

## Herons' Moor Academy Statements of Intent, Implementation and Impact: History

### Intent

I am a historian. I study the story of humankind. As a historian, I understand chronology and understand that different societies of people lived in places of the world at different times and whilst other societies of people lived in other places of the world. I seek to understand who lived when and know more about their lives and the impact they had on others, locally, nationally and globally. I will ask questions and investigate my own lines of enquiry. I will explore artefacts and use evidence to learn about the past. As a historian, I consider and challenge viewpoints and share my perspective.

### Implementation

We follow the *I am a historian* Years 1-6 CLF curriculum to ensure progression across the school. History is taught in reverse chronology, allowing children's historical understanding to deepen whilst learning about more recent historical periods before topics further back in time are encountered which may be more abstract to them. Each historical topic is structured around a key enquiry question. The topic is divided into sub questions which build sequentially, leading to answering the final enquiry question. Within a topic, children will acquire knowledge and apply this knowledge in ways that develop understanding of substantive concepts and disciplinary skills. Whilst these skills and concepts remain the same throughout the Academy, the understanding and application of them becomes more complex as children progress as historians.

### Impact

From Pupil Voice, it is clear that children enjoy learning about the range of local and world history. Children can talk about the content of what they have learnt with confidence and subject specific vocabulary. Progress is assessed by a combination of knowledge quizzes interspersed throughout the topic and assessment of the final enquiry question.

# Implementation of history at Herons' Moor Academy – Enquiry Roadmap

Across KS1, children will begin to develop a chronological awareness of the past. Children will ask and answer questions, using appropriate historical vocabulary. Children will understand some of the ways we find out about the past.

**Year 1**

Changes in technology

Changes in locality 1930 – present

*How was life different for our grandparents?*

**Year 3**

European Explorers 1400s-1500s

*How have European Explorers changed the world?*

The Tudors and Stuarts

*Would you like to live in the Tudor times?*

**Year 5**

The Egyptian New Kingdom

*What did Akhenaten do that made him so hated?*

The Romans

*Was the Roman Empire a success?*

Anglo-Saxons and Vikings

*Who were the Vikings and what impact did they have on Anglo-Saxon Britain?*

The Maya

*Why did the Mayan civilisation disappear?*

**Year 2**

The Victorians

*Why do we remember Isambard Kingdom Brunel?*

The Restoration

*How did the fire of 1666 change London?*

**Year 4**

Stone Age to Iron Age Britain

*Would you rather live in the Bronze Age or the Stone Age?*

The Egyptian Old Kingdom

*Why was the River Nile so important to Ancient Egyptians?*

The Greeks' influence on the western world

*How did the Ancient Greeks govern themselves?*

**Year 6**

Across KS2, Children will continue to develop a chronologically secure knowledge of local, British and world history. They will study connections, contrasts and trends over time and develop an appropriate use of historical terminology when making their own interpretations. Children will address enquiry questions about change, cause, similarity and difference and significance, understanding how knowledge of the past is constructed from a range of sources.