



Heartwood Curriculum Drivers

“The more you know about the past, the better prepared you are for the future”

Theodore Roosevelt

❑ Demonstrate a **love** of life and learning.

In History we strive to ensure we create lessons that build curiosity and engages children with delight and enthusiasm. We want our children to **love** being Historians with a yearning to find out more. They are encouraged to reflect, ask questions and discuss their learning.

❑ Be **respectful** to all, including those with individual needs, from different cultures, religions, traditions or orientations.

In History lessons we want our children to have a profound understanding and respect towards different individuals, cultures, religions, traditions and orientations within the wider world as well as the community of Gloucester. We aim for our children to respectfully think about how diversity and differences in the History of Britain and the wider world has affected lives in the modern world today.

❑ **Persevere** to overcome challenge and learn.

We aim for our children to understand how in the past human beings have overcome adversity and have persevered in times of difficulty or change. They will understand how the past has had a profound effect on the present.

❑ **Become responsible citizens** .

By reflecting on, discussing and questioning the lives of others in the past, our children will reflect on significant events and people and reflect on their own lives and the changes they can make. They can begin to think about what they want their future to look like and how we can bring about positive change.

History at Heartwood Federation



Sequencing of Content

At Heartwood the content of History is based upon the National Curriculum requirements with a focus on **knowledge** and **vocabulary**.

The subject content is taught using a progressive, spiral curriculum with historical concepts, skills and knowledge being revisited across the Key Stages.

Key Skills-

- **Chronology**
- **Investigative History**
- **Interpretations of History**
- **Change and Continuity**
- **Cause and Consequence**
- **Significance**



Big ideas

These big ideas are revisited every year, building on prior knowledge and developing a deep understanding of big ideas throughout History.



Deepening Concepts

Deeper thinking is encouraged through making links between learning about significant individuals, events and change and understanding the impact.

Visits to historical places within the local community encouraged to understand and celebrate the history of our local environment.



Retrieval Practice

Key concepts and vocabulary are used and regularly revisited for retrieval practice.

Lessons start with links back to previous learning and end with the completion of a learning log, recapping learning in each lesson.

Key Skills

- Chronology
- Investigative History
- Interpretations of History
- Change and Continuity
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- Significance



Significance





History at Heartwood EYFS and Key Stage 1

	AUTUMN TERM	SPRING TERM	SUMMER TERM
EYFS	Growing up <i>(Timelines)</i> 	Significant people in my living memory   Significance	Living Things <i>(Past, present, future)</i> 
Y1	Toys 	Great Fire of London  Homes and Settlements	Significant individuals <i>(Mary Seacole + Florence Nightingale)</i>  
Y2	Significant individuals <i>(Grace Darling + Brunel)</i> 	Pioneers <i>Neil Armstrong</i> <i>Katherine Johnson</i> <i>Tim Berners-Lee</i> 	Local History Unit: Gloucester Cathedral  Homes and Settlements



History at Heartwood Key Stage 2

	AUTUMN (9 week unit)	SPRING/SUMMER (9 week unit)
Y3	Pre-historic Changes in Britain  Homes and Settlements	Ancient Greece  Homes and Settlements  
Y4	Ancient Egypt  Homes and Settlements	Romans   Benin (4-6 hours) Non-European study
Y5	Saxons/Vikings 	Local History Study: Industrial Revolution  Homes and Settlements 
Y6	20th Century Conflict 	Civil Rights 