

Stradbroke CE Primary School

History Curriculum Statement



Aims and objectives

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past.

The aims of teaching history in our school have been written with reference to the aims of the National Curriculum. Our aims are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how Britain has changed from the earliest times to the present day;
- To develop a sense of chronology;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of how Britain's history has influenced and been influenced by the wider world;
- To understand significant aspects of the history of the wider world such as exploring ancient civilisations, expansion and dissolution of empires and achievements of mankind;
- To help children understand diverse societies and their place within it, so that they develop a sense of their cultural heritage;
- To help children understand the complexity of people's lives and the process of change over time;
- To help children understand the relationship between different groups of people;
- To help children develop an understanding of their own identity and the challenges of their time;
- For children to understand abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- To enable children to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- To develop in children the skills of historical enquiry, investigation, analysis, evaluation and presentation, including using evidence rigorously to make historical claims;
- To enable children to gain historical perspective by placing their knowledge into different contexts, making connections between local, regional, national and international history as well different areas of history and both short and long term timescales.

History Curriculum Planning

We use the national curriculum as the basis for our history planning, making adjustments to relate teaching and learning to our local context.

A yearly long term plan is devised making reference to previous teaching to ensure that the breadth of curriculum is delivered in our mixed year group classes. History topics are planned so that they build upon prior learning, making changes where necessary to the planning to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the children. We complete this long term plan as a teaching staff with the subject lead overseeing the curriculum coverage and ensuring that requirements are met.

Teachers complete medium term plans for each history topic giving careful thought to the historical knowledge children will learn. They think carefully about the sequencing and progression of teaching, the key vocabulary within each topic and how the impact of learning will be measured in each topic. Teachers give careful thought to their planning to ensure all children gain new historical knowledge, make links to prior learning and develop their skills of working historically.

Subject Content

Early Years Foundation Stage (EYFS)

We teach history to reception children as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world. For the most part, geography teaching in the EYFS focuses on developing an understanding of the unique characteristics of a range of places and also developing an understanding of children's local geography.

Key Stage 1 and 2

We organise our curriculum into 'Working historically' and 'Historical knowledge'.

Key Stage 1

For working historically children should be taught how to:

- Use common words and phrases relating to the passing of time (here, now, then, yesterday, last week, last year, x years ago, a long time ago)
- Use words and phrases linked to measuring time (hours, weeks, years, decades, centuries, millennia, eras, AD, BC)
- Identify whether a time period came before or after other time periods learnt about
- Identify similarities and differences between ways of life in different time periods
- Use everyday historical terms
- Ask historical questions
- Begin to answer historical questions
- Choose and use parts of stories and other sources to show I understand key features of historical events
- Use different sources to find out about the past

For historical knowledge children should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Key Stage 2

For working historically children should be taught how to:

- Explain where time periods studied come in relation to other time periods in British, local and world history.
- Explain patterns and narratives in the time periods studied.
- Note connections, contrasts and trends over time.
- Use appropriate historical terms with greater confidence.

- Answer a range of historically valid questions about change, cause, similarity/difference and significance.
- Ask historically valid questions about change, cause, similarity/difference and significance.
- Select and organise relevant historical information to construct informed responses to questions.
- Understand that different sources are used to find out about the past.
- Use a range of different sources to find out about the past.

For historical knowledge children should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Teaching & Learning Style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and a range of sources including primary sources where possible. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and they are encouraged to ask searching questions.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

Cross Curricular Links and Wider Learning Opportunities

Where relevant and appropriate, meaningful links are created between history and other curriculum subjects. Encouraging children to make these links strengthens their learning by giving them a variety of contexts to apply it to. Links to other subject areas are made clear on teachers' medium term planning.

Wider learning opportunities are used thoughtfully and to great effect in history to help bring a subject to life or to make learning clearer for our children. These opportunities are referred to in our individual class entitlement documents which are completed each year to ensure all

children receive a variety of learning experiences as part of a broad and balanced curriculum.

Personal, Social and Health Education (PSHE) and Citizenship

It is impossible to study history without developing children's PSHE. By studying different groups of people over time our children are given opportunities to relate their learning to their own lives. They think about how what we have learnt about the past can change what happens in our future. They discover how to be active citizens in a democratic society by learning how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church through time and they find out how British society has changed over time. Our History curriculum enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to history lessons. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

Assessment

Teachers assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the aims of the national curriculum and learning objectives within the lesson. Teachers will use a range of tools to assess children including discussion and questioning, observations, quizzes and recaps and, where appropriate, summative assessments. This allows the teacher to make termly assessments of attainment and progress for each child.

Resources

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. A wide range of class trips are organised to support the history curriculum.

Monitoring and Review

The history subject lead is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject lead is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.