

## History

### What are the aims and purpose of this subject?

We follow the National Curriculum for our history. Our aim is for the children to leave Year 6 with knowledge that has built up over their schooling and has been retained – i.e. they can recall knowledge, make links and apply this to new areas. We aim to allow children to also be confident in history as they enter Key Stage 3.

We aim to ensure all our SEND children access History at an appropriate pitch (both for challenge and support) and have full access to the curriculum. We are aspirational for all children.

Our curriculum has the same purpose as set out within the EYFS framework and the national curriculum:

**EYFS (Understanding the World)** - *Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.*

**KS1 & KS2** - *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.*

Our curriculum also has the same aims as set out in the national curriculum: *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.*

In addition to this, within our school vision we want our children to leave us inspired to learn, independent and aspirational. History is an interesting and exciting subject, with great relevance to the modern world, and we aim to ensure our children are allowed to apply curiosity and their questioning minds to areas which they find inspiring. We aim that by ensuring the children develop a deep understanding of the national curriculum content, they will be able to apply their learning independently and become confident in aspirations for their future. We are passionate about bringing History to life and promote a love of the subject. We acknowledge cultural capital is an important part of this and do this through educational visits, in house workshops and, when appropriate, whole school enrichment days e.g. VE day, platinum jubilee

We aim to keep up to date and our History and Curriculum Leads attends events concerning the planning and teaching of the subject, disseminating current developments to staff.

### **What are the National Curriculum requirements for this subject?**

The EYFS Framework ELG requires pupils to learn about past and present. Children at expected level of development will:

- *Talk about the lives of the people around them and their roles in society*
- *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class*

- *Understand the past through settings, characters and events encountered in books read in class and storytelling.*

National curriculum requirements are that the children in **Key Stage 1** 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]*
- *Significant historical events, people and places in their own locality.*

National curriculum requirements are that the children in **Key Stage 2** 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.*

### **How is history's curriculum organised?**

History is taught as a discrete subject from Key Stage One upwards, having linked more to topics in our Early Years. To support the units, where it allows, there are literacy links to develop and enhance vocabulary and the use of secondary sources. There are also links to computing, again, through the use of secondary sources and also to communicate learning. Diversity is considered as paramount throughout the school and is included in units where it is relevant.

History at our school is mainly sequential and builds on prior learning. There is provision for SEND and when needed, alternate ways of delivering the unit content is used. However, the expectations that children can achieve in line with their peers is adopted. Our most complex SEND children (Pupils with an EHCP) have 1:1 support, small groups or a SEND model, with access to the History curriculum at the appropriate year group stage.

In our Early Years, history is a broad and exciting subject taught through six broad topics where it fits most appropriately e.g., Transport lends itself to looking at similarities and differences between things in the past and now. We ensure that a wide range of experiences are available to our children so that they can begin to develop their knowledge. We provide many opportunities for our youngest children to find things out for themselves by making observations, talking to others about their experiences and listening to stories. Our foundation stage staff provide children with opportunities for playing and exploring, active learning, creating and thinking critically. We are keen to develop our children's knowledge of the world around them.

The three units covered in Year 1 are chosen due to being in/near living memory building on the direct experiences' children have had access to in EYFS. This is explored primarily in the autumn unit on toys including looking at things that are older and newer and linking back to our Early Years curriculum. An element of 'first' has also been carefully considered within Year 1, in terms of significant people and events (Neil Armstrong) and the element of 'local' is examined, with a study on Lowry. In Year 1 we look at what and why things were important.

In Year 2, we start to talk about significance, similarities and differences and cause and consequence. Significance is considered in terms of significant events and significant individuals. The units are: Guy Fawkes (as a significant individual along with the significant

event of the Gunpowder Plot), The Great Fire of London (as a significant event, building on the Guy Fawkes Unit) and Rosa Parks (as a study of another significant individual building on the work done on Neil Armstrong in Year 1). The children look at the events and individuals in a time line of before and after – for example, they will understand that Rosa Parks' life was quite a long time after both the Great Fire and Guy Fawkes' life and the Gunpowder plot being a fairly short time before the Great Fire of London. This is a development from the more recent history studied in Year 1. We start our curriculum thread of conflict and struggle at this age.

In Year 3 children study the Stone Age to Iron Age and the Romans. The theme of conflict now begins to be developed and actual dates of events are learnt. We organised these units over a longer period of time to allow to develop a deeper understanding, with a significant amount of coverage in each. The units are set chronologically and allow for questioning such as 'Do you remember at the beginning of the Stone Age...', "So what's different from the Stone Age to the Romans?" and so on. Within Year 3, there is a big focus on changes: Stone Age to Iron Age to Romans. There are chances to look at what the effects were of the Roman invasion, the effects of discovering metal, why the Romans came and why they left etc. There is a big focus on British history, chronologically in Year 3, where changes, settlement, farming and work and conflict are explored, looking at societal elements in each era compared to each other and now. The studies also see the build towards the monarchy, which is further developed in Year 4. Children will be clear when they are studying where the eras are placed in time and whether that is before or after eras they have previously studied.

In Year 4, there is a focus on building an understanding of early British history up to the monarchy. In addition, the children study ancient Egypt. This is the first ancient civilization the children will have studied and they will work on knowing what didn't exist at that time (although the meaning of the term civilization has been covered through comparing eras during Year 3). Studying the Egyptians builds the concepts of civilisations, which is developed further in Year 6 when they study the Islamic Golden Age. We made the choice to place the study of Anglo-Saxons and Vikings together over a longer study period to allow for a flow within the learning. It will also enable children to make a link between Viking explorers and recent explorers who changed history such as Neil Armstrong which is covered in Year 1. Within the work on Anglo-Saxons and Vikings, the children will look at Britain after the Romans left, with further focus on conflict but also migration and settlement. Children will have gained significant prior knowledge at this point to apply to these units around settlement and conflict in particular. Children will look at what changed in terms of trade and have chances to consider questions such as "Do you remember when you were looking at the Stone Age and there was no king – now looking at the Vikings how has this changed?", "How does this link to life as we know it in Britain now? etc. The study of the establishment of Britain has significant British Values links. By the end of Year 4, the children will have a secure understanding in the starting of Britain in terms of monarchy, understanding establishment of monarchy (social structure) - seeing chaos move to more order. Settlement and conflict remain threaded through.

In Year 5, the children study the Ancient Greeks in which children are encouraged to reflect back on their work on The Romans in order to discuss the legacy of the Ancient Greeks and their impact on British History. Also, it builds on their prior knowledge of the Ancient Egyptian civilization. Victorian Manchester is a local study unit which build on Year one's work on Lowry and World War II – looking at causation and conflict which follows on from their work on The Roman Empire and the struggle between the Anglo-Saxons and The Vikings. Conflict and civilisation are the key themes within Year 5 and again build on significant prior knowledge.

Study is done on continuity and change; cause and consequence; similarity and difference; and significance. For example, the local study of Victorian Manchester allows for significant depth considering similarities and differences and World War II as such a significant event and why so. We moved World War II from it previously being placed in Year 3, to allow the children to study this unit with developed levels of maturity, prior knowledge and ability to grasp it soundly.

In Year 6, the children study World War I, the Suffragettes, linking back to the importance of protest covered in Year 2, and ancient Baghdad which links to the previous work on Ancient Civilisations. It also allows for a comparison between Baghdad at that time and England (which is covered in Year 4). We chose to teach World War II ahead of World War I as there are more sources and the build up to the first World War is more complex. We therefore felt that the children will already have prior concepts which will allow them to access the learning more deeply. Children will be asked to remember the work done on allies and to now look at all the pacts and alliances at this point. When working on the Islamic Golden Age, the children will already have built the concept of ancient civilisations so can build on this prior knowledge. We specifically picked ancient Baghdad as this is of particular interest to our children. Suffragettes is also a particular interest to our children. Each of the units in Year 6 builds to a culmination of understanding of civilisation and enquiry skills and sources of evidence. Conflict has been the key thread with causation and consequence of conflict throughout.

### **Why is it organised like this?**

Firstly, we have organised history in this way to ensure the full national curriculum requirements are met. From Year one we teach the required content in a series of units which show a logical progression in learning (*See organisation section for reasoning behind teaching WWII prior to WWI*). We believe the children accessing the units as they do over the year groups supports their build-up of knowledge and skills, which they are then more likely to retain and apply.

In Early Years the past and present strands are covered progressively from birth to 5 to the Early Learning Goals at the end of Reception. The short-term objectives are taken from the EYFS long term plan and mapped across each half term. Many of the concepts are taught through other strands of the curriculum (in particular stories) and are adapted and changed each year according to the cohort.

In Key Stage 1 the children are introduced to the theme of significance which is then threaded through the curriculum until the end of Key Stage 2. In Key stage 2 the theme of conflict is established and again, is threaded through all units. This deepens the concept of cause and consequence. It enables the children to make links and develop their historical and chronological understanding of British history. The children learn about the establishment of the monarchy and develop an understanding of civilisation through studying ancient history.

The units are either taught in weekly teaching slots or blocked. Either way, the units are all taught throughout that year group. The buildup of knowledge is clear and the units allow for the children to build on prior learning.

We understand that the curriculum reflects the importance of spoken language in pupils' development. The quality and variety of language that pupils hear and speak are key factors in developing their historical vocabulary and articulating the various concepts studied clearly

and precisely. Due to our significant EAL cohort and specific speech and language issues across school, we are very careful to ensure we focus on vocabulary in all subjects (including history).

Each unit begins with a language walk through, which is done in a variety of ways, and this is revisited across the unit. We are very clear that we must not take for granted that children understand the vocabulary, but also understand that teaching this well lower down school will support their grasp of related concepts as they move up school. It also allows for discussions on second order concepts such as cause and consequences, significance and conflict and change and links to be made.

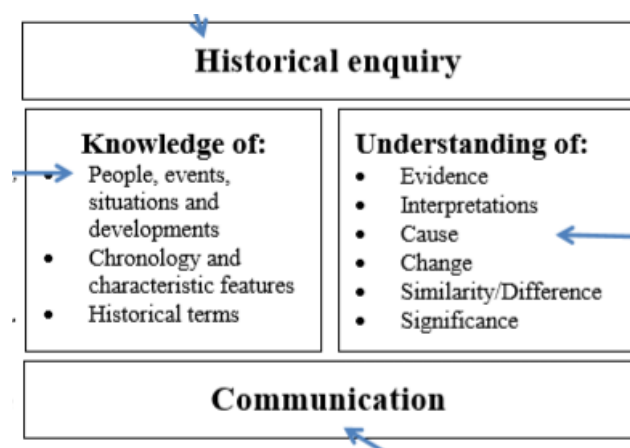
At the beginning of each unit, an image (including dates in KS2) is added to a class timeline. This is cumulative as the children move through each year group up until year 6 e.g., in Year 2 the timeline will begin with today, Lowry and the moon landing and will be added to as each unit is taught resulting in the addition of Guy Fawkes, The Great Fire of London and Rosa Parks. Supporting chronological vocabulary will also be progressive throughout school so for example, in Key Stage 1 language such as "a long time ago" will be used and this will progress to "last century", "a decade ago" then onto specific dates and numerical comparisons.

For our most complex children (pupils with an EHCP), the targeted support via SEND models, 1:1 support, or small groups allows for the pitch of the learning and the pace of the learning to be fully needs led.

### **How are knowledge, understanding and skills developed in this subject?**

In EYFS this is developed through play, stories and meaningful conversations with adults.

In Key Stage 1 and 2 each unit follows the planning model below (*reference Progression in history under the 2014 National Curriculum A guide for schools Jamie Byrom*)



This allows for

- *wider and more detailed and chronologically secure knowledge*
- *sharper methods of enquiry and communication*
- *deeper understanding of more complex issues and of abstract ideas*
- *closer integration of history's key concepts*
- *greater independence in applying all these qualities*

Each of our units describes a sequence of historical enquiry and knowledge and concepts. We understand the vital importance of developing a secure understanding of each key block in order to progress to the next stage. Each unit, therefore, seeks to begin by discussing previous work before moving onto the new unit content. To demonstrate knowledge each unit culminates in an activity designed to showcase and communicate learning.

**What does this subject look like...?**

<b>in lessons?</b>	<b>Tapestry/in books / Seesaw</b>	<b>in the environment?</b>
Collaborative work Research Drama Discussions Video clips Investigation Use secondary resources Use of apps (e.g. padlet, shadow puppet)	Throughout school most lessons are recorded in books (floor book in EYFS) or on Tapestry/Seesaw. Each lesson has a 'Can I...' question and within a unit there will be some evidence of marking questions or discussion points to allow the children to further apply their knowledge.	In EYFS there are birthday displays including months of the year, visual timetables of the working day and use of calendars to mark key events during the week/month.  From Year 1 upwards, each classroom has a history timeline which is added to as each topic is taught. Each year group has a display board to showcase the previous unit's work the half term after it is taught.

**How is this subject resourced?**

All classrooms have a history timeline which added to as each unit is taught. Some units have practical resources e.g. Year 1 Toys and most have some non-fiction books available. I pads and use of video clips are used throughout school.