



INTENT

Our history curriculum will allow all children to become successful learners, through exploring the breadth and depth of the national curriculum and to learn within a coherent, carefully sequenced and progressive framework that will inspire their curiosity to know more about the past. They will develop a rich and deep subject knowledge, developing new knowledge and skills through a variety of interesting contexts, which will enable them to see clear links between different aspects of their learning. Teaching will equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our children will develop and demonstrate their creativity and will experience the challenge and enjoyment of learning. History will help 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. They will be helped to understand the purpose and value of their learning to see its relevance to their past, present and future.

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world."

Children will:

- 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 humanity;
- 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 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;
- Explore different beliefs, experiences, faiths, feelings and values towards different times in History;
- Enjoy learning about the work of others around them and the surrounding world;
- Use imagination and creativity when working and will be encouraged to reflect on their experiences;
- Learn to appreciate cultural influences throughout History and use this learning to inform their ideas; Understand, accept, respect and celebrate diversity throughout History.

Our History curriculum will:

- Give children the opportunity to use a range of social skills to make a positive contribution to the local community and beyond;
- Allow children to appreciate diverse viewpoints about historical events throughout the ages; participate, volunteer and cooperate when working collaboratively; and resolve conflict, when it arises;
- Show children how to respect and tolerate the opinions of others;
- Be part of a system where everyone will be free to express views and ideas.
- Will give children the opportunity to learn in a peaceful and supportive environment where they will get to work in a range of groups and settings, build respectful friendships and recognise that people are good at different areas in across the historical spectrum. Children will learn how to respect themselves and others and to develop their self-esteem and confidence in their abilities. They will reflect and think mindfully about their learning and will be encouraged to follow their interests and to be themselves;
- Give children the opportunity to express their opinions on a range of different historical events. They will take part in age-appropriate discussions and make choices about the work that they complete. Children will be asked to share what they like and dislike about their learning and will be invited to contribute to the planning of their learning journey. All children will be encouraged to make a positive contribution to the school and local community and explore ways of using outcomes to become a responsible global citizen;
- Be taught through a pedagogy that excites, promotes and sustains children's interest, enabling and fostering their natural curiosity. They will be offered a memorable experience at the start of every topic and will learn how to problem solve, how

to be creative and how to communicate. Our history curriculum will enable the children to reflect on and evaluate their learning and will promote their innovation;

- We will enrich our history curriculum by using quality resources in and out of the classroom as well as offering opportunities for the children to learn outdoors. We will provide on and off-site subject or topic related activities. It is important for us to welcome parents and carers to take part in children’s learning and experiences, and we will develop partnerships with external providers that extend children’s opportunities for learning.

IMPLEMENTATION

Throughout the key stage, History is taught in explicit units, in line with the National Curriculum requirements. History lessons are taught throughout the year, allowing pupils to develop their historical skills, embed key historical vocabulary and build upon prior knowledge.

Class	Autumn term	Spring term	Summer term
1	A Transport NC- changes within living memory	A Toys NC-changes within living memory NC- significant historical events, <u>people</u> and places in their own locality	A Space- Neil Armstrong NC- the lives of significant individuals
	B The Gunpowder Plot. Guy Fawkes. NC-changes within living memory NC-the lives of significant individuals	B Towers and Turrets NC- significant historical events, <u>people</u> and places in their own locality	B Seaside in Victorian period and now NC- significant historical events, <u>people</u> and places in their own locality
2	A Christopher Columbus - explorers NC- the lives of significant individuals	A Florence Nightingale NC- the lives of significant individuals	A Scott of Antarctic NC- the lives of significant individuals
	Concept- Settlement	Concept- Invasion	Concept- Invasion
3	B The Great Fire of London NC- events beyond living memory	B Caxton and Bell NC- changes within living memory	B Flight – Amy Johnson NC- events beyond living memory
	Concept- Settlement	Concept- Trade	Concept- Kingdom
3	A Stone Age to Iron Age NC-changes in Britain from the Stone Age to the Iron Age	A Egyptians NC-a non-European society that provides contrasts with British history	A Local History Study- Telford through the Ages NC-a local history study
	Concept- Settlement	Concept- Monarchy	Concept- Settlement
3	B Roman Empire NC-the Roman Empire and its impact on Britain	B Early Islamic Civilization- The Golden Age of Islam NC-a non-European society that provides contrasts with British history	B Ironbridge - Thomas Telford NC-a local history study
	Concept- Invasion	Concept- Trade	Concept- Settlement
4	A The Anglo-Saxon's NC-Britain's settlement by Anglo-Saxons and Scots	A The Vikings NC- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A WWII NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Concept- Settlement	Concept- Trade	Concept- Invasion
5	A Black and British NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A Crime and punishment- Do we live in a fair justice system? NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A The Sinking of Titanic NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Concept- Settlement	Concept- Kingdom	Concept- Trade
5	B Ancient Greece NC-a study of Greek life and achievements and their influence on the western world	B Victorians- was it really a revolution? NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	B Beyond Face Value NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Concept- Kingdom	Concept- Monarchy	Concept- Settlement

Key history knowledge, skills and vocabulary have been carefully mapped across all year groups to ensure progression between year groups. As a result, pupils learn about real life history-specific examples as well as developing their skills throughout the programme of study.

Our History curriculum is based on a personalised scheme of work that has been carefully constructed and developed over time. Planning in History is coherent and in a logical order so that pupils can make links, transfer knowledge and content from previous History learning to build on their understanding. Learning is planned in manageable, connected steps; lessons are coherently and

deliberately constructed to include careful scaffolding to ensure that pupils develop secure knowledge and understanding of key concepts and strategies that are built upon in later learning. The momentum of History lessons sustains the pupils' interest, increases their productivity, learning and progress. Discretion is used by teachers about the effective use of differentiation

When conducting investigations, pupils are encouraged to think like historians and make predictions using their previous knowledge and experiences to support their ideas Teachers model the use of vocabulary, question raising and evaluation skills needed in order to embed historical understanding. To underpin this, History vocabulary is displayed in each class through working walls and the pupils are encouraged to use these words in their discussions and independent work.

Our History curriculum, is tailored and adapted to suit the individual needs of each year group. This allows us to ensure that all pupils are keeping up with the curriculum, therefore making good progress. Our skills progression enables us to ensure that pupils' historical understanding is consistently being built upon, as it provides clear, differentiated structure. We monitor pupils' outcomes across each History unit as they move throughout the school.

The History Subject Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the History books. Also, the History Subject Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the History curriculum. Within our professional development procedures, the History Subject Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school. During the academic year, regular INSET training is provided in order to disseminate new information, ensuring all staff are updated with relevant changes within History; as a result, teachers will deliver the best History curriculum and provision for all pupils in their care.

IMPACT

The following outcomes are a result of our History curriculum and wider provision:

- a broad range of skills linked to historical knowledge and understanding, as well as historical enquiry and investigative skills.
- a secure understanding of key historical vocabulary that will enable all pupils to communicate their understanding of the concepts taught.
- pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world
- pupils will develop a range of historical skills such as asking perceptive questions, thinking critically and consider different
- points of view within an argument or presentation of information; this will support them in the stage of their education
- awe and wonder around the amazing and fascinating world of History
- developing an enjoyment and pleasure in learning about History