Standlake CE Primary School

Curriculum Handbook

History

History Curriculum Statement

Intent

Our History curriculum aims to ensure that children have a chronological understanding and knowledge of how their history and heritage began, local and global, up to the present day. We intend for the children to understand where they've come from and the history that has shaped their current existence. To support their understanding of their place in the world, we explore how our local area has developed over time and make connections with different time periods in history.

Implementation

History at Standlake CE Primary School is taught for 1-2 hours a week to ensure the learner's depth of knowledge and skills is sufficient. We aim to hook the pupils' interest through our learning being linked to real life examples such as artefacts or experiences i.e., each topic has an artefact box full of historical artefacts. These are brought out consistently to allow children to build on the schemas and to create a solid understanding of the topic. Primary and Secondary sources will be used routinely to allow our children to investigate their topic with hands-on learning. While exploring these topics, children will be using historical skills in every lesson to build and deepen their understanding of each topic. They will be given opportunities to use these in varied situations and knowledge. To further extend our learners, open ended questioning will allow children to become more independent learners, showcasing their skills and knowledge of the topic.

Impact

The impact of our History curriculum is that pupils will be able to access both Primary and Secondary sources and will then be able to use their skills to analyse them. Children will have a good understanding of their local area and the country they live in. They will experience Historical events, both past and present and will have a focus of belonging.

Recording

History at Standlake Primary is recorded in Topic books. We aim for there to be a lesson to be recorded every time it is taught. Children will be given the opportunity to build on their experiences through a variety of tasks that will allow them to show their Historical skills.

Assessment

Assessment in History is focused on the National Curriculum statements. These will be assessed regularly at given assessment points. Learning Objectives in books are ticked by teachers after each lesson - one tick if partly achieved; two ticks if fully achieved. Every lesson begins with a review of previous learning. For example, this can be the use of a low stakes quiz, recap of a skill or analysis of an artefact to revise and recall key historical knowledge from previous learning.

Key Concept Questions are used to elicit understanding of a history unit. Teachers introduce these questions within lessons or as 'Green to Grow' comments for children to demonstrate their understanding.

Teachers moderate assessment with other EPA Trust schools and also use the portfolios of Greater Depth work to support and inform their judgements.

Inclusion

Every lesson in History is aimed to be an inclusive one. We ensure that the work is differentiated for each child to allow them to access the curriculum. Interactive lessons will allow our SEN children to retrieve information about the topic through being an active participant in the lesson. Primary and Secondary sources ensure that we will

promote engagement from children of all needs.

Cultural Capital

To develop our children's Cultural Capital, we aim for the children to have a wide range of experiences. They will have the opportunity to take part in trips associated with current topics that help to provide significant and relevant experiences.

Focused Theme Days will be held to immerse children in the life and times of a past civilisation. These also include drama activities to explore significant

events and individuals. To further improve our children's opportunities, we will invite relevant people into school to provide first hand experiences. Constant use of artefacts and other primary and secondary sources supports hands-on learning. As a whole school, we will also have a focus on History i.e., Black History month and other significant events. This has led to opportunities to explore democratic changes using current political events and links to the past. This will help the children to understand how History helped to shape the culture that we live in today, not necessarily all positive, but how countries have learnt from each other. The school also has links with local history through the Chambers Society.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	The Great Fire of London	The Great Fire of London				
Year 1/2 B	Witney Blankets	Witney Blankets			Explorers	Explorers
Year 3/4 A	Raiders and Invaders	Raiders and Invaders				
Year 3/4 B	Ancient Civilisation and the Egyptians	Ancient Civilisation and the Egyptians			Stone Age to Iron Age	Stone Age to Iron Age
Year 5/6 A	Ancient Greeks	Ancient Greeks				
Year 5/6 B	World War II	World War II			Romans	Romans

Curriculum Knowledge and Skills Progression – History

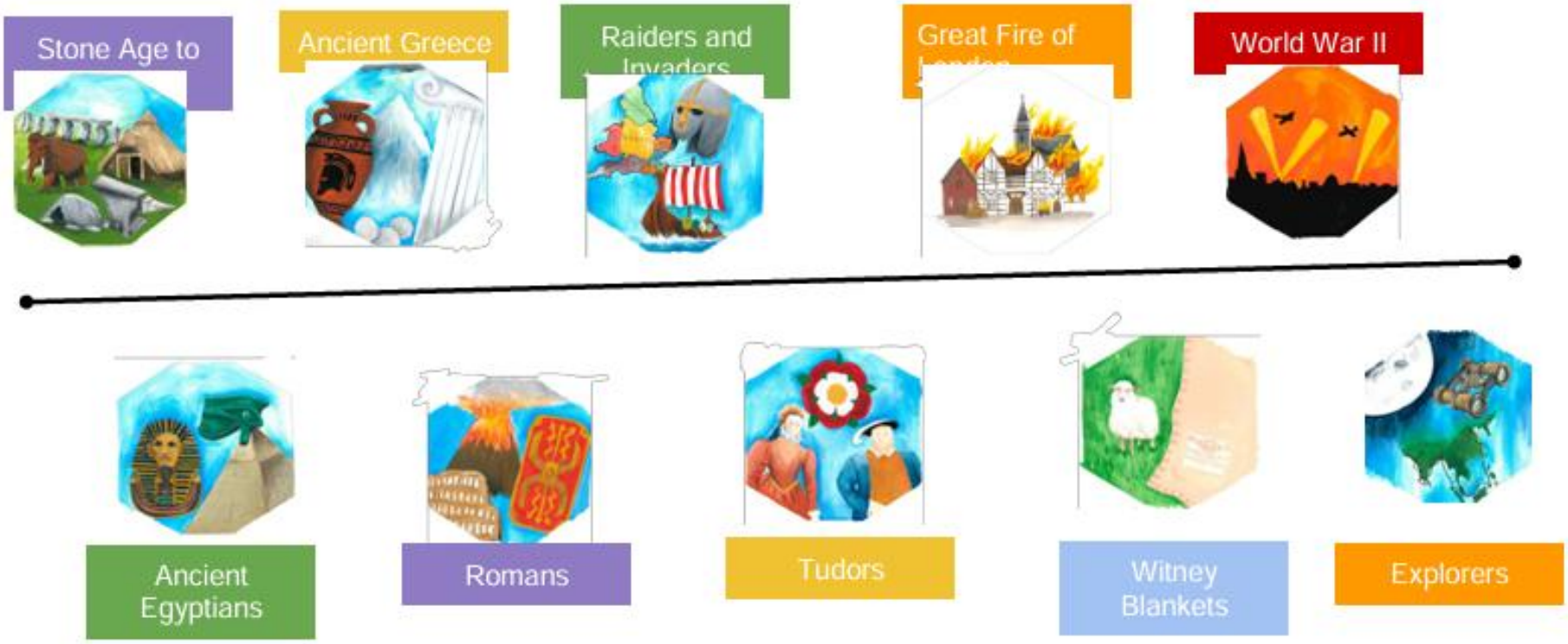
Chronological Understanding			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Discussion of memories and photographs. Understanding that things happened before they were born. Simple chronological ordering.	Sequencing events. Locating a specific event in relation to other events/ periods. Sequencing of artefacts, maps and images, and historical figures involved. Recognising that change occurs over time, for example in technology knowledge of the world.	Beginning to make timelines – provided to scale. Locating single events into wider context. Understanding how different eras link and overlap. Understanding how different ancient civilisations pre-date and overlap with British history.	Creating accurate (proportional) timelines. Understanding of how events and civilisations in the past affect us today. Awareness of more recent aspects of British history and how they relate to other world events.

Range and Depth of Historical Knowledge

EYFS	Year 1/2	Year 3/4	Year 5/6
Look at old photographs of familiar places	Knowledge of an event and the impact of it, of national significance.	Increased understanding of the history of Britain (Stone Age to Iron Age, Raiders and Invaders)	Greater understanding of continuity and change – for example, with the Roman invasion.
and compare to today. Visit to a historical site. Encounter figures from the past through stories.	Knowledge of key individuals from different times and places and their impact on the event or history. Understanding similarities and differences between historical figures including how their place in history, the technology of the time and the body of existing knowledge affected their explorations.	including key individuals, their role and impact. Awareness of the achievements of ancient civilisations. Understanding of continuity and change – for example, between the Stone Age and the Bronze Age. Understanding of similarities and differences between Anglo-Saxons and Vikings.	Understanding of the motivations of key figures. Knowledge of Ancient Greece as a civilisation. Knowledge of more recent aspects of British history. Understanding of similarities and differences between places in the past (eg Athens and Sparta) and actions and motivations (Allied and Axis bombing).

Interpretations of History

EYFS	Year 1/2	Year 3/4	Year 5/6
Think about how we know about the past.	Supported assessment of historical figures and their motivation and impact (for example Ibn Battuta). Supported assessment of evidence and reliability of sources such as Pepys' diary.	Questioning of purpose of objects (artefacts) and sites (for example Devil's Quoits) providing reasons for interpretation. Questioning of written sources (Bede, hieroglyphics from Ancient Egypt), including motivation, purpose and reliability.	Independent assessment of motivation and impact of key individuals and states including Alexander the Great. Questioning evidence and written sources, including images for example of the impact of bombing in World War II and Cassius Dio's account of Boudicca's rebellion, continuing to develop skills in exploring motivation, purpose and reliability.

Historical Enquiry			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Looking at similarities and differences between artefacts. Generate questions about artefacts - what is it? Where it is from? What is it for? Who owned it?	Children will generate questions about why the blanket industry developed in Witney and why it ended; why explorers went where they did; why London changed so much after the fire of 1666. Use of evidence to help answer questions.	Generating questions about Anglo-Saxons and Vikings - why they came to Britain and left. Use of a range of sources for historical enquiry. Discerning between fact, fiction and opinion (for example with Alfred the Great and the cakes).	The ability to question the morals of key individuals/states. The ability to provide nuanced answers and present balanced arguments.

Timeline of Periods of History Covered in Standlake's History Curriculum