



History Curriculum Vision and Skills

Intent and Design – What are we trying to achieve?

Vision

• **As a school we aim to:**

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

• **In History we aim to:**

- Teach the children through inspiring and interesting topics and show them that:- The **past** has influenced the **present** and that the **present** will influence the **future**. We encourage and develop their curiosity for the past and its events.

• **Children will know history as:**

- As the study of the past and how it has changed over time

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

• We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures**.

- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our History Curriculum

• **Our inspirational history curriculum will enable..**

- We aim to provide the pupils with a high-quality history education that will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. We will teach the pupils a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage and will learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today

Learning Intentions

- At Stathern Primary School we incorporate the statutory objectives of the National Curriculum into our history curriculum. Our topics are based around history chronology and the events of the past, we investigate how the past has had an impact on the lives we live today. The objective of our different topics is to provide our pupils with a creative, enterprising and inspiring curriculum that provides cross-curricular links and a purpose for learning. Through the topics the children are encouraged to ask questions, enquire, research and problem solve. We provide opportunities for whole class teaching, group work, paired work and individual work.

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Implementation and Organisation – How will we arrange our learning?

School Focus

Reading

Challenge

Vocabulary
and
Communication

Progressive
Skills

Transferable
skills

Positive
Mental
Health and
wellbeing

History Developmental Foci

Assess and review the children's prior learning

Lessons are planned in the correct sequence to build and develop knowledge and skills

Children use and understand the correct historical vocabulary

Progressive knowledge and skills are taught through different exciting topics

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History written work must reflect and reinforce the key skills in Reading, Writing and Maths and to show the understanding of historical vocabulary

Our History curriculum enables children to have an understanding of historical events around the world and how they impact on their lives today.

Contexts

Exciting, topic-based learning supported by a rich and diverse array of text, activities and investigations.

Understanding of how the present will impact on the future and how they can improve the future

Children of all abilities, whether SEND, lower attainers or our most able, will have equal opportunities to access our amazing curriculum and personal development provision. Children will be supported to 'Dig Deeper' using the skills and knowledge taught, and will have the same high expectations of achievement and be scaffolded, supported and assisted to make the best progress possible. Staff continue to make all reasonable adjustments to accommodate all pupils.

At Stathern, we are adaptive teachers, teaching adaptive and inclusive lessons.

EYFS Historical areas to be taught through topics using a holistic approach following the EYFS curriculum. Refer to the EYFS vision document.

History skills will primarily be developed through the Understanding of the World strand of the curriculum.

	Y1/2	Y3/4	Y5/6
Skills Progression through these areas of history	Topics are on a rolling two –year programme due to mixed classes		
	<u>Events within living memory</u> Our own lives Toys, seaside,transport, explorers etc..	Stone age – Iron age	Overview of the four early civilisations In depth study of Egypt
	<u>Events beyond living memory</u> Significant Event (Great Fire of London, First Flight etc...)	Britain's settlement by Anglo-Saxons and Scots	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WWII
	<u>Significant Individuals</u> George Stephenson/Wright Brothers Christopher Columbus/Neil Armstrong Grace Darling/Mary Anning	Vikings	Beyond 1066 - Crime and Punishment – over different periods of history
	Historical event, people or places in the Local Area School Local Church Buildings in Stathern	The Roman Empire and its impact on Britain (Aspects of British History)	Ancient Greece – a study of Greek life
		A local history study – The Battle of Bosworth	Changes in an aspect of social history – Transatlantic Slave Trade
			Study of a non-European early civilisation. Maya civilisation

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Chronology		
Y1/2	Y3/4	Y5/6
<p>a) To understand the difference between things that happened in the past and present.</p> <p>b) To know about things that happened to me in the past.</p> <p>c) To order significant historical events (timeline).</p> <p>d) To place events in order of when they happened.</p> <p>e) To use words/phrases such as a very long time ago, century, period</p> <p>f) To use the vocabulary within and beyond living memory and revisit key words/phrases</p>	<p>a) To sequence local/ national and world significant events.</p> <p>b) To understand more complex historical vocabulary e.g decade, century, era, chronological.</p> <p>c) Begin to use specific dates related to a time period.</p> <p>d) To use a time line to place significant events.</p> <p>e) To understand BC and AD</p>	<p>To order significant events including world events over a set period of time including appropriate vocabulary (year, decade, century, millennium etc).</p> <p>b) Use relevant dates, terms and labels.</p> <p>c) To understand and use a timeline divided into different periods i.e to correctly place the date of a specific event from the past studied.</p> <p>d) To make comparisons between the past and present</p> <p>e) To describe the main changes in a period of time using 'social', 'political', 'technological' and 'cultural'</p>

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Historical Interpretation and Enquiry		
Y1/2	Y3/4	Y5/6
<p>a) To know how the past is represented.</p> <p>b) To look at stories and other sources to find out about the past.</p> <p>c) To use a range of artefacts to know how the past is represented.</p> <p>d) To use a range of sources and artefacts to find out about the past and to show an understanding. (Yr2)</p> <p>e) To ask questions about events.</p> <p>f) To ask questions about the past and use a range of information to find answers. (Yr2)</p>	<p>a) To use a range of primary and secondary sources to how the past is represented and interpreted in different ways.</p> <p>b) To begin to select and record information.</p> <p>c) To use a range of resources to explore questions about the past.</p> <p>d) To know our knowledge of the past is constructed from a range of sources.</p> <p>e) To begin to give reasons why there may be different accounts of the same event</p> <p>f) To make observations and develop reasoning / interpretation skills</p> <p>g) Retrieve/select and record specific information linked to key questions.</p>	<p>a) To compare the validity of using primary and secondary sources to represent the past</p> <p>b) To know and explain what a reliable source is.</p> <p>c) To compare and contrast differing accounts of the same event.</p> <p>d) To give reasons why there are differences in opinion of the same event.</p> <p>e) To use evidence to encourage further enquiry.</p> <p>f) To develop observations and improve interpretation skills</p> <p>g) To understand that some evidence from the past is propaganda, opinion or misinformation</p>

Significant Events		
Y1/2	Y3/4	Y5/6
<p>a) Contrast 2 events that have happened in their lives.</p> <p>b) To compare and contrast 2 national events that have happened in living memory and 1 beyond living memory. (Yr2)</p> <p>c) To understand historical calendar events.</p>	<p>a) To know how national events have an impact on local historical events.</p> <p>b) To research a key global event.</p> <p>c) To understand the impact on lives resulting from the event.</p> <p>d) To ask questions about change and cause to historical events.</p>	<p>a) To understand how global events have an impact on our lives</p> <p>b) To devise historical enquiry questions about the cause of Global events.</p> <p>c) To construct informed responses to recent historical events (link with current issues in the news).</p> <p>d) To ask questions about change, cause, similarities, difference and significance linked to a specific period of history or event</p>

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British Individuals		
Y1/2	Y3/4	Y5/6
<p>a) To find out facts about people and significant events in their life.</p> <p>b) To talk about the significance of an individual and the impact they have had on everyday life.</p> <p>c) To compare and contrast 2 individuals and the significance of their lives (Yr2)</p>	<p>a) To research a significant and relevant historical figure.</p> <p>b) To research a local historical figure.</p>	<p>a) To identify trends between the lives of significant figures prior to similar key events.</p> <p>b) Identify connections between significant figures/gender</p>

Local History		
Y1/2	Y3/4	Y5/6
<p>a) To know significant local people in their immediate community e.g Church, shop owners</p>	<p>a) To establish clear narratives of their chosen period of study.</p> <p>b) To make connections, comparisons and contrasts (trends) over time.</p> <p>c) To research the immediate community.</p> <p>d) To look at an aspect of social history.</p>	<p>a) To understand how several aspects of national history are reflected in the locality.</p> <p>b) To research the locality, understanding the importance of using a range of sources.</p> <p>c) To look and further understand an aspect of social history</p>

World History		
Y1/2	Y3/4	Y5/6
	<p>a) To know how aspects of local history are linked to British History.</p> <p>b) To understand the achievements of Ancient civilisations.</p> <p>c) To understand the history of Britain in its European and wider world context.</p>	<p>a) To understand and explain the legacy of an Ancient culture (art, architecture, literature) on later periods in British history.</p> <p>b) To link world history to the impact on Britain.</p> <p>c) To know how the achievements of early civilisations impacted on the western world.</p>

Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and feedback

Observations and Blinks

Data analysis

Progress of pupils across the curriculum

Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment

Have a lifelong love of reading and learning and be able to communicate clearly

Be respectful of themselves and demonstrate excellent behaviour

Be confident, positive and independent learners with high aspirations

Have mental wellbeing and make healthy lifestyle choices

Participate in the community and have excellent attendance

Know more and remember more

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?