History on a page

Intent

We hope to inspire pupils' curiosity to know more about the past, encouraging them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and reasoned judgement. We will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. At Mandeville, our history provision will be further strengthened by our specific focus on aspects of multiculturalism throughout history, coupled with celebrating and utilising our rich, inspiring local heritage and historical resources in and around St Albans.

Chronology: An understanding of chronology is essential and each period of history that is introduced in a class will be identified on a class timeline and discussed in relation to other periods studies and the pupils own lives. This is also an opportunity to understand the context and environment that key events in history took place and to contrast the length which certain periods lasted. (Table 1)

Significant People: Understanding the impact that a variety of individuals have had on the history is essential to having a balanced history curriculum at Mandeville. By studying leaders, artists, scientists, activists and pioneers we are able to understand the challenges and achievements of different time periods. It is essential that we learn facts about key figures but also compare views and formulate our own opinions as to their achievements. (Table 2)

Thinking like a historian: . (Table 3)

Implementation

Explore	The children will begin with a discussion prompt (photo, artefact, question or film) and will be expected to form opinions and ideas based on prior knowledge and their ability to think like a historian.
Teach	The teacher will be the expert introducing a combination of new facts, vocabulary and informed historical opinion. This will provide links to previous learning within the topic and to previous time periods studied.
Practise/Demonstrate	Working as a whole class, in groups or in pairs, pupils will produce written outcomes to show their understanding of the new content. This may include timelines, diagrams formulating questions or fact files.
Apply	Independent work, based on teacher modelling, that uses the learning and understanding of the previous sections.

Resources to support history: Each class will have a timeline showing a variety of time periods that will be a working document. When studying a new topic there will be a display with books and artefacts to stimulate discussion and provide answers to questions. Most lessons will contain a photo, document, an artefact or a media presentation to stimulate opinion and encourage independent thinking.

Impact

Successful history will see clear progression of vocabulary and skills throughout a pupil's time at Mandeville. Whilst they accumulate facts and knowledge, they will become more able to discuss the relevance, validity and usefulness of sources and use them to develop their own ideas and critically evaluate those of others. They will have a good understanding of chronology and will make links across time periods. They will be amazed, surprised and they will be inspired to find out more.

Year group	Periods and events studied			History Trips
Year 1	Prehistory / Dinosaurs	Great fire of London		Natural History Museum
Year 2	Medieval times			Windsor Castle
Year 3	Stone and Bronze age	Ancient Greece		Celtic Harmony Camp
Year 4	Roman/Celtic	Viking	Saxon/Norman	Verulamium / Mountfitchet
Year 5	Aztecs	Victorians	WW2	Lincolnsfield Museum
Year 6	Ancient Egypt	Tudors		British Museum

	Leaders	**Artists**	**Scientists**	**Pioneers**	**Activists**
EYFS	**Mahatma Gandhi**		**Stephen Hawking**		**Emmeline Pankhurst**
Year 1		**Samuel Pepys**	**Mary Anning**		
Year 2		**LS Lowry**	**Eleanor Ormerod**	**Amelia Earhart**	**Rosa Parks**
Year 3	**Alexander the Great**		**David Attenborough**		
Year 4	**Boudicca**	**Georgia O'Keefe**	**Eugenie Clark**	**Edmund Hillary**	
Year 5	**Queen Victoria** **Winston Churchill**	**Frida Kahlo**	**Isambard Kingdom Brunel**	**Robert Scott**	**Martin Luther King** **Nelson Mandela**
Year 6	**Elizabeth I** **Tutankhamun**	**Van Gough**	**Charles Darwin**	**Neil Armstrong**	

	EYFS	KS1	KS2
Chronological knowledge/ understanding	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about past and present events in their own lives	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where people and events studied fit into a chronological framework Identify similarities/differences between time periods	Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
Historical terms	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	Use a wide vocabulary of everyday historical terms.	Develop the appropriate use of specific historical language
Historical enquiry – Using evidence / communicating	Be curious about people and show interest in stories. Answer how and why questions in response to stories and events Explains own knowledge and understanding and begins to ask appropriate questions. Knows that information can be retrieved from books and digitally	Asks and understand historical questions Understands some ways we find out about the past. Chooses and uses parts of stories and other sources to show understanding	Regularly addresses and sometimes devises historically valid questions Understands how knowledge in the past is constructed from a range of sources Selects and organises relevant historical information
Interpretations of history		Identify different ways in which the past is represented	Understand the different versions of the past may exist, giving some reasons for this