



# History

## at Archbishop Cranmer C of E Primary Academy

### Cross Curricular Links inc. SMSC

English – wealth of writing and reading opportunities to ensure key English skills are embedded throughout the curriculum.  
British Values, including PSHE (HeartSmart) links.  
Maths – calculating, analysing, measuring, comparing, position and direction, geometry.  
Christian Values – objectives link to core values and church school ethos.

### Curriculum Rationale

At Archbishop Cranmer, we 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.

We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. History at Archbishop Cranmer aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, we introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

### Support and Training

Opportunities for shared planning and teaching across school.  
Well-stocked resource cupboards to ensure high-quality, learning can take place and take care work can be produced.  
Whole-school display space to celebrate achievements.  
Sessions lead by external providers, for example Partake Theatre Company and Hands On History. These offer the children opportunities for awe and wonder and immersive learning experiences.  
Access to sites such as Key Stage History to aid planning and lesson delivery.

### Big Ideas

Historical enquiry; chronology; continuity and change; cause and consequence; evidence and source analysis.  
Inspire pupils to develop a love of history and see how it has shaped the world they live in.

### Culture of Opportunity

Residential visits.  
External providers to immerse children in their learning – Partake Theatre, Hands On History.  
Visits linking to topics – Newark Air Museum, Perlethorpe, Isaac Newton's House.

### Curriculum Content and Sequencing

We emphasise the importance of historical knowledge being shaped by disciplinary approaches. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. Our units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and Conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts: change and continuity, cause and consequence, similarities and differences, historical significance, historical interpretations and sources of evidence. Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

### Progress and Assessment

Impact is constantly monitored through both formative and summative assessment opportunities. Stickers containing the Up2 (learning objective) and Go4 (steps to success) are used within individual lessons to provide ongoing formative assessment of pupil outcomes.

Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes. Each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

Topic books show progression across each age phase.  
Subject plans highlight target groups (vulnerable, GDS) to ensure high quality teaching at all levels.  
Medium Term Plans are monitored by SLT and subject leaders

