



History Curriculum Statement

Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they explore through history can influence their decisions about personal choices, attitudes and values. At Beechwood Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to explore, achieve and develop their knowledge, skills and understanding.

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world to build respect, appreciation, and pride of their country.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area.

The history curriculum at Beechwood Primary is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Beechwood Primary aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

In every History lesson the children will develop one of our key concepts for learning; cause and consequence, understanding and sequencing the past (chronology), change and continuity and significance and interpretation, whilst also broadening their knowledge. This will result in the children understanding their historical skills are transferable between all historical periods and they can use these to gain new knowledge in any area of history. Within history the children will get the opportunity to; **explore** their own learning using research and enquiry, **discover** new skills and learning through hands on experience and **achieve** when they bring all their learning together to showcase their understanding.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can

possibly be. History is taught in blocks throughout the year within a termly topic, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school.

Teachers check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher.

By the end of year 6, children will have an understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for and these are indicated on the specific year group progression mapping.

Planning is informed by and aligned with the National Curriculum. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

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.

Equity of implementation– At Beechwood we recognise that all children learn differently and all children have different strengths. A well rounded curriculum ensures that everyone gets their chance to shine. We use a range of strategies to ensure all children are included with our curriculum some of these being; widgets to scaffold oracy and writing, use of ipads / laptops to support writing, pictures to support key vocabulary being used, learning logs to remind the children of the previous learning which will support them a lots of child centred learning to full immerse them in their new skills and knowledge

School Vision

Explore, Discover, Achieve

Explore – At Beechwood, we encourage the children to explore historical events through different mediums. Exploration is key to being a successful historian. We use questioning to encourage exploration such as: "Why are certain historical people and events still significant today?"; "What were the views and perspectives of various sides in a historical conflict?"; "How can we learn from history to shape our decision making in the modern world?" The exploration of different mediums, accounts and sources will help us ask such questions, allowing our pupils to be curious and think critically about the topic of history.

Discover – History is all about discovery, giving us clues to what has shaped the world we live in today. It's not simply enough to read historical accounts and learn about historical events without our pupils contemplating what this means for the modern world, and how the leaders of today have learned from our past. Ultimately this means our pupils will learn to apply the knowledge they are discovering, by researching various resources, to the wider world.

Achieve – We want Beechwood pupils to be able to successfully link events of the past to the modern day. We want them to be able to appreciate the impact of our history and enjoy learning about life in different eras. Their work should reflect their independence in learning from different sources of historical data and, ultimately, to appreciate their own place in history by predicting how they think the world will change in another 50 years.

Curriculum coverage

Year	Autumn	Spring	Summer
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<p>1</p>	<p>Significant events: Guy Fawkes and the gun powder plot.</p> <ul style="list-style-type: none"> - significant historical events, people and places in their own locality - events beyond living memory that are significant nationally or globally 	<p>Changes beyond living memory and significant individuals: Queen Victoria and Victoria times and importance of Windsor Castle during Queen Victoria's reign.</p> <ul style="list-style-type: none"> - 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 	<p>Significant Individuals: Look into the lives and work of Amelia Earhart and Neil Armstrong.</p> <ul style="list-style-type: none"> - 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
<p>2</p>	<p>Significant events beyond living memory -Great Fire of London Significant people</p> <ul style="list-style-type: none"> - Samuel Pepys - Charles II <p>Compare aspects in different periods</p> <ul style="list-style-type: none"> - London <p>Sources of evidence -SP diary -Newspapers -Eye witness statements</p>	<p>Significant people</p> <ul style="list-style-type: none"> - Captain Robert Scott <p>Significant people</p> <ul style="list-style-type: none"> -Jane Goodall 	<p>Compare aspects of life in different periods -Social hierarchy -Jobs in a castle</p> <p>Significant people -Leonardo Da Vinci Project Compare aspects of life in different periods -King Henry VIII vs Elizabeth II</p>
<p>3</p>	<p>Big Bang to The Stone Age To know and learn about the journey from earliest life to The Stone Age.</p> <p>Bronze and Iron Age Understand the influence of traders and settlers from other regions, particularly the Celts.</p>		<p>Ancient Greece the Olympics, the battle of Marathon, the Trojan war investigate the gods and ancient Greek mythology.</p>
<p>4</p>	<p>The Roman Empire and its impact on Britain -Julius Caesar's attempted invasion in 55-54 BC -The Roman Empire by AD 42 and the power of its army -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance -Boudica 'Romanisation' of Britain</p>		<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> -Romn withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements, art and culture -Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to 1066AD</p> <ul style="list-style-type: none"> -Viking raids and invasion - Resistance by Alfred the Great

			and Athelstan, first king of England -Further Viking invasions and Danegeld. -Anglo-Saxon laws and justice. -Edward the Confessor and his death in 1066
5	Extended Chronological: Study Crime and Punishment A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	Extended chronological study: The Battle of Britain Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Local Study: The House of Windsor A local history study - a study over time tracing how several aspects of national history are reflected in the locality.
6	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study. A non-European society that provides contrasts with British history – one study chosen from Mayan civilisation.	They should understand how our knowledge of the past is constructed from a range of sources. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of ancient Egypt Biography to be written.	

Impact

By the time the children at Beechwood Primary School leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Monitoring and evaluation

Learning walks, collecting of Topic books and pupil surveys will all form part of monitoring. Evidence will be collected from each year group and collated by Subject lead specialist. Each year group will plan lessons that facilitate the learning of new skills and the development of existing learned techniques. Thorough planning will allow cross-curricular links and support the extended use of vocabulary across the curriculum.

Pupil voice is important to ensure that an awareness of successes, challenges and further opportunities are appreciated.

Early Years Foundation Stage in Beechwood

The EYFS framework is organised across seven areas of learning rather than subject areas. The most relevant aspects of History are from the area of learning of Understanding the World.

Specifically at Beechwood, children in EYFS are encouraged to:

- Look at pictures of themselves now and themselves as babies and talk about how they have changed
- Learn about families – children, parents, grandparents and relate to the past
- Learn vocabulary that helps them to talk about the past, present and future
- Listen to stories that are set in the past
- Compare things in the past and now
- Learn the names of some significant people/events from the past such as the Moon landing and Neil Armstrong

Other relevant documents