

Curriculum INTENT for History in Key Stage 1 and Key Stage 2

INTENT

Our History curriculum enables children to recognise that studying history is relevant and exciting. We endeavour to instil a love of learning and thirst for historical knowledge as pupils evaluate a range of primary and secondary source, consider how the past influences the present, what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions. The children will learn about local, British, European and international history, and the historical order in which people lived and events happened. They are also taught how the past can be shown and explained in different ways. Pupils will be taught to make links between these areas of learning and others across the curriculum through a themed and topic approach. The aim is to develop engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. We aim to enable children to shine in all they do and share their skills and knowledge with others, harnessing a love of learning and a thirst for knowledge in History.

Our History curriculum covers all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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.'

IMPLEMENTATION

In order to foster children's curiosity about the past, interest and creativity, we are enthusiastic about History and encourage children to explore sources of information from a variety of media and ask questions. We use Kapow as a basis for our teaching which secures children's knowledge and enables a progression of skills.

EYFS - History is taught in Reception as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History makes a contribution to the ELG objectives of developing a child's understanding of the world. They will find out about the past through beginning to investigate their own life story and family history, exploring how common items have changed over time and starting to recognise that there were things that existed in the world in the past that are no longer here today, such as dinosaurs.

KS1 and KS2 – Skills and knowledge within History are taught in a context and with clear purpose. Our curriculum is topic based and provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. History is taught as a discrete subject on the timetable but our History topics link thematically to Geography and Science and incorporate Art and DT, where possible, to further develop children's knowledge and understanding. This also ensures all areas of the curriculum are covered in depth. To enhance the development of pupils' historical vocabulary, we make purposeful links with a rich variety of texts used in our English curriculum.



Blocked topic teaching is used to progress children's knowledge and skills. Due to mixed classes, each class has a long-term plan on a two-year rolling programme, with two to three History topics to be covered over each year. History topics will alternate with Geography. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.

The progression of skills is set out in order to build and develop the following:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and Historical Links
- Interpretations of History
- Historical Enquiry

Due to the nature of mixed year group classes it is not always possible to teach History in a chronological order, however, we ensure children have a secure understanding of chronology by displaying timelines in each classroom which allow children to reference the previous events in time that they have studied and refer to this prior learning year-on-year and within the year.

The key historical vocabulary of each blocked topic is also mapped across the school ensuring that there is progression in vocabulary and that children understand, use and apply the vocabulary in the context of topics and concepts being studied. Existing knowledge is checked at the beginning of each topic, as part of the assessment strategy using 'Never Heard the Word' grids and KWL Grids. This ensures that teaching is informed by the children's starting points. We use the National Curriculum to select objectives and tailor teaching and learning to meet the needs and interests of the children in their year groups. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children using blanked out Knowledge Organisers and rigorously checked by the teacher against End Points using 'Show what you know' quizzes and Assessment Activities. Knowledge is then consolidated and future planning adapted as necessary.

Where possible, the children learn through an investigative approach, asking questions, gathering and recording historical information from different sources and using various resources and technology. The local area is utilised and we aim to provide our children with memorable experiences by incorporating educational visits to places of historical interest into our History curriculum and inviting guest speakers and visitors to school to share with us their knowledge of the past. Opportunities planned into the sequence of learning in EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 enhance teaching and learning in History and enable children to base learning on first-hand experiences. SMSC and British Values are threaded through the History curriculum to link history to their lives and explore their heritage and cultural capital.

The curriculum is led and overseen by the History lead. As History lead a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.

SEND and Inclusion

Lesson plans will be scaffolded to ensure quality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.



Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching History staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:

- Allocating adult support
- Providing additional support materials (eg visual aids such as photographs, objects, Makaton symbols, concept boards)
- Providing alternative resources eg. Switch technology which is easy to manipulate, use of alternative materials including 3D models for pupils with sight or hearing difficulties.
- Modifying tasks (Eg working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera or verbally).
- Teaching new vocabulary in an explicit way.
- Identifying risk points in the lesson, visit or field trip and providing appropriate preparation and support.
- See also 'SEN policy'.

IMPACT

Progression in History is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7 yr olds being the expectation for the majority of children at the end of key stage 1 and age related expectations being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the national curriculum outcomes for 7 yr olds and will be able to:

- show an awareness of the past,
- use common words and phrases relating to the passing of time.
- where the people and events they study fit within a chronological framework ▪ identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of year 6, most children will attain the age related expectations for 11 year olds and will be able to:

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



Across the primary phase pupils will 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 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.
- a local history study

Wider impact of History

Language and communication

Children develop language skills by:

- exploring ideas about the focus for their work using specific and historical vocabulary;
- asking and answering questions about source materials and how these help them to develop their ideas, including recording ideas and annotating materials in the history books;
- finding out about historical periods, characters and events by extracting information from sources such as reference books, e-mails and the internet;
- discussing and comparing their own and others' ideas and researches and explaining their own views.

Values and attitudes

Children have opportunities in history to:

- consider their own attitudes and values in relation to events and source materials and learn to challenge assumptions, stereotypes and prejudice in written, visual and other forms;
- develop respect for their own and others' ideas and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the historical 'landscape', including the distinctiveness of their locality, and learn to evaluate critically the role and impact of history within it.



Spiritual Development in History involves the how and why events in the past happened and their many causes, helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

- realising the incredible significance that individuals have had in the past,
- the distortions that can take place through time and the interpretations that can be made about one single event.
- similarities between people now and in the past
- sources and artefacts which bring us closer to people through touching what they felt, feeling their shoes, clothes etc.
- experiencing a sense of wonder by contact with the past (visits, artefacts).

Moral Development in History involves pupils being encouraged to comment on moral questions and dilemmas. History is

- a story of right and wrong and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.
- learning to see things from other perspectives e.g. life as a child during WW2,
- looking at what we mean by truth in history – studying primary sources-examining census data & ordnance survey maps in KS2, comparing information from a number of sources, studying first hand reports

Social development in History encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through

- working together and problem solving.
- role to play to helping express themselves clearly and to communicate better.
- learning about social issues in past societies.
- learning how past societies were organised and functioned. ▪ discussing and evaluating the qualities, skills and attitudes ▪ of famous people from the past.

Cultural development in history involves pupils developing a better understanding of our multicultural society through studying

- links between local, British, European and world history.
- how cultures change.
- the wide range of cultural influences that have shaped their own heritage and those of others
- the range of different cultures within school and further afield
- the concept of time-past, present, future and our part in it-use of timelines, family trees, identifying hopes for the future, setting personal goals

