

History at Fender

Intent		
<p>Our History curriculum is adaptive, engaging, and rooted in real-life learning. It inspires curiosity, encourages critical thinking, and helps children understand the past to make sense of the present. Through meaningful, hands-on experiences and storytelling, we connect historical events and people to pupils' lives, building a sense of identity, perspective, and a lifelong love for learning about the world.</p> <p>Our curriculum is rooted in high expectations for all supported by high-quality adaptive practice. Diverse and high-quality texts underpin our curriculum, as well as rich opportunities for oracy, vocabulary development and a growing mastery of knowledge, skills and concepts.</p>		
Implementation		
<p>Our pedagogy is built around three key concepts:</p> <ol style="list-style-type: none"> 1. Command of the Content / Excellent Subject Knowledge 2. Consistent Environment, Relationships and Routines 3. Cornerstones of Teaching & Learning (outlined beneath) 		
Core Knowledge	Oracy Rich Opportunities	Adaptive Practice
<p>The core knowledge for each lesson is clear and explicit.</p> <p>This learning is broken down into clear steps.</p>	<p>Oracy elevates learning and offers the opportunity to promote disciplinary talk.</p> <p>Oracy is a feature of every lesson and is the outcome of at least one lesson per unit.</p>	<p>Learning is adapted carefully to meet the needs of all learners regardless of need or starting point.</p>
Diverse & High-Quality Texts	Vocabulary	Revision & Assessment
<p>Our curriculum is underpinned by diverse and high-quality texts that allow themselves to see themselves and others.</p>	<p>Vocabulary is explicitly taught and revised.</p> <p>This builds a bank of disciplinary vocabulary that is revised regularly</p>	<p>Assessment is ongoing and purposeful.</p> <p>Each lesson begins with a review of last week's learning.</p> <p>Each unit ends with a summative assessment.</p>
Careers	Modelling	CPD
<p>Real life opportunities are woven into the</p>	<p>Modelling is one of our true cornerstones of</p>	<p>Ongoing CPD for subject leaders, teachers and</p>

<p>curriculum including visits, trips and opportunities to look at careers within the subject. At our annual Careers' Festival, the subject is represented by professionals.</p>	<p>teaching and learning. Whatever the task, high-quality modelling helps unlock student understanding.</p>	<p>teaching assistants ensures fidelity to our pedagogy.</p>
Cultural Capital	Parental Involvement	Monitoring
<p>Children learn about significant events, people and places that bolster their knowledge of the world. This is supported through visitors, trips and visits, and strengthened through our careful curation of high-quality and diverse texts.</p>	<p>Parents are invited to share in the learning journey through our engaging road maps. Learning is shared routinely on Class Dojo. Parents are invited in for special occasions, events and celebrations.</p>	<p>Subjects are monitored routinely through book looks, learning walks, pupil voice and governor visits</p>
Impact		
<p>Our History curriculum will equip pupils with a strong sense of chronology, an understanding of key historical concepts, and the ability to think critically about the past. They will make meaningful connections between historical events and their own lives, developing empathy, curiosity, and a deeper awareness of the world around them. By engaging with diverse perspectives and real-life contexts, pupils will leave primary school with a confident, informed foundation for future historical learning and citizenship. Children are engaged and enthused about History as shown in lesson visits, book looks, governor visits and pupil voice.</p>		

History Long-Term Plan

Concepts

Chronology Change and Continuity Cause and Consequence Similarity and Difference Significance Interpretation Rebellion Empathy and Perspective Civilisation Empire Monarchy and Power Trade and Economy Invasion and Settlement Legacy Exploration and Discovery

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	My Family	Chronology - Toys Throughout History	Victorian Life	Stone to Iron Age	Ancient Egypt	Ancient Greece	The Maya
Spring	How I Have Changed	Everyday Life Now and Then (Buildings, Transport, Food)	Heroines of History (Rosa Parks, Florence Nightingale, Emmeline Pankhurst)	Life of a Roman Soldier in Britain	The Anglo-Saxons	World War II - Evacuees	Exploration & Empire - Ernest Shackleton and the Great Age of Antarctic Exploration
Summer	Different Roles / Jobs	Holidays / Seaside / Local Cultural History	The Great Fire of London	Industrial Revolution and the Wirral	Wirral's Viking Heritage	Liverpool & the Slave Trade	Liverpool's Windrush Stories



FENDER PRIMARY SCHOOL

Long Term Plan - History



F2

Autumn: My Family
Spring: How I Have Changed
Summer: Different Roles & Jobs



F2

YEAR 1

Autumn: Toys Throughout History
Spring: Everyday Life Now & Then (Buildings, Transport, Food)
Summer: Local Cultural History (Seaside, Holidays)



YEAR 2

Autumn: A Victorian Childhood
Spring: Heroines of History (Rosa Parks, Florence Nightingale, Emmeline Pankhurst)
Summer: The Great Fire of London

1

2



YEAR 3

Autumn: Stone Age to Iron Age
Spring: Life of a Roman Soldier in Britain
Summer: Industrial Revolution & Wirral

3



YEAR 4

Autumn: Ancient Egypt
Spring: The Anglo-Saxons
Summer: Wirral's Viking Heritage

4



YEAR 5

Autumn: Ancient Greece
Spring: World War II: Evacuees
Summer: Liverpool & the Slave Trade

5



YEAR 6

Autumn: The Maya
Spring: Shackleton & the Great Age of Antarctic Exploration
Summer: Liverpool's Windrush Stories

6



Careers

Careers education is woven through our History curriculum. Students learn about possible opportunities that studying History can open up to them.



Oracy

Oracy skills are embedded throughout the History curriculum - children are given opportunities to analyse, present and explore. We are encouraged to 'Speak like a Historian'

Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Talk about events in their life in order.	Sequence simple events (own life, family).	Sequence events beyond living memory; use simple timelines.	Place events and people on a timeline with dates.	Develop more detailed timelines with periods and key events.	Use timelines to sequence periods and events; understand overlaps and concurrent events.	Create complex timelines showing periods, key events, and broader world context.
Historical Enquiry	Ask simple questions about people/events.	Ask and answer questions using pictures and artefacts.	Ask more focused questions; use sources to find out about the past.	Choose and use a range of sources to investigate questions.	Suggest suitable sources and begin to explain their usefulness.	Plan historical enquiries; independently gather and select evidence.	Critically evaluate sources and enquiries, justifying choices.
Use of Sources	Explore old and new objects.	Use photos, stories, and artefacts to learn about the past.	Compare sources; spot simple differences and similarities.	Compare a variety of sources; suggest what they show	Understand that sources can show bias or be incomplete.	Critically assess sources' reliability and purpose.	Evaluate the significance and reliability of primary and secondary sources.
Understanding Change and Continuity	Notice change (e.g., growing up).	Spot simple similarities and differences (past/present).	Describe changes between different periods studied.	Explain how and why things have changed over time.	Compare changes within and across periods and cultures.	Explain multiple factors causing change and continuity.	Analyse long-term trends and connections across time.
Cause and Effect	Recognise very	Begin to explain	Understand that	Identify causes	Explain and link	Analyse how and	Evaluate the

	basic cause (e.g., "We eat because we are hungry").	why something happened in simple terms.	events have causes and consequences.	and effects of events with some detail.	multiple causes and consequences.	why causes are interconnected.	importance of causes and consequences; argue which were most significant
Historical Interpretation	Listen to stories about the past.	Recognise that different stories may tell things differently.	Understand that history can be told in different ways	Recognise and suggest why there are different versions of events.	Begin to question and challenge different interpretations.	Compare different historians' viewpoints and media representations.	Critique interpretations, considering bias, evidence, and audience.
Oracy....Speak like a Historian	Talk about what happened using simple language.	Describe events and people through speaking and pictures.	Write simple accounts and captions about the past.	Present structured accounts of events and people.	Create detailed explanations using historical vocabulary.	Write structured narratives and analytical reports.	Produce coherent, well-argued essays and presentations using evidence.
Vocabulary Development	Use everyday words about time (now, yesterday, tomorrow).	Use basic historical words (then, now, long ago, past).	Begin to use simple period-specific terms (e.g., queen, knight, castle).	Use more precise vocabulary (e.g., invasion, settlement, empire).	Expand vocabulary to cover wider concepts (e.g., civilisation, government, democracy).	Apply specialist vocabulary confidently (e.g., primary source, propaganda, social structure).	Use sophisticated historical terms accurately and fluently (e.g., revolution, colonisation, empire-building).

Core Knowledge Tracker							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	History Core Knowledge Tracker						
Spring							
Summer							
Vocabulary							
Autumn	family, mum, dad, sister, brother, grandma, granddad, aunt, uncle, cousin, home, belong	old, new, then, now, past, present, favourite, change, toy, different, same, before, after	Victorian, queen, factory, workhouse, chimney, servant, school, steam, train, family, rich, poor, child labour	prehistoric, flint, hunter-gatherer, settlement, agriculture, nomadic, tribe, barter, tool, Bronze Age, Iron Age, ancestor, monument, cave painting, domesticate	pharaoh, pyramid, hieroglyphics, tomb, mummy, sarcophagus, deity, scribe, Nile, dynasty, afterlife, papyrus, embalming, chariot, sphinx	acropolis, democracy, philosopher, mythology, polis, symposium, oracle, amphitheatre, tyranny, marathon, mythology, citizen, agora, helot, hoplite	civilisation, hierarchy, glyph, maize, pyramid, ritual, city-state, codex, astronomy, cenote, sacrifice, jaguar, temple, jaguar, calendar
Spring	baby, toddler,	house,	heroine,	legion,	Anglo-Saxon	evacuation,	expedition,

	<p>child, grown-up, change, then, now, past, older, younger, grow, remember, age</p>	<p>building, shop, road, car, bus, bicycle, food, meal, then, now, past, present, change, old, new</p>	<p>brave, nurse, protest, equality, rights, vote, freedom, fight, help, change, history, leader</p>	<p>centurion, fortress, empire, conquest, armour, gladius, aqueduct, legionary, cohort, discipline, invasion, cavalry, frontier, camp</p>	<p>, settlement, kingdom, warrior, monastery, pagan, conversion, runes, exile, witan, village, chieftain, invasion, harvest, heirloom</p>	<p>blitz, rationing, shelter, propaganda, air raid, blackout, evacuee, evacuation, wartime, volunteer, shelter, conscription, internment, home front</p>	<p>endurance, crew, navigation, iceberg, sledge, polar, survival, crew, latitude, longitude, rescue, frostbite, igloo, harpoon</p>
<p>Summer</p>	<p>job, work, uniform, tools, doctor, nurse, teacher, firefighter, builder, police, post, help</p>	<p>Liverpool, city, town, seaside, beach, holiday, harbour, boat, ferry, lighthouse, past, present, change, culture</p>	<p>fire, flames, smoke, London, river, houses, bakery, candle, escape, king, soldier, rebuild, damage, past</p>	<p>industrial, revolution, factory, steam engine, canal, transport, coal, textile, urbanisation, chimney, labour, innovation, mine,</p>	<p>Viking, raid, longship, saga, settlement, Norse, shield wall, berserker, fjord, skald, thrall, rune stone, trade, exile, homestead</p>	<p>slave trade, abolition, plantation, auction, middle passage, abolitionist, triangular trade, merchant, enslaved, colony,</p>	<p>Windrush, migration, Caribbean, community, culture, diaspora, identity, heritage, discrimination, integration, resilience,</p>

				mechanisation, pollution		profit, resistance, legacy, indentured, diaspora	equality, activism, generation, legacy
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National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ♣ 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

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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 Lesson Structure

Revision & Recap

Teacher revisits learning from last week, last term and last year.
Absent children from the previous week/lesson find out the core learning from last week.

Talk Like A Historian Vocabulary / Oracy

Vocabulary is explicitly taught using oracy-rich strategies.

Explicit Teaching of New Knowledge

Teacher uses the road map to place new learning in the context of the unit.
Teacher uses core principles of our Fender Pedagogy to teach new core knowledge from that week.

Independence

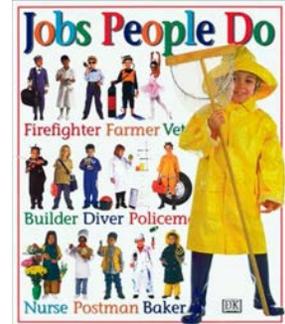
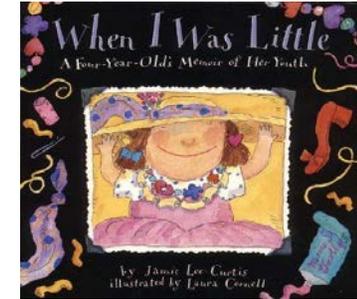
Children practice and develop their knowledge, through application of a historical skill in their independent (or group) work.
This could be written or orally recorded, dependent on the knowledge, skill and task of that lesson.

Review...Revise...Reflect...Where Next?

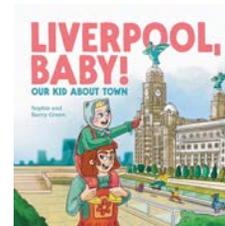
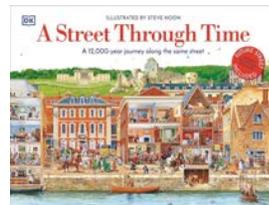
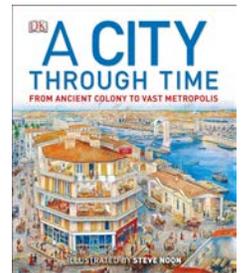
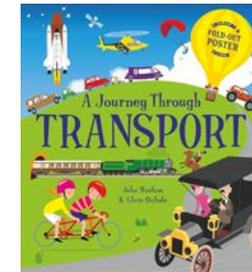
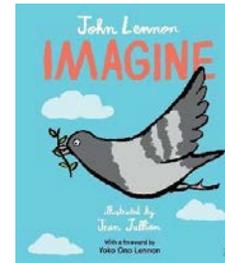
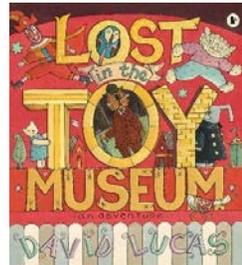
Teacher to make explicit the core knowledge from that lesson - three core facts!
Revise that lesson's taught vocabulary
Use the road map to look ahead - where does this knowledge take us next?

Fender Primary
History Reading Spine

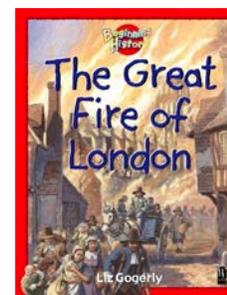
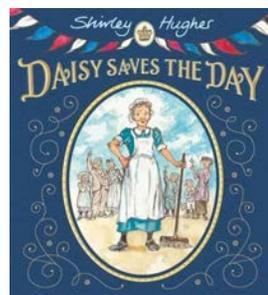
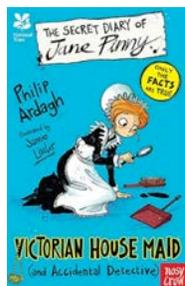
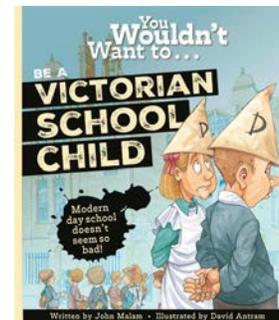
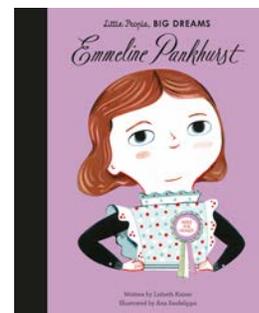
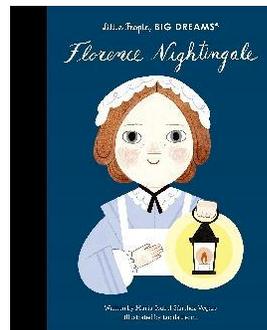
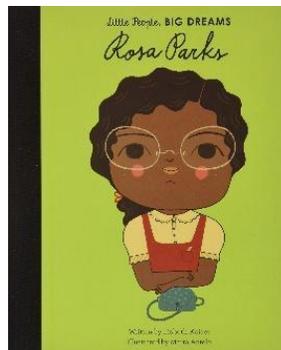
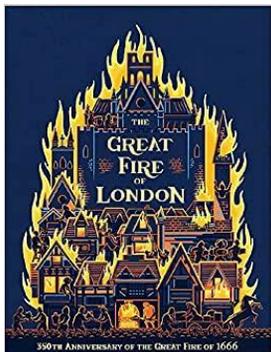
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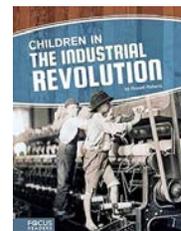
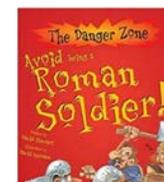
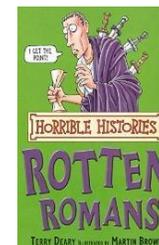
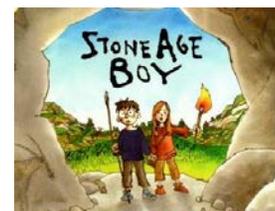
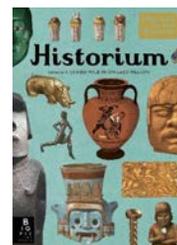
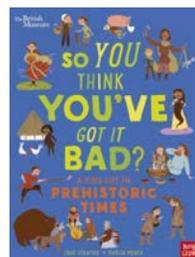
Year 1



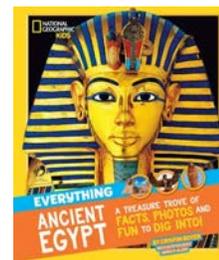
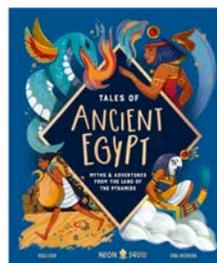
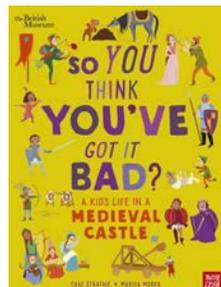
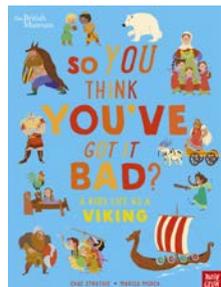
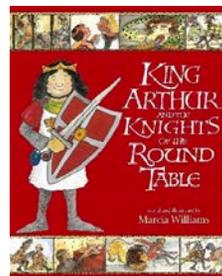
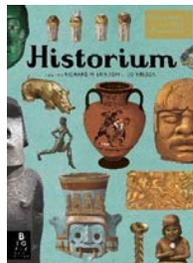
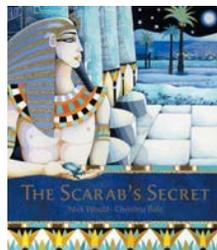
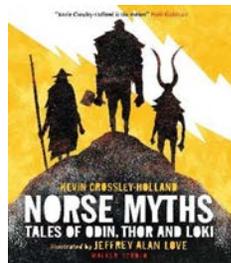
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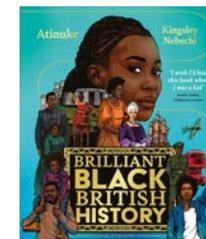
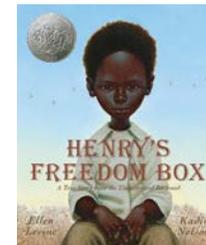
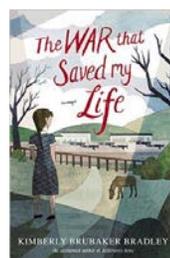
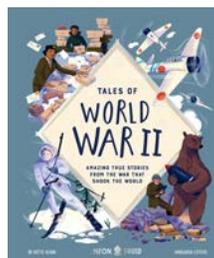
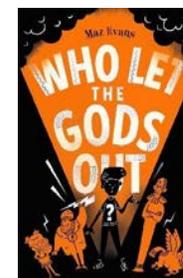
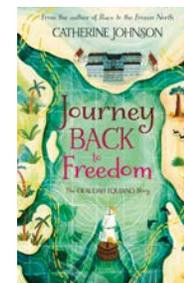
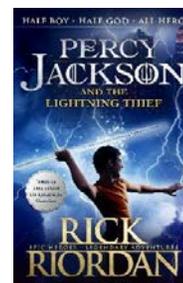
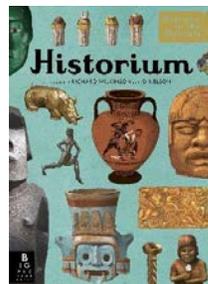
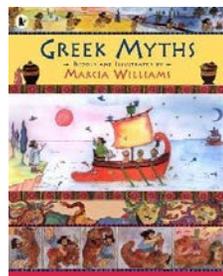
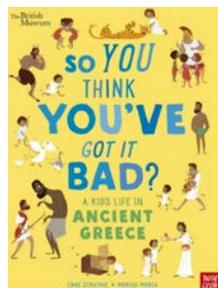
Year 3



Year 4



Year 5



Year 6

