



Intent & Long-Term Plan

History

At Co-op Academy Woodslee, children are equipped with a critical understanding of the past in Britain and the wider world and the historical skills to become socially conscious citizens of the future.

At Co-op Academy Woodslee, we cover the full scope of the National Curriculum. Our ambitious curriculum is based on three key themes: contribution, culture and women and this is underpinned by the historical skills of progression: chronology, vocabulary, enquiry, interpretation and continuity and change. We use these strands to assess against and ensure progression through the curriculum from EYFS to Year 6.

We have chosen our content carefully, to promote pupils' sense of identity and belonging in Bromborough and Merseyside. We have also placed particular emphasis on social history and the role of women historically to promote pupils' moral and cultural development. The curriculum has been designed to incorporate diversity, challenge old ways of thinking and to ensure children leave the academy with a thorough understanding and appreciation of the diversity of British and world history. Our History Curriculum aims to raise aspirations through exposure to significant diverse historical figures with a key emphasis on women. We focus on Merseyside's rich heritage, learning about key British and wider world time periods and delivering opportunities to understand and appreciate our children's ancestral heritage.

In History, children are inspired to know more about key events and key people in the past and to act and think as historians. Learning is linked to a variety of topics, children are provided with numerous opportunities to explore, investigate and interpret the past. As children move through school, they will build up knowledge of their local history, and that of Britain and the wider world. They will use a range of sources and evidence, make comparisons and draw conclusions. Their learning will focus on different periods of history in different year groups and from Key Stage 2, timelines are a key feature of every classroom to support children's sense of chronology when learning about different topics. Their historical skills develop progressively throughout the year and key content will travel with pupils to their new class each year.

In EYFS children are introduced to chronology and the past through concepts already familiar to them. They learn to talk about events in their own lives and their families in terms of past and present. They are introduced to the concept of comparison, finding similarities and differences between themselves and others. They learn about sequencing through stories and nursery rhymes, the seasons, months of the year and the passing of time. Children will begin to organise and build up a narrative of an event.

In Year 1 children learn about the recent past, exploring their history and the history of recent generations. They look at familiar themes to them such as toys, schools and hobbies and begin to make comparisons between the past and present. They continue to develop their sense of chronology by learning about the changes in Mersey travel over the years e.g. the Liverpool and Manchester Railway - the first inter-city railway in the world. They also study two celebrated nurses: Mary Seacole and Florence Nightingale and their impact on nursing. This is the first topic in which children are introduced to women's history, a core theme of the curriculum in every year group up to Year 6.

In Year 2 children begin to learn about key events beyond their living memory through Remembrance. Children are also introduced to the historical figures Rosa Parks and Malala Yousafzai, highlighted for their role in women's history and in promoting diversity. Importantly Malala Yousafzai is alive today and her impact can be witnessed in real time. Children then conduct a local study, looking at Port Sunlight, a model village in the locality and its significance to the Wirral.

In Year 3 children begin by studying Ancient Egypt; they will explore why it was such a successful civilization using artefacts and evidence. Children then begin to build up their knowledge of British history and their concept of chronology within the BC time period - they start by studying the Stone Age and the food, religion, homes, technology and art and how each of these areas developed and changed over time. They then move onto Roman Britain and explore the concept of empire, an important foundation to lay for when children learn about the British Empire in Year 5. During these topics, children continue to explore the role of influential women such as Boudicca and Cleopatra.

In Year 4 children build on their knowledge of Early Britain by studying the Anglo Saxons and concepts such as invasion, kingdom and rulership. The children then learn about Vikings in Britain, furthering their knowledge of invasion and introducing the concept of a settlement. Finally, the children delve deeper into this topic by learning about the unique Viking heritage on the Wirral - it is the only place in mainland Britain with documented evidence of Norwegian Viking settlers. The children will learn about the Scandinavian origins of many Wirral place names and have opportunities to explore a range of primary sources to support their learning. Finally, the children will learn about the Shang Dynasty and the contributions made to Chinese culture.

In Year 5 children will study another ancient civilisation: Ancient Greece and its lasting legacy and relevance in the modern world. This serves as an opportunity to make comparisons between other ancient civilisations studied thus far: Egypt and Rome. Children will undertake a longitudinal study of crime and punishment throughout the ages, referring back to many periods of history they have already learned about, such as Anglo Saxons and Romans. Finally, children will also learn about the Victorian Era and about the wider effect and impact of the British Empire on a global scale. Using a variety of sources, children will be able to critically reflect on whether this time period was truly a golden age for Britain.

In Year 6 children will uncover in depth the inspirational history of women's rights and their struggle for equality. This topic includes a review of women's roles covered in previous years and introduces the suffragette movement and the impact this had. Children use this as an opportunity to critically reflect on and evaluate important current issues within society today. They then study The Golden Age of Islam in Baghdad, looking at the heritage and ancestry of the local population and the impact of this transformational time. This unit introduces the concept of rulership through caliphates and sultans. Finally, the children conclude their learning journey in history by undertaking a local study of Liverpool during World War 2 and the impact on the Mersey waterfront.

History Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Who are we?		Ancient Egyptians		Victorian Era	
Autumn 2	All about me (Similarities, differences, patterns)		Remembrance		Anglo Saxons		Women throughout history
Spring 1		Mary Seacole and Florence Nightingale		Stone Age		Crime and Punishment	
Spring 2	Nursery rhymes (Organise, sequence and narrative)		Rosa Parks and Malala Yousafzai		Wirral's Viking heritage		Golden Age of Islam
Summer 1		Mersey travel		Roman Britain		Ancient Greece	
Summer 2	What's in the bag? (Past, present, future, change)		Port Sunlight		Shang Dynasty		Liverpool during World War II
Significant people		Mary Seacole Florence Nightingale	William Lever Rosa Parks Malala Yousafzai	Boudicca Cleopatra	Alfred the Great Fu Hao	Queen Victoria Alexander the Great	Emmeline Pankhurst Adolf Hitler

History National Curriculum Coverage

KS1 National Curriculum objectives	Year 1	Year 2				
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Autumn 1 Summer 1					
events beyond living memory that are significant nationally or globally		Autumn 2				
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	Spring 1	Spring 2				
significant historical events, people and places in their own locality		Summer 2				
KS2 National Curriculum objectives			Year 3	Year 4	Year 5	Year 6
changes in Britain from the Stone Age to the Iron Age			Spring 1			
the Roman Empire and its impact on Britain			Summer 1			
Britain's settlement by Anglo-Saxons and Scots				Autumn 2		

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				Spring 2		
a local history study						Summer 2
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					Autumn 1 Spring 1	Autumn 2
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 Egypt			Autumn 1	Summer 2		
Ancient Greece – a study of Greek life and achievements and their influence on the western world					Summer 1	
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						Spring 2