

## History

### Curriculum Statement

#### PURPOSE OF STUDY

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### AIMS

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### SUBJECT CONTENT

##### KEY STAGE 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to

show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils 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**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils 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**

Within The Warriner Multi Academy Trust we aim to make History an engaging and relevant learning experience. Our history teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources of information. In each key stage we give children the opportunity to visit sites that are local and of historical significance and 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 supporting children to understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

By providing a curriculum where the content has been carefully designed and sequenced, staff are able to focus on ensuring that all pupils are able to compete on a level playing field. Our research-based guidance on the most effective teaching and learning strategies recognises that teachers and schools must be deliberate about what they teach and how they do it and so our guidance supports staff to deliver lessons appropriately modelled and scaffolded in order that children's learning is developed. These teaching and learning strategies are further developed and refined in our subject specific Professional Learning Groups where we are able to develop subject pedagogy to support teaching across our schools.

## **CURRICULUM PLANNING**

Our History curriculum is ambitious for all children. It uses the National Curriculum in England 2014 Framework for History as the basis for its' planning and is appropriately sequenced to support the progression of knowledge and understanding within the subject.

Our curriculum is a framework for setting out the aims of our programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure, narrative and with subject specific pedagogy (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

Long-term planning clearly identifies the knowledge to be taught and how this builds on prior learning and where it will be further developed in the future. The planned progression built into the History curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly units of work. Long-term plans identify individual History units taught across the year group phases and follow a two-year cycle. History is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

## **EARLY YEARS FOUNDATION STAGE**

We recognise that it is important that children have an understanding of the terms past, present and future. Children need to begin to understand that things that have happened in their own lives are in the past and their own history. We encourage visitors such as parents and grandparents to talk about their childhood and how things were different in the past. Our long-term planning indicates the appropriate descriptors from the Birth to 5 document that relate to the unit of work and area of learning and also identifies how this understanding will support learning as the child moves through EYFS and KS1.

## **SPECIAL EDUCATIONAL NEEDS**

We have high expectations for all of our children and work to ensure that barriers are able to be overcome. To that end we expect our staff to plan and deliver lessons where pupils with SEND are able to access their learning in an appropriately supported manner.

## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

When teaching History, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, for example when focusing on

significant people in history. The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things and also helps to develop an awareness of beauty and aesthetics. Moral issues can be considered, for example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding? Studying the cultures of other times such as Egyptians and Romans helps to build an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### **ASSESSMENT & RECORDING**

Teachers assess children's work in History by making informal judgements as they observe them during lessons and by providing written and or verbal feedback throughout a unit of work. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

### **MONITORING & REVIEW**

Class teachers are responsible for the standard of children's work and for the quality of their teaching in History lessons. Subject leaders work with their school teams to develop subject pedagogy across the school and to monitor the History teaching and learning taking place through book looks, pupil interviews and learning walks. Where strengths and examples of good practice are noted, they are shared and where areas requiring additional support are highlighted, the necessary CPD is provided.