



History @ Collingwood Primary School

Our History curriculum is taught through three key strands: Investigating the Past, Understanding Change, and Making Connections. It aims to develop curiosity, critical thinking, and a sense of chronological awareness. Pupils are encouraged to explore historical events, people, and societies from the past and present, making links to their own lives and the wider world. Using a range of sources, they are guided to ask questions, analyse evidence, and communicate their findings confidently. Our curriculum seeks to inspire learners to think independently, understand diverse perspectives, and develop a deeper appreciation of how history shapes the world around them.

Retrieval Practice

Low-stake quizzes for long term memory
Varied teaching and learning activities
Thoughtful sequencing of content
Specific teaching of vocabulary

Content and Sequencing

EYFS -Throughout their time in EYFS children talk about their lives, past memories and celebrate traditions/events that happened in the past. The children are provided with a language rich environment which allows them to build their vocabulary and understanding of the world around them. They will look more closely at the Easter story in Spring. And natural history is the key focus in Summer as they look at the items one can find on the beach and explore their origins

Year 1 Look at their family and changes in their life. This helps to build upon their vocabulary they have begun to develop at EYFS and their concept of time. They move onto looking at significant people and how travel has changed over time. Finally they look at the changes and developments of the local seaside. Asking and answering simple questions, drawing comparisons and understanding change over time.

Year 2 Look at a significant event in British History the Great Fire of London and begin to understand cause and effect. They move on to look at the exploration of Antarctica by looking into the expedition and the key inspirational figures. Finally, they look at significant local people and places by comparing the differences between Castle life now and then. Children build understanding of chronology and change.

Year 3 Begin by understanding the concept of Ancient Egypt and consider evidence left behind. Next they study the concept of pre-history by looking at Stone Age and Iron Age Britain and considering how we learnt about these periods. They study Pompeii during their Geography unit on extreme weather.

Year 4 Study our local area by studying significant people, places and events in Tyneside. This is followed by more local history taught through an in-depth study of The Roman Empire and its impact on Britain. Then, they study an Amazonian Tribe while studying the Rainforests in geography.

Year 5 Study Ancient Greece civilisation. Through this pupils find out how life in other parts of the world have affected us today. This is followed by a look at a range of Explorers on land and in Space. They then return to look at how Britain was affected by invasions by considering life in Anglo-Saxon Britain and considering the Viking Invasion and Anglo-Saxon struggle.

Year 6 Study the Tudors focusing on the Monarchy, Crime and its impact on today's society. They use evidence and a range of sources to research key events of the Titanic and the social hierarchy during this period. This provides children with time for reflection and evaluation of past events. They look at South America and discover differences with Non-European society. They study a significant turning point in Britain through their WW2 study where pupils consider a variety of sources and viewpoints. They look at the battle of Britain to consider how life in Britain was impacted.

Essentials

An excellent knowledge and understanding of people, events from a range of historical periods.

To consistently support, evaluate and challenge their own and others' views using different sources.

To think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which helps to understand how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make critical use of it to support their explanations.

A desire to embrace challenging activities.

Assessment and Progress

Units of work are carefully sequenced; making connections with prior knowledge, concepts and vocabulary

Regular formative assessment and immediate feedback ensures misconceptions are addressed and learning is effective.

Effective questioning and higher order thinking are embedded within all learning experiences.

Adaptive teaching strategies ensure individualised instruction; supporting the needs of all learners

Opportunities for revisiting content and mastery learning/teaching for mastery

Key learning/sticky knowledge and vocabulary are recorded in knowledge organisers.

