




















# History Curriculum





# Ankermoor Primary Academy Curriculum



<p><b>Aim</b></p>	<p><b>Learn together, achieve together</b>  <b>At Ankermoor Primary Academy we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life.</b>  <b>We aim to ‘inspire all to excellence’</b></p>								
<p><b>Trust Vision</b></p>	<p><b>Inspiring all to excellence</b></p>								
<p><b>Trust Values</b></p>	<p><b>We care</b></p> 	<p><b>We leave no-one behind</b></p> 	<p><b>We celebrate individuality</b></p> 	<p><b>We are brave</b></p> 					
<p><b>Fundamental values</b></p>	<p><b>High Expectations</b></p> 	<p><b>Perseverance</b></p> 	<p><b>Enjoyment</b></p> 	<p><b>Respect</b></p> 	<p><b>Trust</b></p> 	<p><b>Responsibility</b></p> 			
<p><b>Big ideas</b></p>	<p><b>A</b></p>	<p><b>N</b></p>	<p><b>K</b></p>	<p><b>E</b></p>	<p><b>R</b></p>	<p><b>M</b></p>	<p><b>O</b></p>	<p><b>O</b></p>	<p><b>R</b></p>
	<p><b>Adventure</b></p>	<p><b>Nature</b></p>	<p><b>Knowledge</b></p>	<p><b>Enterprise</b></p>	<p><b>Relationships</b></p>	<p><b>Movement</b></p>	<p><b>Observe Critically (evaluating)</b></p>	<p><b>Observe Thoughtfully (empathising)</b></p>	<p><b>Respect</b></p>
									



# Curriculum Intent



**Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.**

**Promotes a life-long love of learning.**

**Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.**

**Raises aspirations and open's their eyes to a world beyond their immediate surroundings.**

**Promotes practical everyday life skills that prepares our children for the future.**

**Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.**

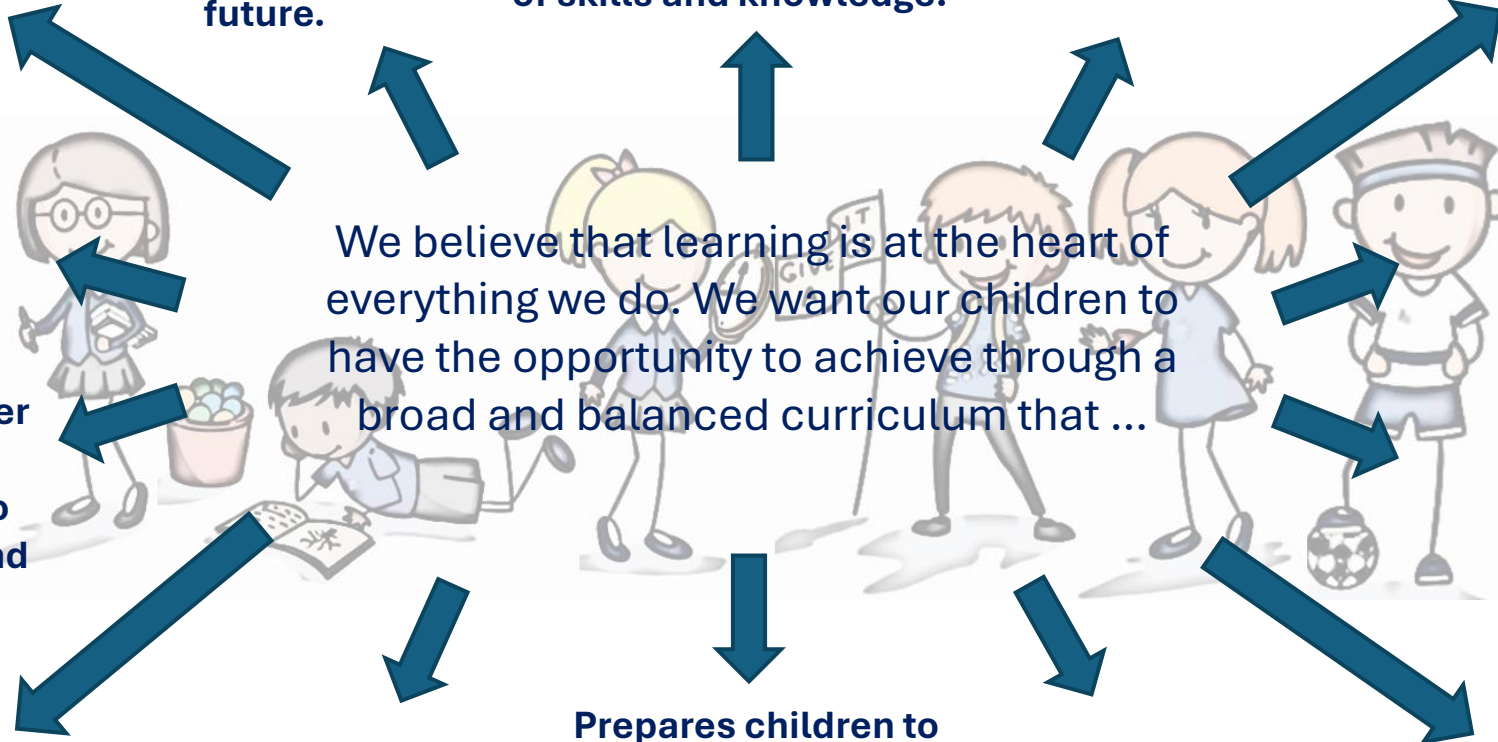
**Promotes creativity, curiosity, and confidence.**

**Allows children to be able to reflect on their learning and to improve their own work.**

**Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.**

**Builds character, resilience, self-motivation, and a will to succeed.**

**To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.**



**We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...**

**Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.**






**Prepares children to take risks and learn from their mistakes.**

**To enable children to develop as independent learners as well as being able to work collaboratively.**

**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See *History long term plan with key concepts*)







**Big Ideas:**

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.









<b>A</b>	<b>N</b>	<b>K</b>	<b>E</b>	<b>R</b>	<b>M</b>	<b>O</b>	<b>O</b>	<b>R</b>
								

**Character Virtues:**

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

<b>High Expectations</b> 	<b>Perseverance</b> 	<b>Enjoyment</b> 	<b>Respect</b> 	<b>Trust</b> 	<b>Responsibility</b> 
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# IMPLEMENTATION – Our approach

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**History** at Anker Primary Academy, is taught by following the scheme of work from Kapow. We chose Kapow for our pupils as we believe that it supports our aim to build citizens of the world, our intrinsic values, virtues and ‘Big Ideas’.

*'Kapow Primary's History scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.'* (KAPOW)

# IMPLEMENTATION – Our approach

The sequential progression of substantive knowledge and disciplinary skills are set out to build and develop the following:

- To understanding of the chronology of significant time periods and societies, in Britain and beyond.
- To think critically and analytically, asking questions and forming opinions based on evidence
- To discover connections between history and our wider community, helping them to appreciate diversity in the modern world..
- Recognise similarities and differences within and across historical time periods.

Staff at Ankermoor Primary Academy create a positive attitude towards history learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate historical information.



## EYFS Development Matters 2020: Understanding of the World

Understanding of the world involves guiding children to make sense of the physical world and their community. The frequency and range of children`s personal experiences increase their knowledge and sense of the world around them.- from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support, understanding across domains. Enriching and widening children`s vocabulary will support later reading comprehension.

## Key Stage National Curriculum Expectations: History

### 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.

### 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.

# IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

