



History Curriculum Statement

At Moat Farm Junior School, our history curriculum is designed to ignite children's curiosity about the past. We are determined to provide a broad, knowledge rich history education, which is accessible to all of our children.

Historical knowledge is taught alongside specific historical skills in discrete history lessons that are delivered once per week. This allows the teachers to make it explicit that we are teaching history and also encourages our children to think like historians.

Our history curriculum is structured to give children a secure knowledge of chronology in Britain and across the wider world. It is carefully planned to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

Children's learning is revisited constantly, using links within history units and across the curriculum to strengthen their understanding. Using a progression model, we ensure knowledge, skills and vocabulary are taught in a sequentially coherent way.

Building blocks of knowledge are an important aspect of our history provision. Key historical concepts such as: trade, government, agriculture and religion are explored in each historical context. This gives our children the opportunity to make links to other historical periods, comparisons and also to reinforce their understanding.

Vocabulary and timelines are used in every classroom and provide children with scaffolding for their learning. Timelines are seen as a vital component of our history provision, as we aim to give each child a secure mental timeline of the past. Learning is revisited each week with a quiz at the start of the lesson. Weekly curriculum quizzes are used to review learning and check that children know more and remember more. Learning is reviewed also on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained.

Moat Farm Junior School's curriculum drivers of diversity, responsibility and opportunity are fundamental in our history provision. Our curriculum reflects the diversity of our locality and our aim is that the children can 'see themselves' in our curriculum. Black history month is an important part of this, however we make sure that black history is part of our curriculum all year round.

Our history curriculum is intrinsically linked to our PSHE provision at Moat Farm Junior School. Understanding history is a vital part of our ambition; preparing our children to become responsible citizens that understand the challenges in our time.

Our focus on key historical skills such as interpretation and analysis, communication (both written and oral), researching and reliability allow our children to pursue history and other subjects with confidence in the next key stage.

We understand that due to the pandemic children may have lost valuable learning time and could have gaps in their historical knowledge. Year group leaders have co-ordinated with the history subject lead to ensure that gaps in knowledge are identified and addressed.

Enrichment is a fundamental part of history provision at Moat Farm Junior School. Our children will be given a variety of experiences both in and out of the classroom, to create memorable learning opportunities and to further support and develop their understanding. We responded to the challenges presented by the pandemic by getting visitors and artefacts into school when possible. We look forward to safely visiting historical sites again this academic year.

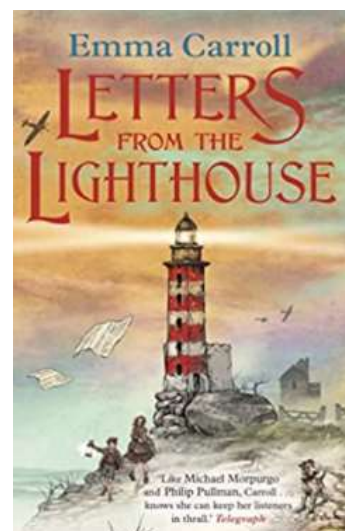
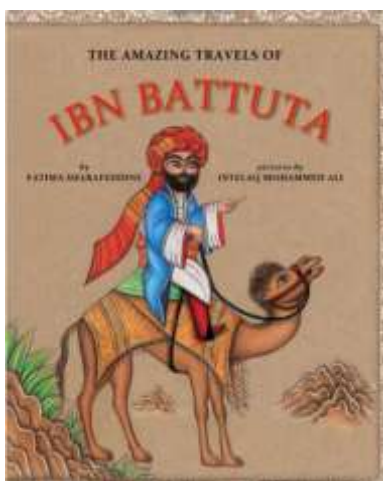
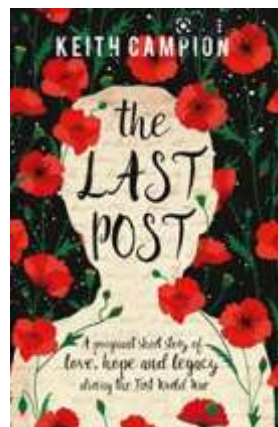
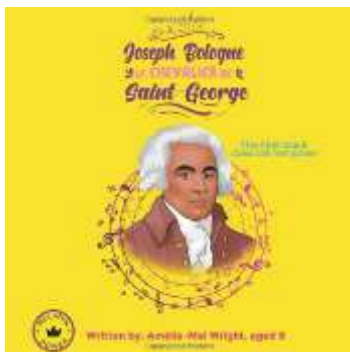


Reading in History

Reading is at the heart of the Moat Farm curriculum, and we believe that children should be given the opportunity to explore a rich variety of history books as part of our history education. We are always looking to share books with our children, as this is an integral part of encouraging a love of history. Children are encouraged to use our school library's history section so they can independently choose history books and take an interest in different periods of history.

Here are some examples of books that are used in history at Moat Farm. We used several books during Black History month as we aim to provide positive images from black history that our children can relate to. During music, the children enjoyed learning about the composer Joseph Bologne Le Chevalier de Saint-George from the book below. As our science weekly information shot, during black history month, each year group was assigned a black women scientist from the book below who they then studied. Year 3 spent history lessons learning about the incredible travels of Islamic explorer Ibn Battuta and we used this book (below) as a stimulus.

We try to weave historical fiction into our curriculum when we can and Year 6 loved reading Letters from the Lighthouse during their World War 2 topic. The Last Poet (below) by Keith Campion was such a poignant short story and helped the children understand what the Remembrance Day Memorial is about.





We have sequenced the Year 4 history curriculum chronologically but also with a geography focus. The Year 4 geography study of Europe starts in Spring, so some key knowledge can be embedded before the study has even started and can be built upon when learning about the Roman Empire. Our focus then shifts towards Roman Britain which gives the children key knowledge about what Britain was like before the Anglo-Saxon settlement.

The histories of ancient Rome and ancient Greece are inextricably linked and teaching these consecutively in Year 4, allow us to make links, explore contrasts, identify differences and to embed knowledge of these fascinating civilizations. Furthermore, we can build on the children's knowledge of what makes a great civilization and how these civilizations develop from their Year 3 learning.

Studying these three civilizations after ancient Egypt will give our children the opportunity to compare these different bronze age civilizations. It also allows our children to develop their knowledge of chronology and to begin to understand that historical developments happened at different points in time in different places.

The Neolithic revolution in farming and the development in tools throughout these periods gives our children key knowledge that they will use in the subsequent Year 3 study of bronze age civilizations.

	Autumn	Spring	Summer
Year 3 - History	Stone Age to the Iron Age	Ancient Egypt	The Ancient Civilizations of Sumer, the Indus Valley and Shang Dynasty China
Year 4 - History	Ancient Greece	Ancient Rome and Roman Britain	Anglo Saxons and Scots
Year 5 - History	The Tudors	Early Islamic Civilization	The Industrial Revolution
Year 6 - History	Anglo-Saxons and Vikings Until 1066	World War 2	A Local History Study (a study over time tracing how several aspects of national history are reflected in the locality)

We recognise that children need constant chances to re-embed knowledge taught previously in the Key Stage. As well as being an incredibly interesting and rich part of British history, studying the Anglo-Saxon and Viking struggle allows us to reinforce knowledge from previous learning on Roman Britain and the Saxon settlers.

At Moat Farm, we celebrate our multicultural community and the diversity of our children's backgrounds. Our aim is that the children can see themselves in our history curriculum. The study of Early Islamic Civilization allows us to show our children the significance of Early Islam and to investigate the advances made in medicine, astronomy, mathematics, art, music, architecture and literature

The area surrounding our school has a rich and vibrant history dating from Anglo-Saxon times. We aim to link the local picture to wider historical developments and the Industrial Revolution's impact on the Black Country and the world is a great way to do this.