

History Curriculum Statement of Intent

History has always been held in high regard with the school's own rich History within the context of the local area. Topics are informed by the National Curriculum and are taught cross-curricular where appropriate. It is carefully planned and structured to make links to previous learning and ensure progression in skills. British History in Key Stage 2 is taught in Chronological Order. We aim for a high quality History curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. Children develop their chronological awareness. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork, visitors and educational visits. Local History is included within most topics.

Implementation

The curriculum is mapped out so that children achieve depth in their learning. The subject leader has 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. The topics have been informed by the National Curriculum. A skills progression document shows progression across year groups.

Cross curricular outcomes in History are specifically planned for enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom being embedded in practice with the Global Consent form being introduced. Fieldtrips help to support children's learning and Time Zone and Time Pieces engage and enthral children, developing their knowledge and understanding.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' 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. Staff follow a midterm plan written by the subject leader.

Coverage

Villiers Primary School History and Geography Year Plan

Year Group	Autumn	Spring	Summer
1	All About Me School and the Local Area	Toys Weather and Seasons	IBN Battuta and Explorers Around the World
	Remembrance Day School and the Local Area	Schools Weather and Seasons	Seaside holidays <u>Seasides</u>
2	Great Fire of London/Bonfire Night UK Countries and Capital Cities	Heroes (Significant Individuals) Seas and Oceans	Walter Tull Africa (contrasting with local area)
			George Stephenson Africa (contrasting with local area)
3	Local Area, Our High street Local Area-Our Street	Stone Age to Iron Age Britain Italy, compare to local area	Roman Empire and its impact on Britain Study of a region in UK
	Stone Age to Iron Age Britain The Geography of Europe	Roman Empire and its impact on Britain Italy, compare to local area	Books through time Study of a region in UK
4	Britain's Settlements – Anglo Saxons and Scots. The Vikings and Anglo-Saxons. Edward the Confessor Settlements Local area settlement – e.g. land use		Egyptians Rivers (River Nile) Water Cycle
5	Maya South America	Explorers, Migration, journeys to Britain Weather and Climate	Local Study – Local History School Local Study
	Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs) Brazil	Explorers, Migration, journeys to Britain Mountains	
6	Children in World War 2 Extended Period of Study Trading and Economics	Crime and Punishment Storms, earthquakes and volcanoes	Ancient Greece Our Changing World (weathering, erosion, climate change)

History
Geography

Early Years

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Key Stage One

Year 1 will:

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about significant historical events, people and place in their own locality.

Year 2 will:

- Learn about events beyond living memory that are significant nationally or globally. The Great Fire of London.
- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about 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.

Key Stage One children should be aware of the past, using common words and phrases relating to time. They should have a chronological awareness and identify similarities and differences between periods. They should have a wide vocabulary of everyday historical terms. Children should ask and answer questions and use sources to show understanding. Children should understand some ways that we find out about the past and identify different ways in which the past is represented.

Key Stage Two

Year 3 will:

- Learn about changes in Britain from the Stone Age to the Iron Age.
- Learn about the Roman Empire and its impact on Britain.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Books through time.
- Conduct a local history study.

Year 4 will:

- Learn about Britain's settlement by Anglo-Saxons and Scots.
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Learn about the achievements of the earliest civilizations – an overview of where and when the first the first civilisations appeared and a depth of study of Ancient Egypt.

Year 5 will:

- Learn about a Non-European society that provides contrasts with British history, Mayans.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Tudors-Monarchs and their reigns (Contrast to Roman Emperor and Egyptian Pharaohs), voyages of discovery and explorers, migration and journeys to Britain.
- Conduct a local history study.

Year 6 will:

- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children in World War 2. Crime and Punishment. Extended Period of Study.
- Learn about Ancient Greece, a study of Greek life and achievements and their influence on the western world.

Children should continue to develop chronologically secure knowledge of history. They should establish clear narratives within and across periods studied. Children note connections, contrasts and trends over time and develop the appropriate use of historical

terms. They regularly address and sometimes devise historically valid questions and understand that the past is constructed from a range of sources. They should construct informed responses by selecting and organising relevant historical information. Children will build on their chronological awareness and how different periods relate to each other. Children are given the opportunity to revisit what they have learnt to consolidate it and make further progress e.g. Tudors-Monarchs and their reigns in Year 5 will be threaded with Roman Emperor and Egyptian Pharaohs to compare and look for similarities and differences. The local area will be studied within topics making it relevant for the children as well as at a national and international level.

The History of Great Britain in Key Stage 2 is in Chronological order. Each class will have a time line where they will add each period, significant individual or event identifying when it happened, what happened before and after and where it is in relation to themselves. They will take this time line with them to new year groups so they can build their chronological awareness.

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect national policy (for example, British values and PSHE)?

The History curriculum supports positive attitudes to learning and considers the needs of the Villiers Curriculum. The school is a valuable asset to the community and over the years community links have been developed with different groups and events and the school's own history studied and celebrated for anniversaries, including inviting past pupils to talk to children. The local area is also studied where possible within each topic. We develop drive and ambition by studying significant people and events from the past. We develop resilience and reflectiveness by setting high expectations and looking at how we can learn from the past. The children work collaboratively to solve problems, ask question and collect information from sources and evaluate, sharing views and opinions. Children learn about people from different cultures and civilisations and significant events that have changed lives. The History curriculum gives examples of great moral courage and strength in the face of adversity. Children learn to respect and tolerate other people's points-of-view.

How does your curriculum reflect your school's context?

We are proud of our diversity and provide a curriculum that caters for each type of learner and celebrates different people and time periods. The local area is taught within topics. Children are taught to develop their skills to equip them in their future education for example asking their own questions to investigate.

To what extent have you made these objectives clear? Does everybody know them?

Mid-term plans state the National Curriculum coverage and clearly state the skills to be taught to ensure progression and coverage. Vocab to be introduced is listed. Staff meetings are led and the Curriculum leaders approached when support is needed. The Curriculum leader also holds meetings with staff that plan topic to discuss developments and support. A staff questionnaire is completed where staff can share their opinions and also pupil interviews to engage children's points of view. Learning walks and the monitoring of books are implemented. Outcomes in History books evidence a broad and balanced History Curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session with support from their teachers.

How does it cater for disadvantaged and minority groups?

History can inspire all children. There is a wide range of activities to support all learners and allow all children to access the curriculum. Differentiation is used appropriately. Learning takes place both within and outside the classroom.

Vocabulary

Children should gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

In Early Years, children should extend their vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. In Key Stage One, children should use a wide vocabulary of everyday historical terms. They should use common words relating to the passing of time. In Key Stage Two, children should develop the appropriate use of historical terms. Vocabulary is identified on each midterm plan.

Questioning

Asking questions, historical enquiry shows clear progression across year groups. In Early Years, children should begin to answer 'how' and 'why' questions and know that information can be found in books and computers. In Key Stage One, children should ask and answer questions. They should understand some ways that we find out about the past and choose stories and other sources to show their understanding. In Key Stage Two, children should regularly address and sometimes devise historically valid questions. They should understand how the knowledge of the past is constructed from a range of sources and construct informed responses by selecting and organising relevant historical information.