Summer – End of Unit Assessment – Events Beyond Living Memory (Titanic, The Steam Engine. The ...)
- 📄 Y3 Autumn – End of Unit Assessment – Stone Age.pdf
- 📄 Y3 Summer – End of Unit Assessment – Mayans.pdf
- 📄 Y4 Autumn – End of Unit Assessment – The Romans.pdf
- 📄 Y4 Spring – End of Unit Assessment – Anglo-Saxons.pdf
- 📄 Y4 Summer – End of Unit Assessment – Vikings.pdf
- 📄 Y5 Autumn – End of Unit Assessment – Ancient Egypt.pdf
- 📄 Y5 Spring – End of Unit Assessment – Shang Dynasty.pdf
- 📄 Y5 Summer – End of Unit Assessment – Ancient Greece.pdf
- 📄 Y6 Autumn – End of Unit Assessment – Rule and Order (1).pdf
- 📄 Y6 Spring – End of Unit Assessment – World War II.pdf
- 📄 Y6 Summer – End of Unit Assessment – London Across The Ages.pdf

### High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle. [High Challenge for all Our Model](#)

### SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- the use of visual prompts
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- Overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.



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### History Learner Tools

- Working wall displays the enquiry questions and modelled examples of key knowledge;
- Tier 3 vocabulary clearly displayed;
- Non-Fiction books and relevant artefacts displayed for the unit being taught;
- Years 3-6 use their iPads for Learning to consolidate and accelerate their learning with regular practice on our trust-wide subscribed APPs such as Hologo, Jamboard, Whiteboard.fi, Key Notes, Showbie.
- Timeline of key events for each unit and whole school timeline displayed to help support understanding of Chronology.