

History Curriculum

Key threads

Chronology	Continuity and change in and between periods	Cause and consequence	Significance of events / people	Perspectives and interpretations
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Intent of study

Our History Curriculum is designed to inspire our children's curiosity about the past and to become mini historians. We provide a coherent knowledge rich curriculum, which spans both British and World History. An abundance of opportunities are embedded across our fascinating and relevant History themes which allow our mini-Historians to investigate and interpret the past through significant events and life's, comprehend chronology, identify historical changes as well as continuity between and within periods of time and understand/challenge perspectives and interpretations. These are our history key curriculum threads, which run progressively through this subject's curriculum. Through specific local studies in key stage 1 then again in year 6 along with a wider range of Historical topics we aim for all children to gain a sense of their own identity within a social, political, cultural and economic background.

Chronology

Within each History topic we studied we deepen our children's chronology knowledge, through for example ordering significant events and dates, create a family tree, develop historical context and organise relevant historical information within a narrative.

Standalone chronology units of study in years 1, 3, and 5 offers a depth of understanding of our Historical timeline.

The sequence in which our historical topics are taught reflects the following:

Key stage one; explores history that is relevant to them and a focus of significant individuals and events. However, enthuses on our chronology thread through every topic ensures our children develop a depth of chronology so that they can view periods of time contextually and in order.

Key stage two; build on this secure foundation studying both British and World History in chronological order.

Continuity and change in and between periods

Through our studies such as Florence Nightingale (year 1), Transport (year 2), Early civilisations (year 3 and 4), Invaders and settlers (year 5) and 20th Century conflicts (Year 6) we explore progress, transformation, regression, and demise. We link previous studies for example of ancient civilisations to develop a depth of knowledge of the above and to explain/explore the extent of past changes and reasons for continuities.

Cause and consequence

Our curriculum is rich with opportunities for our children to learn how different events during different periods of time have impacted/influenced the way we and other people live today. Our studies of historical events such as the Communication (EYFS), Moon Landings (year 2), Ancient civilisation (year 3 and 4), The Victorians (Year 5) and WWI (Year 6) explores and questions the cause of historical events and reflects on its immediate and legacy impact.

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Similarity / Difference within a period/situation (diversity)

This key thread ensures our children have the opportunity to investigate the experiences of different people, for example a Walsall child (year 1) and a child evacuee (Year

6). We compare houses, transport, Hospitals, medicine and way of life across a range of periods in time and draw similarities and differences to life today.

Significance of events / people

In our EYFS we start by exploring significant people in our own lives such as grandparents and know events like Bonfire night (Guy Fawkes), to support the understanding of significance and history. Key stage one move on to study the lives of Florence Nightingale, Mary Seacole, The Wright Brothers and Sarah Forbes Bonetta gaining knowledge of their lives and their impact on nationally and on our NHS.

Significant events underpin topics such as the Great Fire of London (year 1) and the Moon landings (year 2), The industrial revolution (year 5) and WWI/WW2 (year 6) which give the children a depth of knowledge of how significant events in our history have shaped the way we live today.

Perspectives and interpretations

Applying the knowledge gain through the previous threads our children have the opportunity to explore and question why interpretations and viewpoints differ of key historical events, such as debating whether we should return to the moon (year 2); exploring different interpretations of Ancient Egyptian mythology (year 3); Constructing knowledge of Ancient Greeks is from a range of sources (year 3) and comparing different points of view. What did the allies and axis countries each think about the war? (Year 6).

Implementation:

Teachers are provided with subject specific CPD and additional PPA, to plan their curriculum. History is taught weekly for one hour.

As part of this planning process, our teachers need to:

- Teach the topics set out in the whole school high level planning overview.
- Plan a cycle of lessons for each History study, which carefully plans for progression and depth concentrating on the historical knowledge and skills suited to the age group;
- Provide a knowledge organiser, which outlines knowledge (including vocabulary) all children must master and apply in lessons and identify explicit links to previous

- studies;
- Provide regularly knowledge checks to support learners' ability to block learning and increase space in the working memory;
- Pose knowledge questions for pupils to apply their learning to previous studies or to a wider topic
- Link trips or visiting experts to enhance the learning experience;
- Explicit links to literacy and mathematics where relevant
- Appropriate History themed home learning tasks, which children deepen their knowledge and apply subject skills.

Impact:

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression in knowledge, vocabulary and skills, with key Historical threads running throughout.

If our children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned knowledge outcomes;
- Learning for each study within their history books, which demonstrates progression across the school;
- Tracking of gains through knowledge checks: - Pupil discussions about their learning;
- Tracking against the threads.

