



Co-op Academy
Portland

History

**Curriculum Intent, Implementation and Impact for
History at Co-op Academy Portland**

At Co-op Academy Portland, our curriculum is built on the foundations of the statutory National Curriculum. Our deliberately sequenced substantive and disciplinary knowledge will ensure that learning is built progressively from Nursery to Year 6 in identified strands that enable our children to become competent historians. Each topic is delivered using an 'enquiry based approach', driven by a big question. This helps our children to develop transferable problem solving skills.

We aim to provide children with a high-quality education that engages, inspires, and challenges them. We will equip pupils with the knowledge and skills needed for their futures through exposure of media, careers, visitors and trips. As pupils progress, we aim to develop their ability to think critically and gain a more rigorous understanding of subjects.

Community is the backbone of our school, and we integrate our Co-op values into our curriculum to benefit our children and families. These values permeate through our curriculum, fostering the next generation of responsible, socially mindful citizens.

Our aims are that our pupils are able to:

- Develop a coherent knowledge of the history of the British Isles, placing significant people, places and events in chronological order.
- Have a comprehensive understanding of significant global events, understanding their interrelatedness to British history where appropriate.
- Know the global impact that Liverpool and the local area has had on the world over the course of time.
- Understand and empathise with the experiences of diverse voices from History, knowing how discrimination and inequality has affected different groups of people over time
- Use disciplinary knowledge to raise questions about the past, the validity of sources, and begin to create their own informed historical analysis.

Long Term Plan (EYFS):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My World and Me C1: Past and Present C2: Past and Present	C1: Woodland Walk - Past and Present C2: Celebrations - Past and Present	[Science and Geography drivers here - look at LTPs]	C1: Farming - Past and Present C2: Get Lost in a Book - Past and Present	C1: Let It Grow - Chronology C2: [Geography and Art drivers here - look at LTPs]	C1: Seasides - Past and Present C2: [Geography driver here - look at LTP. With elements of History and Science]

What does History look like in Early Years Co-op Academy Portland?

- Children look at pictures of themselves now, and themselves as babies, and talk about how they have changed.
- They learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc. Family photographs form part of an ongoing display in the home corner.
- Children learn vocabulary that helps them to talk about the past, present and future, such as; yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- They listen to stories that are set in the past.
- They compare things in the past and now, linked to our topics (e.g. emergency vehicles, houses, toys).
- Children learn the names of some significant people from the past.
- Topic lessons include links with history (through UTW) and some tasks will be adult-led to support developments of particular skills.

Long Term Plan (Years 1-6):

	Autumn 1	Spring 1	Summer 1
Year 1	How have toys changed over time?	How did Birkenhead Park change the World?	What makes a good explorer?
Year 2	How has school changed over time?	How did the Manchester - Liverpool railway change the way we travel?	Why is Port Sunlight so special?
Year 3	How did technology improve life for people living in the Stone, Bronze and Iron Ages?	Was life the same for everyone in Ancient Egypt?	What is the legacy of Ancient Greece today?
Year 4	Did the Romans make Britain a better place?	What is the legacy of the Anglo Saxons in our local area?	Do we still need feminism today?
Year 5	What was so special about the Ancient Islamic civilisation?	Is it fair to describe the Vikings as 'ruthless, Pagan savages'?	Why is Liverpool described as the world in one city?
Year 6	What is the legacy of Empire in our city?)	Why is Liverpool known as 'Sound City?'	What do people's stories tell us about WW2?

- In Years 1-6, this subject is taught weekly for one hour in alternate half terms.
- Our Medium Term Plans provide detailed information to staff, including:
 - Prior/ future learning; National Curriculum coverage; The 'big question'; A lesson sequence with mapped out Substantive and Disciplinary knowledge; Essential knowledge and Vocabulary.

Examples of Cultural Enrichment opportunities:

	Autumn 1	Spring 1	Summer 1
Year 1		How did Birkenhead Park change the World? Birkenhead Park	
Year 2			Why is Port Sunlight so special? Port Sunlight
Year 3		Was life the same for everyone in Ancient Egypt? Liverpool World Museum - Egypt gallery	
Year 4	Did the Romans make Britain a better place? Trip to Chester		
Year 5			Why is Liverpool described as the world in one city? City of Liverpool Museum
Year 6	What is the legacy of Empire in our city? International Slavery Museum		

How do we know that the children have made progress in History?

Class Teachers:

- Every lesson starts with a think back quiz, with questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- Teacher marking identifies any misconceptions, and these are addressed verbally or through written responses by children before the next lesson.

Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and shared with teachers in 1:1 feedback
- After a unit has been completed, a book look will be completed for every class, using a cross section of pupil demographics (HA, MA, LA, SEND, EAL and PP). Each lesson will be assessed for its coverage of the key knowledge on the Medium Term Plan, and the effectiveness of the activity. This will create an overall effectiveness score for each child, and a score for the unit.
- As part of this assessment process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.