



History *Curriculum*



Intent

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We aim to build a History curriculum with appropriate subject knowledge, skills and understanding to enable our children to enquire, research, debate and analyse. We want to ignite our children's interest in History, arousing their curiosity and motivation to learn and to be able to develop a sense of identity through learning about the past.



Implementation

The Early Years Foundation Stage (EYFS) follows the 'Historical Association' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

In both Key stage 1 and Key Stage 2, History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Planning is informed by and aligned with the national curriculum. In addition, staff have access to the Hamilton plans and resources, however, teachers' lesson design is not limited by this and is informed by national agencies, including the History Association, of which the school is a member.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning.

A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

There is a good balance of whole class, group work, and individual learning in history lessons. Children will be asked to research historical aspects of their learning independently, where appropriate, allowing them to have ownership over their curriculum and lead their own learning in history. This enables our children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence. English, Maths and ICT skills are revisited in history so children can apply and embed the skills they have learnt in a purposeful context.

The learning environment and resources are carefully considered at each stage of our curriculum. Along with an outdoor timeline, each class has a timeline where they can make reference to all previous history learning, enabling all children to put new learning in the context of new learning. History Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History and enable pupils to make links across the wider curriculum. Knowledge

Organisers ensure that children have individual access to key knowledge, language and meanings for each topic covered. Children have access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area. Where possible we use artefacts for children to explore and investigate as we believe that handling real objects enhanced the children's historical knowledge, understanding and skills.

We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to promote cultural capital and support and develop their learning. Particular emphasis will be put on visits to reinforce local Historical knowledge whenever possible.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key skills knowledge and assessment which are integral to the learning experience.



Impact

At each stage of our curriculum, children will know more, remember more and understand more about History. They will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication. As historians children will learn lessons from history to influence the decisions they make in their lives in the future.



History

Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	How have I changed since I was a baby?	Toys Samuel Rider Poppy Day	Bonfire night(Guy Fawkes) Great Fire Of London(Samuel Pepys)	Ancient Greece $\frac{1}{2}$ term	Roman Empire and Impact on Britain	Anglo Saxons and Vikings	Non-European society (The Mayans)
Spring	Why do we wear different clothes during the year?		Florence Nightingale, Edith Cavell, Mary Seacole Francis Bacon, Nicholas Breakspear (local History - link with Geography)	Ancient Greece $\frac{1}{2}$ term			WW11 An extended period of study- A significant turning point in British History- The Battle of Britain. Focus on local History-what was it like for the people of St Albans during this time?

							WW11/Britain since the 1930's
Summer	What are our favourite celebrations through the year?	Homes	Seaside and holidays (linked with Geography)	Stone Age	Ancient Egyptians	A local History Study What evidence in St Albans is there of Tudor Life.)	
Skills	<p><u>Key Skills</u></p> <p>Understanding Chronology Can make comments about things (features, events, people and themes) from the past.</p> <p>Can sequence a few events .</p> <p>Can use a number of time terms, such as: now, yesterday, old and new.</p>	<p><u>Key Skills</u></p> <p>Understanding Chronology Make comments about things (features, events, people and themes) from the past.</p> <p>Sequence a few events or related objects.</p> <p>Use a number of time terms, such as: now, then, yesterday, months, years, weeks, nowadays, past, old and new.</p>	<p><u>Key Skills</u></p> <p>Understanding chronology Sequence a few events, objects or pieces of information on a timeline</p> <p>Describe some features, events, people and themes from the past</p> <p>Use past and present when describing events</p> <p>Use a wide range of time terms such as: recently, before, after, now, later</p>	<p><u>Key Skills</u></p> <p>Understanding chronology Can place events, objects, people and themes from my topic on a timeline.</p> <p>Can use historical period terms.</p> <p>Can use the terms: century, decade, BC / BCE, AD/ CE</p>	<p><u>Key Skills</u></p> <p>Understanding chronology Place a number of events, objects, themes or people from the period being studied, on a timeline.</p> <p>Refer to some dates and Historical period terms.</p>	<p><u>Key Skills</u></p> <p>Understanding chronology Can place information about the current topic on a timeline as well as placing other periods of History that have been previously studied.</p> <p>Can use dates and Historical period terms accurately.</p>	<p><u>Key Skills</u></p> <p>Understanding chronology Can use a timeline to sequence local, national and international events as well as Historical periods.</p> <p>Can use historical periods as reference points.</p>

	<p>Investigation and Interpretation of the past Can ask questions and answers questions about the past.</p>	<p>Investigation and Interpretation of the past Ask questions and find answers to questions about the past.</p>	<p>Investigation and interpretation of the past Point out some similarities and differences between aspects of their own life and the life of people in the period that is being learned about.</p> <p>Point out some similarities and differences between the ways of life of different people living at the time that is being learned about.</p> <p>Make comments about why people did things, why events happened and what happened as a result</p>	<p>Investigation and Interpretation of the past Can point out some similarities and differences between aspects of life at different times in the past.</p> <p>Can describe some similarities and differences between people (e.g. rich and poor), events, and beliefs in the period that is being studied.</p> <p>Can pick out some reasons for and results of people's actions and events.</p>	<p>Investigation and interpretation of the past Describe some changes in the Historical period being studied.</p> <p>Describe similarities and differences between some people, events, and beliefs in the period of History being studied.</p> <p>Suggest reasons for and results of people's actions and events.</p>	<p>Investigation and Interpretation of the past Can describe changes within and between periods and societies that have been learned about.</p> <p>Can describe similarities and differences in society, culture and religion within the period studied.</p> <p>Can give some reasons for and results of Historical events, situations and changes.</p>	<p>Investigation and Interpretation of the past Can describe and make some links between events, situations and changes within and between different periods and societies.</p> <p>Can describe and suggest some reasons for similarities and differences in society, culture and religion in what is being studied and the wider world.</p> <p>Can explain own suggestions when giving reasons for and results of historical events, situations and changes.</p>
<p>Building an overview of History Can pick out some historical information from pictures, objects and stories.</p>	<p>Building an overview of History Pick out information about the past from sources like pictures, objects and stories.</p> <p>Recognise that there are reasons why people in the past acted in the way that they did.</p>	<p>Building an Overview of History Use information from more than one source.</p> <p>Talk about some of the different ways that the past is recorded / represented.</p> <p>Name some types of things that tell us about the past.</p>	<p>Building an overview of History Can point out people who are historically important.</p> <p>Can compare different sources of evidence about a person, object, event or change in History and can point out some similarities and differences.</p>	<p>Building an Overview of History Suggest which people, in the period being studied, were historically important.</p> <p>Comment on the usefulness and accuracy of different sources of evidence.</p>	<p>Building an Overview of History Can suggest which people and causes in the period being studied, were historically important.</p> <p>Can suggest some reasons why there are different accounts and interpretations of the past.</p>	<p>Building an overview of History Can suggest which people and causes and consequences of change are more important.</p> <p>Can suggest some reasons why there are different accounts and interpretations of the past.</p>	<p>Build an overview of History Can explain which causes and consequences are most significant.</p> <p>Can evaluate the accuracy and usefulness of a range of sources; including author, audience and purpose, where and when it was created.</p>

	<p>Communicating ideas in History Can talk, draw to show ideas.</p>	<p>Communicating ideas in History Can talk, draw and write to show ideas.</p>	<p>Communicating ideas in History Labelled drawings, tables, write sentences, speak (including drama) and use ICT</p>	<p>Can say which sources (from a selection) are likely to be the most useful for a task.</p> <p>Communicating ideas in History Can talk or write about features, events, people and themes from the past, including some detail.</p> <p>Can present findings using speaking, writing, data presentation, ICT, drama and drawing skills.</p>	<p>Identify primary and secondary sources of evidence.</p> <p>Communicating ideas in History Through written, oral, art and ICT work, can make connections with features of other periods of History that have been studied.</p> <p>Work is organised, giving reasons and stating conclusions for ideas, using some dates and historical terms.</p>	<p>Can compare sources of evidence to identify reliable information.</p> <p>Communicating ideas in History Can communicate ideas which show some understanding of what things were like before and after the period of History being studied at local, national and world levels.</p> <p>Work is well organised with clear conclusions, supported with evidence and reasons, including dates and Historical terms. Can use a range of ways to present ideas and information, including written, oral, art and ICT work.</p>	<p>Can explain own evaluation of particular pieces of information and particular sources.</p> <p>Communicating Ideas in History Can describe periods of History in context, using appropriate historical vocabulary (chronological) and in good detail.</p> <p>Can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.</p> <p>Can use a range of ways to present ideas and information effectively, including written, oral, art and ICT work.</p>
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