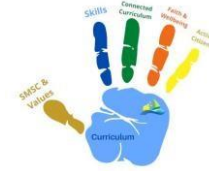




Why History?



Connected Curriculum

A message from Mrs Lee, our History lead

History helps us to understand how the past has shaped (and continues to shape) developing a sense of curiosity about how and why change happens and also global, national, and local relationships between people. As historians we are able to follow lines of enquiry and make critical use of evidence to interpret the past and formulate viewpoints. This is something that the History club enjoy, using clues from the past and a range of sources to piece together historical events.

Design and Do

In history, we encourage children to ask 'big questions' and to think deeply about this history of Britain from the earliest times to today, understanding what has shaped our nation and the influence this has had on the wider world. Children gain an understanding of other significant aspects of wider world history making comparisons using the wider themes of invasion and settlement and leisure. This exposes them to think about the diversity of society, relationships and challenges and apply their knowledge and views to current events and history in the making. Our curriculum ensures that any moments in time are considered with acknowledgement that they will be part of the future chronology of Britain or the wider world. This includes pandemics, Royal Succession, parliamentary changes and conflicts.

They focus on understanding the following concepts (which run progressively through the school): Continuity and change; cause and consequence; similarity, difference and significance

They are able to use these concepts to make connections (economic, political, social, cultural), draw contrasts, analyse trends, ask questions and draw their own conclusions. Children are historians using evidence to understand historical enquiry and look at differing views and arguments.

History is taught as part of the Connected Curriculum, making links to Geography, Science, Art, Design Technology and Outdoor Learning. History is carefully mapped and units are taught sequentially with lessons building on prior knowledge and skills. Progression is mapped across progression rivers for the four history strands: within living memory, beyond living memory, significant individuals and significant places and events.

Our aim for History education is that children gain an increasingly mature and informed historical perspective on their world, by developing the following skills: strong understanding of chronology and historical terms; historical enquiry skills and understanding the importance of historical sources as evidence; knowledge of the characteristics of and developments during different time periods. This includes trips and external visitors that further deepen understanding of the unit with hands on experience and immersion in drama.

Each History unit starts with a hook, engaging their interest and curiosity this continues with lessons starting with questions and allowing children to continue an enquiry based approach to learning, making discoveries over a series of lessons. This includes the development and use of historical terms and subject specific terminology. We believe that an understanding of chronology is essential in the development of a secure knowledge of history. Children learn about history topics through the lens of key historical concepts such as: continuity and change; cause and consequence; similarities and differences and significance.

History allows us to be good communicators, working alongside others to tackle some of history's big questions and consider our part in history past, present and future.

Difference

As historians, our children are inspired to develop a curiosity and fascination about the world and its people. Lessons equip pupils with the skills to ask perceptive questions, think critically, weigh up evidence and develop a rounded perspective and judgement. Through History we want our pupils to develop knowledge and skills to succeed in a complex world, cultivating a sense of understanding of humanity and the processes that have led us to where we are today.

Across lessons children 'can' show what they know against 'I can statements'. These are introduced at the start of a unit, revisited during the unit and used to review what they know and can do at the end. Quizzes are used within this process to support children to recall and remember. Our children demonstrate historical knowledge and skills at key milestones, for example, in building an overview understanding of the world; at Milestone 1 they describe significant people and individuals. By Milestone 2 they are able to give a broad overview of life in Britain in the past. At the final milestone they are able to compare British history to other parts of the world and look at continuity and change on a global level. Over time, children show that they remember more and remember well with outcomes at the final milestone reflective of advanced and deep knowledge. They are able to make connections and show a secure understanding of the world.

Our children become successful learners. They are active citizens with a secure understanding of history both locally, nationally and internationally, making links to their own heritage. They are confident historians and effective contributors who engage readily in local history and community projects. Our engagement in community projects further enrich our children through visits and trips, visitors in school and practical workshops. As a whole school we learn about key events and historical figures on days such as: Black History Month (October), Remembrance Day (November), and other international, national and local events.

'Achieving Excellence Together'

Breadth of study

EYFS

KS1

Changes **within living memory** with change in national life
Events **beyond living memory** that are significant nationally or globally

The lives of **significant individuals** in the past and their achievements

Significant historical events, people and places in own locality

Secondary ready

History-KS1

Breadth of study

EYFS

KS2

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**
Viking and Anglo-Saxon struggle for the Kingdom of England
to the time of Edward the Confessor
A study of an aspect or theme in British history that extends
pupils' chronological knowledge beyond 1066
Achievements of earliest civilizations-**Ancient Sumer, Indus
Valley, Ancient Egypt, The Shang Dynasty**
Ancient Greece-influence on the western world
A non-European society that provides contrasts with British
history-Baghdad AD 900/**Mayan Civilization** AD 900/Benin
(W.Africa) AD 900

Secondary
ready

History-KS2

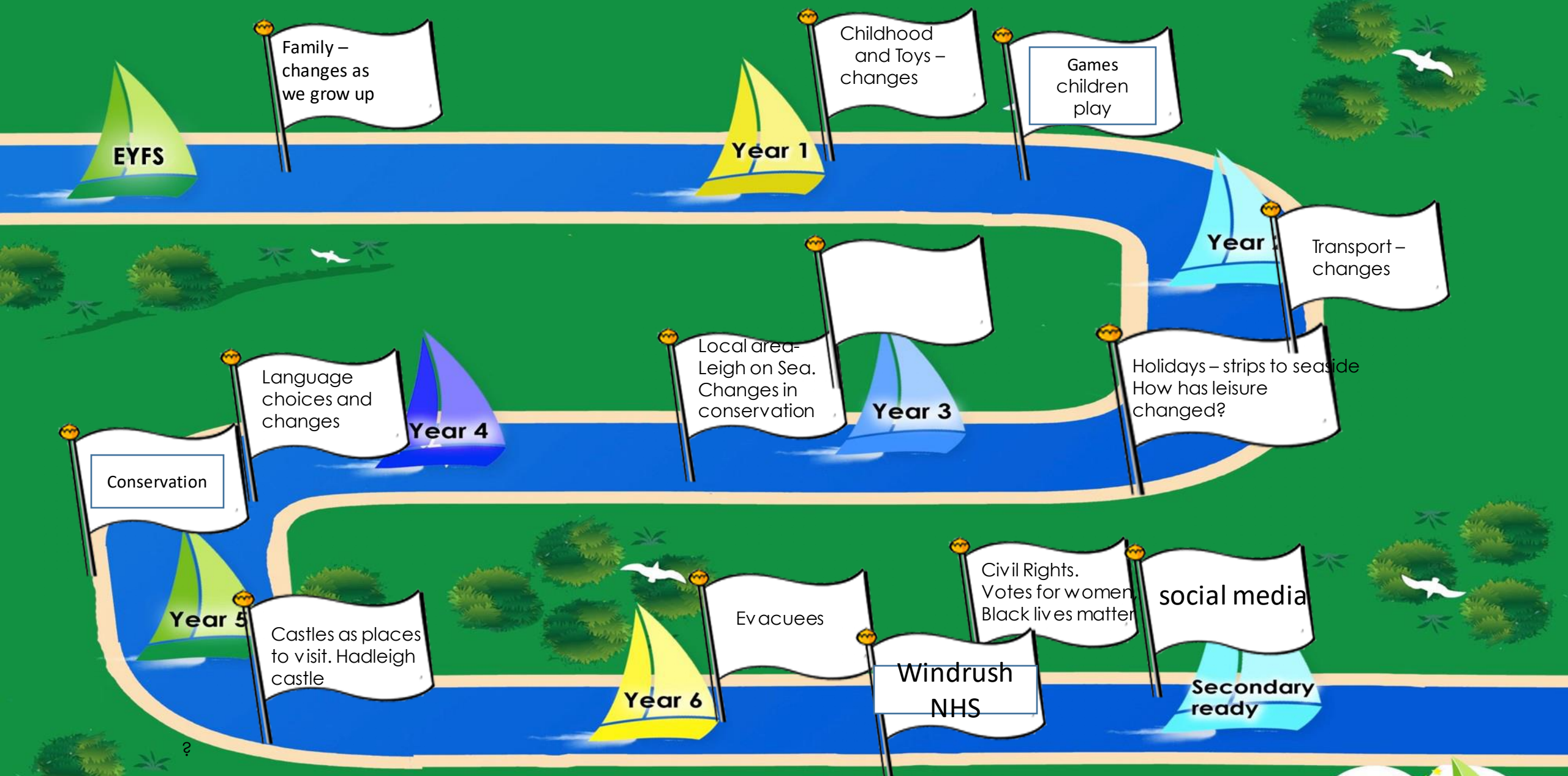
**Key concepts
always taught**

**Chronology
Cause and consequence
Similarity and difference
Significance
Change**

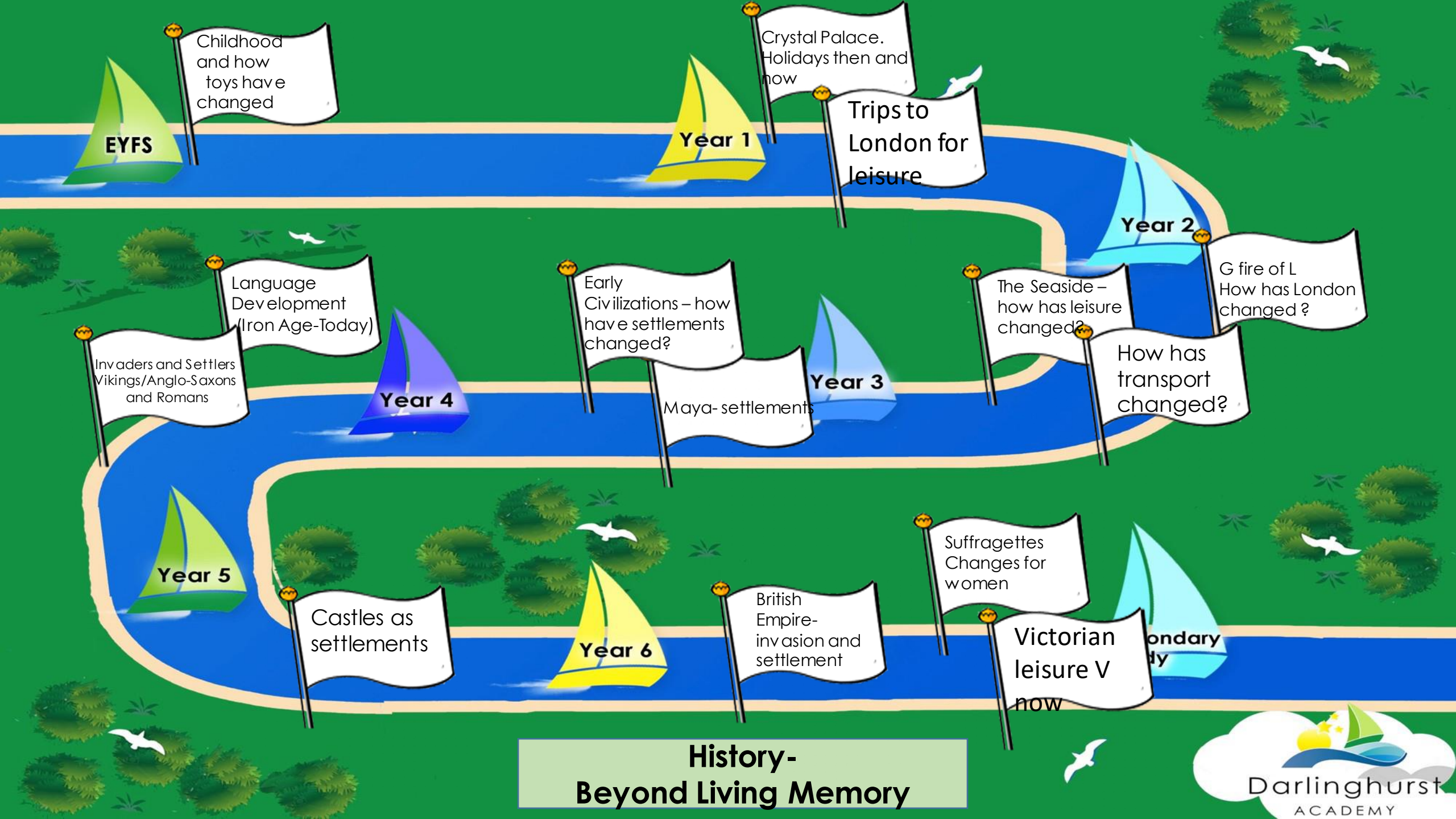
EYFS – Year 6

Common Thread

**Invasion and settlement
Leisure**



**History-
Within Living Memory**



EYFS

Childhood and how toys have changed

Year 1

Crystal Palace. Holidays then and now

Trips to London for leisure

Year 2

The Seaside – how has leisure changed?

G fire of L How has London changed?

How has transport changed?

Language Development (Iron Age-Today)

Invaders and Settlers Vikings/Anglo-Saxons and Romans

Early Civilizations – how have settlements changed?

Maya- settlements

Year 3

Year 4

Year 5

Castles as settlements

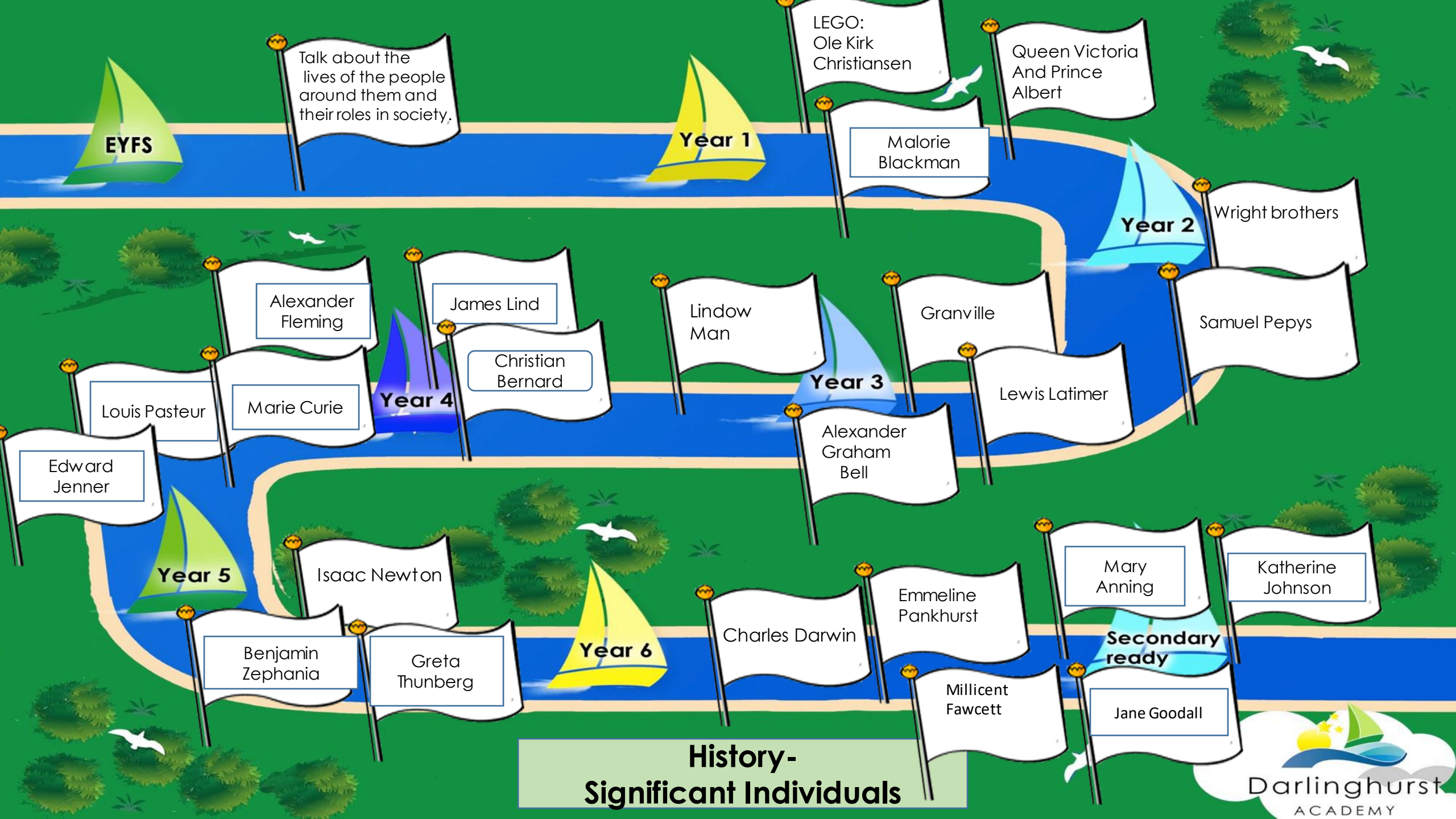
Year 6

British Empire- invasion and settlement

Suffragettes Changes for women

Victorian leisure V now

History- Beyond Living Memory



EYFS

Talk about the lives of the people around them and their roles in society.

Year 1

LEGO:
Ole Kirk
Christiansen

Queen Victoria
And Prince
Albert

Malorie
Blackman

Year 2

Wright brothers

Alexander
Fleming

James Lind

Lindow
Man

Granville

Samuel Pepys

Louis Pasteur

Marie Curie

Year 4

Christian
Bernard

Year 3

Lewis Latimer

Edward
Jenner

Alexander
Graham
Bell

Year 5

Isaac Newton

Katherine
Johnson

Benjamin
Zephania

Greta
Thunberg

Year 6

Charles Darwin

Emmeline
Pankhurst

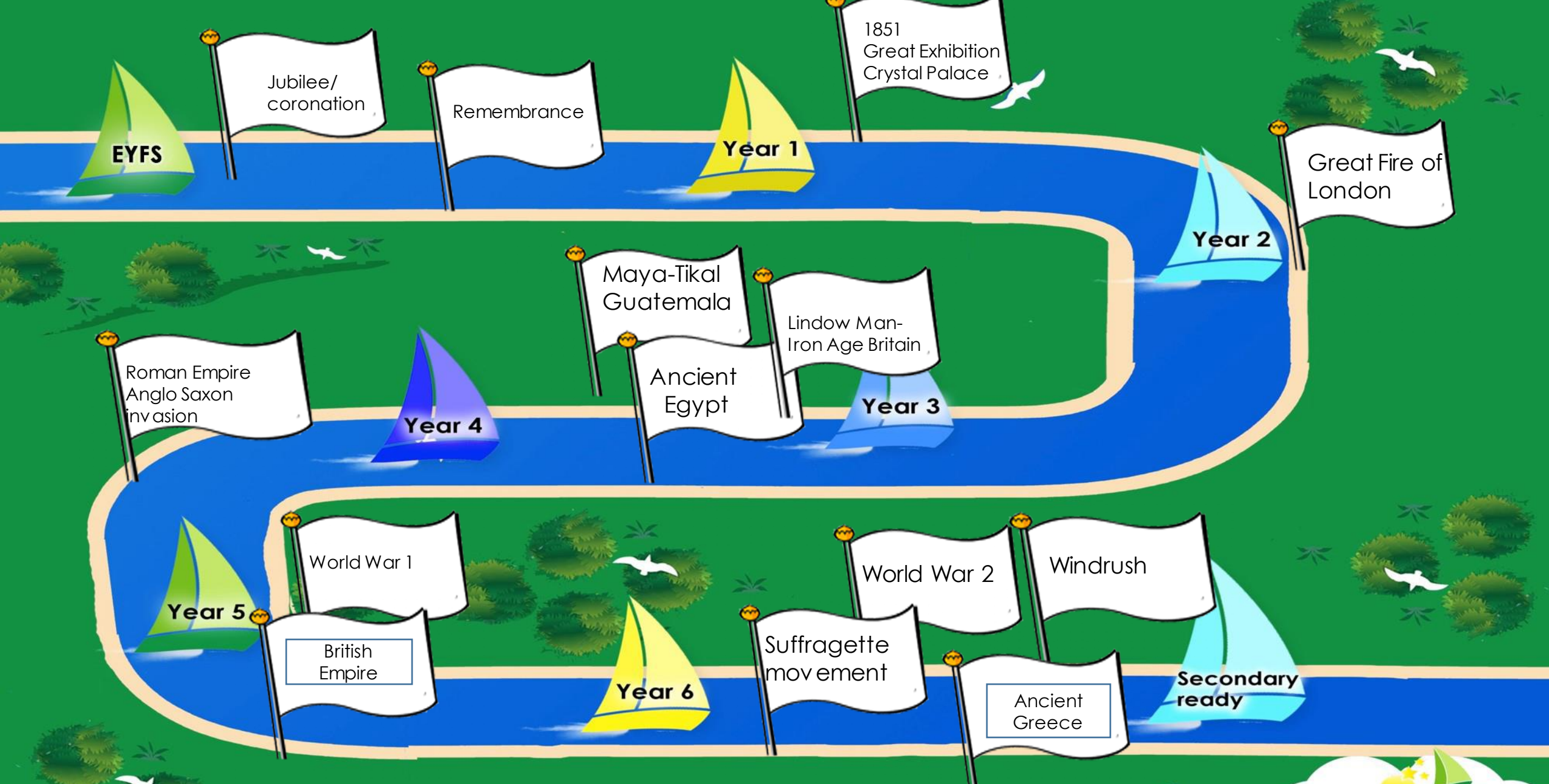
Mary
Anning

Secondary
ready

Millicent
Fawcett

Jane Goodall

History- Significant Individuals



**History-
Significant Events and Places**

**Building
knowledge**

**Investigate and interpret the past
Build an overview of world
history
Understand chronology
Communicate historically**

Why? What? How?

WHY?

- Children should know how to ask questions
- Children should select and evaluate evidence
- Children should make judgements about the past
- Children should know that there is more than one side to a story and that history is multi –perspective

HOW? All enquiry lessons follow same format

- Provide source with information
- Ask pupils a question
- Pupils generate their own answers
- Provide more info to pupils
- Pupils generate a further question
- Pupils generate an answer
- Discussions

WHAT?

- Ask children closed questions to test recall and understanding and to revise what they already know
- Ask children open questions to focus their attention and raise curiosity and interest
- Older pupils- ask children to write responses to historical questions (debate)
- Use artefacts, photographs, newspapers, maps ,paintings, extracts from speeches etc

Historical enquiry Skills