









HAZEL LEYS ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Teach Computing, Jigsaw and Primary Languages.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

OVERVIEW

At Hazel Leys Academy we follow the national curriculum for history. In history pupils in Key Stage 1 develop an awareness of the past, using common words and phrases relating to the passing of time. They are taught where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils are introduced to history in the discovering history unit as well as studying the Monarchy, Parliament and Prime Ministers, the Roman and the Tudors.

In history, our Key Stage 2 pupils study changes in Britain from the Stone Age until the end of the Viking era plus studies of significant events in British history post 1066, including both World Wars. They study the achievements of European ancient civilisations and their impact on our world today such as the Ancient Greeks and non-European ancient civilisations such as the Baghdad AD 900 and Ancient Egyptians. In Key Stage 2 children follow a yearly cycle for history.

To enhance children's learning in history, children participate in visits to outdoor locations such as Rockingham Castle and Flag Fen archaeological site. Children also enjoy immersive in school experience days such as historical workshops, visits from local historians and British Celebration experiences such as holding a street party.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers
Year 2		Discovering History		The Romans in Britain		The Tudors
Year 3	The Stone Age and Iron Age	Ancient Egypt	The Anglo Saxons, Scots and Vikings	The Anglo Saxons, Scots and Vikings	Law and Power	The Wars of the Roses
Year 4	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	The Stuarts
Year 5	Baghdad AD900	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Year 6	The Transatlantic Slave Trade	World War I	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War

INTENT

The aim of Hazel Leys Academy's history curriculum is to deliver lessons that impart knowledge, promote investigation, curiosity and critical thinking, and build children's confidence to be able to discuss their own views and challenge other's views, supported by accurate historical evidence. We want all of our children to be able to develop these skills, no matter what their starting point may be.

Our curriculum covers all of the following:

British History
History of the wider world
Substantive Concepts
Historical Enquiry
Disciplinary Concepts
Historical Perspective and Contexts

To achieve this, we want all children to:

- develop a secure knowledge and understanding of people, events and contexts from the historical periods covered.
- have chronologically secure knowledge and understanding of local, British and world history.
- have knowledge of substantive concepts in history (such as 'empire', 'monarchy' and 'civil war'), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).
- think critically about history and communicate confidently in styles appropriate to a range of audiences.
- have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources, whilst also being able to question, reflect and discuss the reliability of these sources.

IMPLEMENTATION

At Hazel Leys Academy our history curriculum is supported by a knowledge-rich curriculum. This knowledge based, progressive curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. As an example, for pupils to really understand the causes of significant national and global events, such as World War I, they will have learned some background knowledge of what happened before through the origins and growth of European empires, including the British Empire.

Whilst many of the units are 6 weeks long, some units are longer, such as our Ancient Greece in Year 4, which spans a full term. This ensures pupils secure the complexities of the content and have more time to study the period in more detail. Each unit of work covers each of the aims of the National Curriculum. The Curriculum Overview explains how this is achieved, summarising for each year group what knowledge and skills are covered.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. Planning is informed by and aligned with the national curriculum. Within our knowledge-rich approach, there is a strong emphasis on people and how lives have changed over time to enable us to have the society we have today.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Our whole curriculum is shaped by our school vision which aims to enable all children to develop their individual talents, realise their potential and aspire to become the very best they can be, regardless of background and ability. History lessons should be taught with our ethos in mind; inspire wonder and intellectual curiosity. We teach the National Curriculum through our chosen periods of History.

Lessons follow a specified format, allowing pupils to become familiar with the structure of learning and prior learning is revisited along with key-vocabulary specific to each lesson.

The HLA History Journey – Long Term Plan document demonstrates the history content of topics and when these are to be taught. Unit planners provide the substantive and disciplinary knowledge to be learned as well as key questions for enquiry. Vertical concepts are revisited throughout our history learning, providing a consistent context that allows pupils to situate new knowledge in their wider historical understanding and revisit key themes throughout our history to help them better understand the world in which they live.

IMPACT

Deep and long-lasting learning involves understanding, relating ideas and making connections between prior and new knowledge, independent and critical thinking, and the ability to transfer knowledge to new and different contexts. Progress in history is therefore looked at in the long-term. In history, it is expected that evidence of the children's study will be recorded in their history book. Historical writing in Key Stage Two will demonstrate what the children have learnt, and their understanding of historical events and how this relates to the world we currently live in. We will assess pupils' learning at the end of each unit of work using a variety of formats including quizzes, written work and questions.

In addition, we monitor the impact of history curriculum through:

- lesson observations – how well children are contributing to discussions and how they articulate ideas about relevant themes;
- learning walks – how well our curriculum intent is embedded in lessons
- book looks – as part of triangulation with learning walks and assessments
- pupil voice – enables us to listen to pupils' views about their learning and how well curriculum content is taught and understood;
- monitoring of the curriculum by the history lead

CURRICULUM DESIGN

The coverage of topics is checked against the national curriculum.

Progression and coherence are advanced through the framework of three vertical concepts. These vertical concepts provide lens through which to study and contextualise history, as well as a gradual, deep understanding of complex, more abstract ideas:

‘Quest for knowledge’ - How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise?

‘Power, empire and democracy’ - Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people’s rights different in different political contexts?

‘Community, family and culture’ – What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places? How is their culture the same or different to those of other societies we have learned about?

Year	Key Learning Sequence	National Curriculum Coverage
EYFS	All about me Transport past and present Space Growing and changing Kings and Queens Stories from the past	<ul style="list-style-type: none"> • Children know that fairytales are stories passed on by people from a long time ago. Children will know that stories from the past can teach us. Children will understand that over time, stories can change • Children understand that the crown is passed down through the Royal Family. Children may be able to talk about a local building with Royal links or historical significance. Children know that the Magna Carta is an important document from history. • Children will be able to describe how they have changed over time (linking back to previous units and how children have considered chronology). • Children recognise that transport in the past was very different from transport today. Children know that trains ran by steam in the past. Children know transport has changed over time. • Children are beginning to understand chronology and the passing of time. Children begin to think about the past, present and future.
Y1	Discovering History Kings, Queens and Leaders Parliament and Prime Ministers	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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 • Significant historical events, people and places in their own locality • The lives of significant individuals in the past who have contributed to national and international achievements • Events beyond living memory that are significant nationally or globally • Changes within living memory (the coronation of Elizabeth II) • Events beyond living memory that are significant nationally or globally

Y2	<p>Discovering History</p> <p>The Romans in Britain</p> <p>The Tudors</p>	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality • Events beyond living memory that are significant nationally or globally (Boudicca's rebellion) • The lives of significant individuals in the past who have contributed to national and international achievements (Boudicca, Julius Caesar, Emperor Claudius) • Significant historical events, people and places in their own locality
Y3	<p>The Stone Age and Iron Age</p> <p>Ancient Egypt</p> <p>Anglo Saxons, Vikings and Scots</p> <p>Law and Power</p> <p>The Wars of the Roses</p>	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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 achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt • changes in Britain from the Stone Age to the Iron Age
Y4	<p>Ancient Greece</p> <p>Life in Ancient Rome</p> <p>The Rise and Fall of Rome</p> <p>The Stuarts</p>	<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • The Roman Empire and its impact on Britain
Y5	<p>Baghdad AD900</p> <p>The Early British Empire</p> <p>The French Revolution</p> <p>The Transatlantic Slave Trade</p> <p>The Industrial Revolution</p> <p>The Victorian Age</p>	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history –one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Develop a chronologically secure knowledge and understanding of world history • 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. • Understand how our knowledge of the past is constructed from a range of sources. •
Y6	<p>The Transatlantic Slave Trade</p> <p>World War I</p> <p>The Suffragettes</p>	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • understand how our knowledge of the past is constructed from a range of sources. • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 •

The Rise of Hitler and World War II

World War II and the Holocaust

The Cold War

SEND – Strategies for supporting access

- Break down learning – now/then
- Adult support – start off then independent (where possible)
- Images to support
- Specific simple instructions
- Differentiation – scaffold
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Immersive Reader
- Definitions – revisit

Enrichment

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Hazel Leys Academy, the children have opportunities to experience history on educational visits, explore local historical landmarks such as Rockingham Castle, visit archaeological sites and meet local historians.

Y1 –

Y2 –

Y3 – Flag Fen Archaeological Park

Y4 –

Y5 –

Y6 – Bletchley Park

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Knowledge of subject gaps and how these have been addressed.
- Staff knowledge of their curriculum – progression and sequence
- Pupil enjoyment of History and remembering key facts
- Range of trips and experiences provided.
- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning and in pupil books
- Strong links made to Geography and English – giving learning purpose and clarity.

Areas to Develop

- Continue to develop use of knowledge organisers and quizzes
- Continue to develop lesson activities for effectiveness
- Continue to access specialist training from external providers to ensure the best and most current practise.
- Continue to develop academy website
- Develop exemplification folders

Monitoring

- T1 Focus – MTPs - Book monitoring
- T2 Focus – Connections – CTs discussions – Books/pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

CPD

- Sequence of learning – Development of LTPs and MTPs – identifying and addressing gaps
- CAB – curriculum design, intent, website development

- Ambition Institute – curriculum design and development
- History leadership training – History Association – CPD
- Use of History Unit planners