

## History

### **Intent:**

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

The history of our school and local area are given great importance. The cultural and social significance of events such as Remembrance Day are commemorated by the whole school and wider community.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as change and causation.
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

### **Implementation:**

Teachers plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

### **Impact:**

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If 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 outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

- Pupil discussions about their learning;

### **SMSC Links**

#### **Spiritual**

- Look at the history of the local area.
- Consider the impact that significant (or overlooked) historical figures.
- Consider how we mark important events from history and the people who shaped them.
- Speculate about how we mark important events in history.
- Develop a sense of curiosity and mystery about how and why events in the past happened.
- Reflect on different interpretations of the past and consider how

#### **Moral**

- Explore the results of controversial choices made in the past such as The Gunpowder Plot, the tomb of Tutankhamen. Engage in debates exploring different perspectives.
- Consider different perspectives and showing empathy.
- Consider how historical events show us how we ought to treat one another.
- Consider and comment on moral questions and dilemmas.

#### **Social**

- Consider questions about social structure in the past, for example discussing the rights of children in the past.
- Encourage pupils to talk to parents and grandparents about the past.
- Consider social issues throughout history and discuss i.e. child labour

#### **Cultural**

- Explore local history, exploring our cultural heritage.
- Investigate how culture is shaped by history, especially changes in the local area.
- Explore the 'cultural heritage' of our school and local area.
- Investigate historical figures who have shaped Britain.
- Develop an understanding of the key events shaping British history.
- Examine links between local, British, European and world history.
- Develop a better understanding of our multicultural society.

## British Values

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

## EYFS Past and Present

We will:

- Listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families
- Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.
- Listen to what children say about their own experiences with people who are familiar to them.
- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.
- Show images of familiar situations in the past, such as homes, schools, and transport.
- Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.
- Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.
- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.
- In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

	KEY STAGE 1	KEY STAGE 2
1		
2	<p><u>Victorians</u>            Make comparisons between some aspects of life in different time periods.            Recount the life of someone famous who lived in the past (Queen Victoria).            Suggest why people acted as they did. Identify some of the ways we find out about the past and know that some are more reliable than others.            Use a range of sources to find out about the past.            Ask questions to find out about the past.            Use words and phrases to describe when things happened.            Order events and people using a simple timeline.</p>	<p><u>Mayans</u>            a non-European society that provides contrasts with British history -            Mayan civilization c. AD 900;</p>
3		<p><u>Romans</u>            the Roman Empire and its impact on Britain</p>
4		
5	<p><u>Travel &amp; Transport</u>            Significant people in own locality - William Morris            Changes within living memory, revealing aspects of change in national life.            Identify some of the ways we find out about the past and know that some are more reliable than others.            Use a range of sources to find out about the past.            Ask questions to find out about the past.            Use words and phrases to describe when things happened.            Order events and people using a simple timeline.</p>	<p><u>Vikings</u>            the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

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Explorers

The lives of significant individuals in the past who have contributed to national and international achievements.

Identify some of the ways we find out about the past and know that some are more reliable than others.

Use a range of sources to find out about the past.

Ask questions to find out about the past.

Use words and phrases to describe when things happened.

Order events and people using a simple timeline.