

History

Curriculum Statement



Intent

Our History Curriculum incorporates the skills and knowledge outlined in the National Curriculum. It has been designed to inspire our children to be curious about the past and to give them the skills needed to find out more about the past. Effective teaching will equip our children to ask questions, think critically, weigh evidence, show empathy; sift arguments; create structured accounts of the past; scrutinise artefacts, primary and secondary sources of evidence and develop perspective and judgement. We believe that it is vital to widen and build the children's historical vocabulary, alongside their skills and knowledge, in order to provide them with a language to talk and write about the past.

Implementation

History is taught through a topic based /creative curriculum. Some topics are focused around a period of history or an historical event whilst, in others, history takes a secondary role. The curriculum is sequenced so that skills and knowledge can be built upon and transferred to other areas of learning.

In Key Stage 1 children use common words and phrases relating to the passing of time. The children begin their History work by exploring their own family history and their place in their family. They will sequence family photographs and write simple labels. The children are introduced to famous people and great events from history like The Great Fire of London, The First Moon Walk, Florence Nightingale and Guy Fawkes and they are shown how to place these events/people onto simple timelines. They are encouraged to use correct historical terminology when talking and writing about the past and they are encouraged to explore the many different ways in which the past is represented.

In Key Stage 2 the children study the British units of History in chronological order in order to develop their understanding of time and to enable them to compare and contrast periods of British History and place them correctly on timelines (both pre constructed and later on self-drawn). Ancient Egypt and Ancient Greece are studied in Y3 to allow direct comparisons of two early civilisations. The children have opportunities to use a variety of sources of information and are taught to detect bias and question reliability. They are taught to organise and present their historical work in a variety of ways and are encouraged to use their growing historical vocabulary.

Pre and post topic assessments are completed in order to show progress and to highlight any knowledge gaps and a 'fast five' activity is used to start off every topic lesson in order to re-inforce and consolidate knowledge from the previous lesson. Teachers refer back to previous learning and share with the children how their learning will be developed and built upon in the next lesson/class so that facts and knowledge can be connected, rather than being taught in isolation. History trackers are completed at the end of each topic in order to record which children are working below, at or above expected levels and interventions are delivered when needed.

Work is differentiated to enable children of all abilities and backgrounds to access the history curriculum.

Impact

Our children will be able to talk confidently and knowledgeably about the past with age appropriate historical vocabulary. They will be curious about the past and ask appropriate questions. The children will be able to use a range of historical sources to discover more about the past and will be able to detect bias and distinguish between facts and opinions. The children will be able to make comparisons between different periods of history and will be able to organise, record and present their work in a variety of ways. Our children will possess the relevant skills and knowledge needed for the next stage of their historical education.

