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Wood Wharf Primary

EY, KS1 and KS2 History Overview

- **Access to education and the chance to be educated is a human right in a civilised world**
- **Education should provide rich intellectual and personal development for individuals and communities of people**
- **Education is a public good**

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Values

Our Characteristics of effective learning



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!



At the heart of our History curriculum is the belief that children should understand how history has shaped the world they live in today. We aim to immerse our pupils in the study of history through a rich and engaging curriculum that not only fosters a deep understanding of past events but also nurtures the essential skills of a historian. Our approach emphasises key concepts such as Community, Knowledge, Power, and Democracy, which are explored throughout the curriculum and linked to key historical events and figures. By doing so, we ensure that pupils gain an appreciation for how these concepts have shaped societies and continue to impact the present day.

History Intent

In **Reception classes**, the history curriculum is designed to help young learners explore the concept of **time and change**. Children begin by reflecting on their own personal histories, focusing on how they have changed since being babies. They are encouraged to talk to family members about what life was like when their relatives were little, fostering a sense of connection to the past. This approach allows children to understand the passage of time and recognize the differences between their present lives and those of previous generations. Through these discussions, they begin to develop a foundational understanding of history, change, and personal experience. This early introduction to the concept of history helps set the stage for deeper exploration in later years, linking their personal growth to broader historical contexts.

In Key Stage 1, we introduce foundational historical themes that include community, knowledge, power, and democracy. These concepts are explored through engaging units of work and immersive learning experiences that help children understand how these themes are reflected in history.

- **Community:** Children explore how communities have changed over time, how people live together, and the role of local communities in shaping history. This is emphasized through local history studies and exploring their own community.
- **Knowledge:** By examining historical events and figures, children develop an understanding of the significance of knowledge passed down through generations and how it has shaped societies.
- **Power:** Pupils investigate the concept of power by looking at historical figures, events, and movements that have influenced the direction of history, helping them understand the ways in which power is wielded and its consequences.
- **Democracy:** Through discussions and exploration of key historical moments, children begin to grasp the idea of democracy, how it has evolved, and its importance in the shaping of modern societies.

In Year 1, children will engage in activities such as a local walk to explore the history of their community, understanding how local power structures and community interactions have evolved. In Year 2, pupils visit landmarks like St. Paul's Cathedral and the Docklands Museum, deepening their understanding of how communities and historical events are intertwined, with a particular focus on the power dynamics that shaped significant events like the Great Fire of London.

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History Intent p2

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As pupils progress into Key Stage 2, the curriculum continues to build on these key concepts, adding additional layers such as invasion, civilisation, and democracy in more complex historical contexts. These themes will be explored through the study of different historical periods, including the Ancient Civilisations, the Medieval period, and the impact of invasions on British society.

- **Invasion:** Children will explore how invasions have influenced British history, shaping not only the physical landscape but also the social and political systems in place at the time. This is linked to key events like the Viking invasions, the Norman Conquest, and their impact on power structures in early Britain.
- **Civilisation:** Pupils will investigate different ancient civilisations such as the Egyptians, Greeks, and Romans, examining how these societies were structured and how their ideas on power, knowledge, and democracy shaped future cultures.
- **Skills Development in Both Key Stages:**
 - The curriculum is structured using the **CUSP Unity curriculum**, which aligns with the National Curriculum. It is designed to progressively build key historical skills, including:
 - **Chronology:** Children will develop a clear understanding of timelines and how to sequence events from the past in a meaningful way.
 - **Cause and Consequence:** Students will explore the reasons behind key historical events and their outcomes.
 - **Change and Continuity:** Children will investigate how things have changed over time, and what aspects of life have stayed the same.
 - **Similarity and Difference:** Children will compare different historical periods, cultures, and people to understand how they are alike or different.
 - **Evidence:** Through the examination of primary and secondary sources, children will learn to evaluate evidence to gain insights into past events.
 - **Significance:** Students will consider the importance of particular events, individuals, and ideas in shaping history.
- **Engaging with History: The Broader Aim**

We believe that history is not just about learning facts—it's about understanding how the past has influenced the present and how it continues to shape the way we live and think today. By engaging children with the stories of our past, we help them make sense of the world they live in and understand the connections between past and present. Our approach aims to inspire a lifelong curiosity about history, providing children with the skills they need to think critically, understand different perspectives, and appreciate the impact of history on their everyday lives.

Through a carefully planned progression of topics and experiences, we create a history curriculum that is both engaging and educational, laying the foundation for a deep and lasting understanding of the world's history.

Connecting History to the Early Years Curriculum

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • History • Historian • After • Before • New • Old • Now • Past • Present • Time <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> • Know about personal history – birthdays, celebrations. • Celebrating cultural diversity of children in the class. • Traditional festivals and celebrations. • Routines - Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> • Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day. • Black History week – Rosa Parks. • Bonfire Night – Guy Fawkes. • R.E themes taught through Discovery RE. • Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. • London past and present – Link ‘The Naughty Bus,’ story. <ul style="list-style-type: none"> • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Child-led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> • 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.
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			

Year group sequencing

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

History National Curriculum coverage

Key Stage One Curriculum coverage

Changes within living memory (To reveal aspects of change in national life)	What changes have happened in my local community?(Y1)
Significant events beyond living memory	How do we know about the Great Fire of London? (Y2)
The lives of significant individuals in the past who have contributed to national and international achievements	Can we compare the lives of Mary Anning + David Attenborough? (Y1) Can we compare the lives of Neil Armstrong and Mae Jemison? (Y1) What things happened in The Docklands past? (Y2)
Significant historical events, people and places in their own locality.	How do we know about the Great Fire of London? (Y2) What things happened in the Dockland's past? (Y2)

Key Stage Two Curriculum coverage

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	The Anglo-Saxons and Vikings- what happened and when? (Y4)
A local history study	How did conflict change our locality in WW2? (Y6)
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How did the Windrush Migration change Britain for the better?(Y6)
The achievements of the earliest civilizations: An overview and a depth study of one	Who were the earliest civilisations and what did they achieve? Focus on Ancient Egypt(Y4)
Ancient Greece- a study of Greek life and achievements ad their influence on the western world	Who were the Ancient Greeks and what is their legacy? (Y5)
A non- European society that provides contrasts with British history.	Can we compare the Kingdom of Benin and Anglo-Saxon Britain in c AD 900? (Y5)

Learning journey road map

- Coming soon

Thinking like a Historian

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge. Teachers plan to model and teach how to think like a historian, developing the following 6 areas of disciplinary knowledge over time:



	Chronology	Cause & consequence	Change & Continuity	Similarity & difference	Evidence	significance
EYFS	<ul style="list-style-type: none"> To place events in order To place numbers in order To use words that indicate the past To identify how they have changed To identify things that are from the past/old Start to use words and phrases related to time 	<ul style="list-style-type: none"> Question why things happen and give explanations Begin to identify what made something happen 	<p>Can talk about:</p> <ul style="list-style-type: none"> Changes that have happened to themselves 	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Know that information can be retrieved from books and computers. Begin to explore whether stories are real/made up through events in their own lives 	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends
Years 1 & 2	<ul style="list-style-type: none"> Use words or phrases related to the past Recognise that some objects belong in the past Begin to understand where people & events fit on a timeline Recount changes within living memory Understand where people & events fit within a chronological timeline Sequence photographs and objects on a timeline 	<ul style="list-style-type: none"> Begin to recognise that significant events happened because of a cause Begin to understand that aspects of life changed following an event 	<p>Can begin to identify:</p> <ul style="list-style-type: none"> Old and new things in a picture What was different and what was the same when their parents and grandparents were children? 	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> Rich & poor Male and female <p>Start to understand that this may have been different in different places at the same time</p>	<ul style="list-style-type: none"> Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) Describe similarities and differences between artefacts Look at pictures and photos to identify things from the past Know the difference between fact and fiction 	<ul style="list-style-type: none"> Talk about who was important e.g. in a simple historical account Talk about why they (who or what) were important and what changed/happened

Thinking like a Historian - KS2




 Chronology	 Cause & consequence	 Change & continuity	 Similarity & difference	 Evidence	 Significance
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	Chronology	Cause & consequence	Change & Continuity	Similarity & difference	Evidence	significance
Years 3 & 4	<ul style="list-style-type: none"> Develop an increasingly secure chronological knowledge of local, British and world history, using dates Use words and phrases related to a specific period Understand more complex terms eg BC/AD BCE/CE Put events, places and people on a timeline (matching dates) Use mathematical knowledge to work out how long events took place Identify some main events from History and order them 	<ul style="list-style-type: none"> Identify reasons for a results of people's actions and understand why people may have had to do something Look for links and effects in times studied, offer a reasonable explanation for some events Address and devise historical questions about cause. Comment on the importance of cause and effects for some key events 	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> Things that stayed the same Things that changed <p>Make links between events over time.</p> <p>Begin to note the similarities & differences:</p> <ul style="list-style-type: none"> Within current period of history being studied When current period of history being studied is compared to previous periods studied 	<p>Identify (by including some examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> Rich & poor Male & female Different cultures & races Different religions <p>Identify similarities & differences between periods studied</p>	<ul style="list-style-type: none"> Identify different sources that have given them information about the period they are studying Identify if a piece of evidence is first hand or someone's view Identify details in pictures and artefacts Use evidence from a source to answer question or support an answer 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history and what they did/happened Begin to identify why/what they did (or what happened) was important and how it changed things for people
Years 5 & 6 to be added in 2026-27						

Year 1, 2 and 3 overview – History

	Autumn	Spring	Summer
Year 1	<p>Changes within living memory</p> <ul style="list-style-type: none"> - What changes have happened in my local community? 	<p>The lives of significant people (Mary Anning and David Attenborough)</p> <ul style="list-style-type: none"> - knowing and explaining the lives of significant people and how they lived - understanding that knowledge shaped the way significant people thought and influenced what we know and do today - knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better - knowing and explaining that in the past, people in power were not always chosen by the people - knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning - knowing and explaining that sometimes people are not treated fairly 	<p>More lives of significant people (Tim Peake and Mae Jemison)</p> <ul style="list-style-type: none"> - knowing and explaining the lives of significant people and how they lived - understanding that knowledge shaped the way significant people thought and influenced what we know and do today - knowing and explaining how significant people, such as Tim Peake, have the power and determination to help us understand more about the incredible world we live in and how to care for it better - knowing and explaining that in the past, people in power were not always chosen by the people - knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mae Jemison - knowing and explaining that sometimes people are not treated fairly
Year 2	<p>Events beyond living memory (Great Fire of London)</p> <ul style="list-style-type: none"> - knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury - knowing and explaining what life was like in the community of London over 300 years ago - knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built - knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary - knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire - knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example 	<p>Significant historical events, people, places in our locality (The Docklands)</p> <ul style="list-style-type: none"> - knowing and explaining how their local area was shaped by events and people - knowing and explaining what life was like in the community of London over 300 years ago - knowing and explaining how the community and place they live has been shaped by significant past events and people - understanding how the local area was shaped or changed by new knowledge and inventions – imports and trades (spices, tobacco, fruit, vegetables, grain and meat) - knowing that the way people ruled has changed over time 	<p>Significant historical events, people, places in our locality (Flight)</p> <ul style="list-style-type: none"> - knowing and explaining how the community and place they live has been shaped by significant past events and people - understanding how the local area was shaped or changed by new knowledge and inventions, such as flight <p>Events beyond living memory revisit (Great Fire of London)</p>
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain

By the end of Year 1

		Community	Knowledge	Power	Democracy
		Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Autumn		Changes within living memory <ul style="list-style-type: none"> knowing how shops and the high street have changed over time knowing and explaining the lives of significant people and how they lived 	<ul style="list-style-type: none"> knowing and explaining how knowledge and technology has changed our community and local area through a study of shops understanding that knowledge shaped the way significant people thought and influenced what we know and do today 	<ul style="list-style-type: none"> knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut 	<ul style="list-style-type: none"> knowing and explaining that in the past, people in power were not always chosen by the people knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning
Spring		The lives of significant people (Mary Anning and David Attenborough) <ul style="list-style-type: none"> knowing and explaining how their local area changed 	 Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake	<ul style="list-style-type: none"> knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better 	<ul style="list-style-type: none"> knowing and explaining that sometimes people are not treated fairly
Summer		More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)			

By the end of Year 2

Autumn



Spring



Summer



	Community	Knowledge	Power	Democracy
	<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p>	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p>
<p>Events beyond living memory (Great Fire of London)</p> <p>Revisit summer</p>	<ul style="list-style-type: none"> knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury 	<ul style="list-style-type: none"> knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways 	<ul style="list-style-type: none"> knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary 	<ul style="list-style-type: none"> knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example
<p>Significant historical events, people, places in our locality</p> <p>Docklands</p>	<ul style="list-style-type: none"> knowing and explaining how their local area was shaped by events and people knowing and explaining what life was like in the community of London over 300 years ago 	<ul style="list-style-type: none"> knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire 	<ul style="list-style-type: none"> knowing that in the past, people in power were not always chosen by the people knowing that the way people ruled has changed over time 	
<p>Significant historical events, people, places in our locality</p> <p>Flight</p>	<ul style="list-style-type: none"> knowing and explaining how the community and place they live has been shaped by significant past events and people 		<ul style="list-style-type: none"> explaining that democracy is a fair way of deciding who should be in charge 	

By the end of Year 3

Autumn



Spring



Spring



Summer



	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how communities change through studying the Stone Age – Iron Age knowing and explaining how technology and knowledge changed the way prehistoric people lived knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple knowing and explaining the importance of burials within a community 	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations 	<p>Pupils develop an understanding of the concept of INVASION through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain knowing and explaining what caused leaders to invade other places, such as wanting to get better resources knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 	<p>Pupils develop an understanding of the concept of CIVILISATION through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome 	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain 	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none"> knowing and explaining how leaders ruled communities, kingdoms and civilisations knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations knowing and explaining about hierarchies within communities, kingdoms and civilisations
Changes in Britain from the Stone Age – Iron Age						
The Roman Empire and its impact on Britain						

Example of 'Thinking as a Historian' Enquiry Skills - Year 1 – Autumn – Changes with Living memory

Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>How have you changed since you were born?</p> <p>What are the stages in your life?</p> <p>When were shops different to ours a long time ago?</p> <p>In this study, when we say a long time ago, how many years do we mean?</p>	<p>Why have shops changed?</p> <p>What made shops change?</p> <p>How have shops changed in your community?</p> <p>Has all that change been good for shops?</p>	<p>Are there any shops that have stayed the same?</p> <p>Are there any shops that have not stayed the same?</p> <p>What are supermarkets?</p>	<p>What shops in your community are similar to shops in the past?</p> <p>What shops in your community are different to shops in the past?</p>	<p>How do we know about the past?</p> <p>What helps us know about shops a long time ago?</p> <p>Who do you know who used shops a long time ago?</p>	<p>What is the big difference between shops today and shops a long time ago (1950s)</p> <p>What significant difference did self-serving make to shops a long time ago?</p>

Example of 'Thinking as a Historian' Enquiry Skills Year 2 – Autumn - **Events beyond living memory**
(Great Fire of London)

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>When did the Great Fire of London start?</p> <p>What day did the fire start?</p> <p>What day did the wind change direction?</p> <p>Did the fire start to dwindle before the wind changed?</p>	<p>What was the consequence of the Great Fire of London?</p> <p>How does the word flammable connect to how the fire spread?</p> <p>Did the wind help or hinder the spread of the fire?</p>	<p>How did London change as a result of the fire?</p> <p>What were the main things that changed?</p> <p>Was all of London destroyed by the fire?</p> <p>What buildings survived the fire?</p>	<p>What was different about the way fires were put out in 1666 compared with today?</p> <p>What was different about the way people lived in London in 1666 compared with today?</p>	<p>How do we know about the fire?</p> <p>What sources tell us about the fire?</p> <p>Why weren't there any photographs taken?</p> <p>What artefacts tell us about the Great Fire?</p>	<p>What's important to know about the Great Fire of London?</p> <p>Who were the significant people at the time of the fire? What did they do? Were they significantly good or significantly bad?</p> <p>Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the fire?</p>

Assessment in History

Assessment in history is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have. Recording of assessment is multi-faceted. We support whole class feedback and marking principles. The following are used to assess pupils' knowledge and skills as well as their understanding and use of relevant vocabulary.

- Whole class marking and feedback.
- Formative outcomes from cumulative quizzing
- Summative outcomes from cumulative quizzing.
- Structured explanative tasks such as vocabulary connections.
- Structured assessment tasks such as 'Show what you know'.
- End goals for each of the Big Ideas for history. These specify what pupils should know and be able to explain at the end of each year group.

At the end of each academic year, this all feeds into a final overall assessment judgement for history, which is reported to parents. This judgement reflects how secure the pupil's knowledge and understanding in the learning taught that year has been.

How do we measure the impact of our History Curriculum?

We evaluate the impact of our history curriculum in the following ways:

- Pupil Book Study: Small groups of pupils from each class are asked to talk about what they remember about their learning in history. These sessions are led by the history Leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning.
- Lesson visits. The history leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- Book looks: The subject leader looks at samples of history books. Often this is done in conjunction with the Pupil Book Study.
- Supported planning and teaching: The history leader works alongside the class teacher to support the planning of history modules, providing quality assurance.
- This all feeds into a termly subject leader evaluation.

How do we adapt our History curriculum to include all learners?

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It is our expectation that all pupils participate fully in history lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for history or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan