



## **Curriculum Statement for History at Crazies Hill CE Primary School**

### **Intent**

At Crazyes Hill Primary School we believe that our knowledge of the past will help us to shape our future. We aim to provide our pupils with the opportunity to explore and investigate the past and compare it with our lives today. We also strive to help the pupils develop their own values and attitudes about the past and to have the increasing understanding of the values and attitudes of others. We want to encourage our pupils to develop their sense of curiosity and wonder about our past, present and future.

### **Implementation**

#### **Early Years**

As part of the Foundation Stage of the National Curriculum, children's work is related to the objectives set out in the Early Learning Goals. In Early Years children will learn about their connections to the past through their parents and grandparents and will investigate similarities between the present and the past.

#### **Key Stage 1**

In Key Stage 1, the children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## Key Stage 2

In Key Stage 2, the children 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

### Teaching and Learning:

The organisation of the classes, at Crazies Hill, dictates that long and medium term planning cycles are on a two yearly rotational basis in an attempt to ensure that pupils have completed coverage of the NC programme of study. History is taught in blocks throughout the year, so that children achieve depth in their learning. When planning the schemes of work across the key stages, attention is paid to providing pupils with learning experiences that provide a balance of knowledge and understanding appropriate to the key stage as well as a balanced range of perspectives on the lives of people and societies.

Activities are created to provide opportunities for pupils to develop, apply and make progress within the wide range of historical skills and concepts e.g. chronology; change over time; social; cultural; religious and ethnic diversity; historical interpretation.

The work in history is planned to provide appropriate links with other subjects. In KS1 it is often taught as part of an integrated topic. In KS2 it may be taught as a focused history unit or alongside other subjects as a broad theme (with the history objectives identified). Aspects of cross-curricular themes, citizenship and PSHE will be included where appropriate.

## Impact

The History curriculum will develop children's general knowledge of national and international history and will develop their subject-specific vocabulary (Tier 3) relating to specific historical groups of people and lifestyle as well as their inquisitive vocabulary (Tier 2). They will also develop their understanding of historical artefacts, experience workshops and trips to engage them in the study of history and to increase their curiosity in the past.

Children will develop their understanding of the world they live in through learning about and revisiting their knowledge of different periods in history. They will be able to organise and communicate their knowledge appropriately for their developmental stage, supported by their chronological understanding of the past.

Each of our school values can be seen through the teaching of History:

- ❖ The children become more **resilient** as they engage in the study of historical projects and increase their curiosity of the past.
- ❖ The children build **relationships** by working regularly with partners or small groups.
- ❖ **Respect** is built through learning about important historical figures and the impact they have had on the world.

## Assessment

Assessment of the children's knowledge and understanding is ongoing throughout the year. This includes observations of how children handle historical information and research as well as discussions and written outcomes and formative verbal feedback. A summative assessment about whether a child is working at age related expectations is reported to parents/carers in a written annual report.

