



Highly-engaging      Building schemas      Retrieval practice      Expert modelling and exposition      Adaptive Teaching

## History LTP



### Implementation

Throughout our knowledge-rich curriculum, we ensure prior knowledge is congruently sequenced and learnt by making connections both within individual time periods, across time periods within a year group's curriculum and across the history curriculum as a whole. The pupils study 2 history units per year which centre around a Key Golden Question to ensure that the knowledge acquired is logically sequenced around a central idea which the children are expected to answer in an essay at the end of the unit. Each lesson begins with a Knowledge Recall to develop pupils' schemas, and connections are made explicit; lessons are expertly crafted to create tasks to elicit the key knowledge of the lesson. Vocabulary pupils are to learn and know are carefully mapped to each unit and teacher subject knowledge is secured through Mossbourne's rigorous approach to medium-term planning. The knowledge organisers ensure there is a distinct focus on vocabulary development. The history units culminate in an end of term essay whereby the children showcase the breadth and depth of their historical knowledge in answering their Key Golden Question. Our writing curriculum also compliments our history curriculum, further enhancing the historical provision at Mossbourne.



### Intent

Mossbourne's knowledge-rich history curriculum traces the journey of humanity and what motivates humans to take actions that ultimately lead to change, progression and advancement. The curriculum engenders a love of the subject and ignites a curiosity into what has been achieved and what could be achieved in the future. Our diverse and ambitious curriculum enables our pupils to possess a secure breadth and depth of historical knowledge and an ability to reason historically across a range of time periods. The units of study encourage children to move beyond their everyday experiences, and are mapped to ensure they broaden our pupils' appreciation of the historical cultural richness within the academy. We believe that in order to build progression, our pupils should build, revisit and learn concepts that enable them to secure in-depth understanding of historical knowledge.



### Impact

Pupils at Mossbourne show a sense of enquiry and enthusiasm about history and their books evidence their knowledge. Our pupils retain prior-knowledge and are able to explicitly make connections between what they have previously learnt and what they are learning, using technical vocabulary linked to the unit. Our pupils make links to local, national and world history and know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They understand historical concepts, such as empire and economy, government, culture and belief, and use them to make connections, frame historically-valid questions and create structured accounts, including written narratives and analyses.



### Progression

The cohesively structured units are mapped so that pupils have a growing knowledge base around key concepts of empire and economy, government, culture and belief within each history unit. The learning has been meticulously sequenced to ensure pupils are building a strong schema around a Key Golden Question so that key knowledge is being used in a variety of ways. In addition, the skills of historical interpretation and chronology have been sequenced so that the pupils build a coherent understanding of the unit being covered and developing the skills of an historian. Progression is evident at the end of the unit where the pupils answer the Key Golden Question in a formal essay to showcase the breadth and depth of their knowledge.



### Enrichment

Mossbourne's Enrichment Curriculum ensures that pupils have access to a wide range of enriching and engaging activities. Educational trips and visits have been carefully curated to ensure that it supports the unit and, where possible, guests are invited in to share real-life experiences. Book corners are well-stocked with topic-appropriate texts to enhance pupils' understanding and our writing curriculum is mapped carefully to incorporate elements of our humanities subjects. Artefacts enhance the unit for the pupils whereby hands-on experiences bring to life abstract concepts and spark imagination. The history curriculum is also enhanced by the writing curriculum as core texts for writing have been mapped out carefully to further add to the subject content the children will be studying.



# History LTP Year Group Map



Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<p style="text-align: center;"><b>Me</b> <u>Key Golden Question:</u> <i>How have you and your family changed?</i></p> <p style="text-align: center;"><b>My world</b> <u>Key Golden Question:</u> <i>What were things like in the past?</i></p>	<p style="text-align: center;"><b>My Wider World</b> <u>Key Golden Question:</u> <i>What were people like in the past?</i></p>	
<b>Year 1</b>	<p style="text-align: center;"><b>Toys</b> <u>Key Golden Question:</u> <i>How have toys and games changed?</i></p>	<p style="text-align: center;"><b>The First Flight and Bessie Colman</b> <u>Key Golden Question:</u> <i>Why was Bessie Colman so important?</i></p>	
<b>Year 2</b>	<p style="text-align: center;"><b>Elizabeth II and Victoria</b> <u>Key Golden Question:</u> <i>What are the similarities and differences between Queen Elizabeth II and Queen Victoria?</i></p>	<p style="text-align: center;"><b>Great Fire of London</b> <u>Key Golden Question:</u> <i>What was the Great Fire of London?</i></p>	
<b>Year 3</b>	<p style="text-align: center;"><b>The Victorians</b> <u>Key Golden Question:</u> <i>How was life different for rich and poor children in Victorian Britain?</i></p>	<p style="text-align: center;"><b>The Anglo Saxons and the Vikings</b> <u>Key Golden Question:</u> <i>How did the Anglo-Saxons change Britain?</i></p>	
<b>Year 4</b>	<p style="text-align: center;"><b>The Ancient Egyptians</b> <u>Key Golden Question:</u> <i>What were the beliefs of the Ancient Egyptians?</i></p>	<p style="text-align: center;"><b>The Ancient Greeks</b> <u>Key Golden Question:</u> <i>How has Ancient Greece influenced us today?</i></p>	
<b>Year 5</b>	<p style="text-align: center;"><b>The Romans</b> <u>Key Golden Question:</u> <i>How did Ancient Rome become so powerful?</i></p>	<p style="text-align: center;"><b>The Activists</b> <u>Key Golden Question:</u> <i>Who were the Suffragettes and what did they fight for?</i></p>	
<b>Year 6</b>	<p style="text-align: center;"><b>WWII</b> <u>Key Golden Question:</u> <i>How did WW2 impact London?</i></p>	<p style="text-align: center;"><b>The Civilisation of Benin</b> <u>Key Golden Question:</u> <i>Why did the Benin Kingdom rise and fall?</i></p>	