



# History

## Chronology

Using the Knowledge Building pillar for Chronology, we have designed the curriculum to allow pupils to develop their learning within each phase, linked to the corresponding cognitive block.

- Pathfinders - Fit people and events into a chronological framework
- Adventurers - Establish clear narratives within periods of history
- Navigators - Make connections between periods of history

## Pathfinders

In this phase, there is a focus on people that lived and events that have taken place primarily over the last 200 years. This limited time span is much more manageable for younger children, allowing them to conceptualise more easily and providing a framework for pupils to begin understanding chronology over time beyond the simple sequencing of everyday events. The historical content itself often links to pupils' everyday experiences (e.g. inventions such as the TV, lightbulb), making the learning more concrete and less abstract, in order to help them begin to make sense of their changing world.

## Adventurers

Pupils begin to look at more specific periods in history e.g. Benin, and develop narratives within those, such as the exile of Ogiso and the change of rule, leading to much greater prosperity under the Obas.

## Navigators

As knowledge builds, pupils should begin to identify and understand connections between different events and periods in history. One example might be within the leadership focus which is explored and developed across the 'Learning Means the World' Curriculum, from learning about Roman Emperors in 'You're Not Invited' to world leaders in 'Wars of the World'.

As long as the pupils understand the concept of chronology and know where the era, person or event they are studying fits on the historical timeline, history does not have to be taught in chronological order. The use of timelines, therefore, is particularly important in establishing the sequence of, and connections between, different periods of history.



# History

## Coverage

### How do you know the National Curriculum is covered?

By using a rigorous matrix approach, the objectives of the National Curriculum are cross-referenced to the 'Learning Means the World' Curriculum and identified gaps are taught through NC specific history units.

## Progression

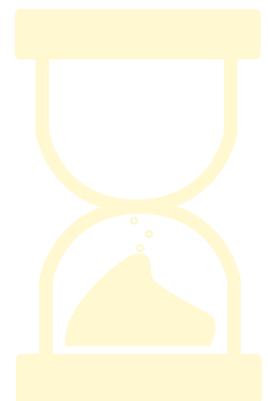
### How do you plan for progression in history?

The Skills Ladder acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder should enable them to make good progress in their learning.

The Knowledge Building Pillars form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different historical contexts. This also means that concepts are cumulatively built upon. For example, Continuity and Change would show children learning about how and why the school building has changed over time in Pathfinders, understanding and explaining how cities kept people safe in the past in Adventurers to understanding the meaning of discrimination and giving examples from history in Navigators.

## Assessment and Recall

Kahoot Quizzes, for the purposes of diagnostic assessment, as well as checking recall are the main vehicle for assessment and recall.





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## Scale

### Local History

There are opportunities for pupils to learn about local history at different levels, specifically in 'Unity in the Community', 'You're Not Invited' and 'Time Team', where the learning builds across the phases. The 'Making it Personal' section in many of the history thematic units in all phases also focuses on local history links as a starting point.

### National History

National history is again linked to the 'Making it Personal' section in many of the history thematic units. Depending on your location, there may be links through specific themes, such as 'Cry Freedom', 'You're Not Invited' and 'Wars of the World'.

### International History

As an internationally-minded curriculum, 'Learning Means the World' provides many opportunities to study ancient civilisations on a worldwide scale, such as Benin, Mayans and Ancient Greece.

### Schools in England

Due to the international nature of this curriculum, we help you ensure the National Curriculum British History elements are taught. These include a focus on changes to family life in Pathfinders, and Stone Age to Celts, Romans (light touch in Adventurers as they are focused on in 'You're Not Invited'), Saxons, Vikings, Normans and 1066 in Adventurers. Other aspects to be taught in Navigators to ensure coverage include the themes 'Time Team' and 'Pharaoh Queen'.

