



Newlyn School History Curriculum KS2

Newlyn School Curriculum Vision Statement:

Newlyn School is a caring place where the individuality, gifts and talents of all children and adults are nurtured. In partnership with the whole school community, we seek to provide an education of the highest quality, promoting respect for each other and the wider world. We aim to foster aspiration, resilience and independence in our young people so that they are fully equipped to take on life's challenges. The children's happiness is at the heart of all we do as we strive to ensure all children meet their full potential. We work together with the aim that everyone can be the best that they can be in everything they do.

Intent:	Implementation:	Impact:
<p>Newlyn has a holistic philosophy of education. Our broad and balanced curriculum builds on the skills, knowledge and understanding of all children, providing them with life skills and aspirations to become good citizens of the future.</p>	<p>Our curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The curriculum supports them with their academic, social and personal development.</p>	<p>Children are provided with engaging experiences and develop skills that prepare them for the future and there is full coverage of the National Curriculum.</p>

Newlyn School History Curriculum

“A people without a knowledge of their past history, culture and origin is like a tree without roots. “ Marcus Garvey

INTENT	IMPLEMENTATION	IMPACT
What we intend to achieve through our curriculum	How we will deliver our curriculum	How we will measure the effectiveness of our curriculum
<p>At Newlyn, we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.</p>	<p>In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.</p> <p>Provision for history activities is part of the overall topic planning completed for each class on a termly basis, with one termly topic having</p>	<p>The impact and measure of this is to ensure that children at Newlyn are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.</p> <p>We want the children to have thoroughly enjoyed learning about history, therefore encouraging</p>

<p>We use the national curriculum scheme of work for history as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school. We begin by focussing on our understanding of time and our own history; then look out at the impact history has had on the world around us and finally consider the way we know so much about the past and learn to question where this information has come from.</p>	<p>history as the main focus. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. It may be taught through topic work, discretely or as part of an English lesson, where a literacy skill is being taught using historical content. Skills and knowledge covered will be recorded in teachers' history planning.</p>	<p>them to undertake new life experiences now and in the future.</p> <p>The assessment of children's work is on-going during lessons to ensure that the understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Marking Policy will guide marking work. At two points throughout the academic year (after the main history topic and at the end of the academic year), all teachers assess the level at which the children in their class are working, using Target Tracker and a quiz. This information is then passed on to the children's subsequent teachers to ensure effective progression and a copy of this information is also given to the subject leaders for their records.</p>
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Vocabulary and vocabulary progression

Y2		Y3		Y4		Y5		Y6		Y7
historians	artefact	chronological order	era/period	B.C (Before Christ)	A.D (Anno Domini)	B.C.E (Before the common era)	C.E (The Common Era)	anachronism	propaganda	causation
evidence	significant	millennium	archaeologist	civilisation	empire	Primary evidence	importance	reliability	significance	constitutional
research	investigate	archaeology	sources	infer	culture	Secondary evidence	impression	motive	continuity	catalyst
chronological order	parliament	legacy	first hand evidence	reputation	civilisation	agriculture	effects	alliance	legacy	pivotal
era		second hand evidence	oral history	conversion	democracy	Cause/s	impact	consequences	represent	Long/short term
Topic specific vocabulary- to be included in planning										
		Stone Age	significance	Celts	legends	suggest	change	World War I	World War II	
		Middle Ages	reason	invasion	myths	government	on one hand	recruit	Eye witness	
		Iron Age	could be	settlements	Afterlife	Sparta	this source suggests that...	Home Front	morale	
		hill forts	Long boat	revolt	The Nile	The Ancient Greeks	to weigh up both sides	Parliament	variety of sources	
		nomad/nomadic	Scandinavia	Boudicca	Tutankhamun	raids	different experiences	trench war	I can infer that...	
		invasion	invaders	suggest	legislation	Athens	My conclusion is that...	Blitz	this source omits to mention...	
		conquest	fossil	achievements	Pharaoh	could have been...	might have been...	this source suggests that...	the purpose...	

	Y3	Y4	Y5	Y6
topic	<ul style="list-style-type: none"> • Stone Age to Iron Age • Viking raids and invasions • Britain's Settlement by Anglo Saxons link with local history study (land use, farming) • Black History Month- influential musicians 	<ul style="list-style-type: none"> • Ancient Egypt • The Roman Empire BC55-AD60 • Tudor Britain (Henry VIII, Elizabeth I- piracy, explorers, links with local history Plymouth and Newlyn) • Black History Month- Rosa Parks 	<ul style="list-style-type: none"> • The First Railways (turning point in British history) • The Victorian Era (a study of an aspect or theme on British history) • Ancient Greece • Black History Month-Nelson Mandela 	<ul style="list-style-type: none"> • World War I/World War II • A Local History Study-mining in Cornwall • Baghdad c.AD900 (a non-European study that provides contrast) • Black History Month- Martin Luther King
Chronological understanding	<p>Use and Increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of key events in his/her life using historical vocabulary</p>	<p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p>	<p>Use dates to order and place events on a timeline</p>	
Historical enquiry	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find about aspects of life in the past</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find about aspects of life in the past</p>	<p>Compare sources of information available for the study of different times in the past</p>	<p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>
Historical interpretations	<p>Understand that sources can contradict each other</p>	<p>Understand that sources can contradict each other</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>

<p>Organisation and communication</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>
<p>Understanding of events, people, and changes</p>	<ul style="list-style-type: none"> • Give some reasons for some important historical events • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period of study • Note connections, contrasts and trends over time and show developing appropriate use of historical terms • Describe changes in Britain between from the Stone age and Iron age • Describe the Roman Empire and its impact on Britain • Describe Britain's settlement by Anglo-Saxons and Scots • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Describe a local history study • Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 • Describe 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 or the Shang Dynasty of Ancient China • Describe a study of Ancient Greek life and achievements and their influence on the western world • Describe 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 • Use evidence to support arguments 			