



Curriculum Overview:

History

At St Leonard’s C of E Primary School, we believe that an understanding of History and their position within British and World History, is vital for our children’s’ development. It is our goal for children to develop a sense of chronology and time to understand how people lived in the past. They should have an awareness of life in different societies/cultures and a knowledge of how beliefs and cultures influenced people’s actions. We will teach them to understand cause and effect: how events in history have changed our lives or affected the way in which we live, understanding how our lives are influenced today. We will enhance their awareness of significant events and people in British and World History, expanding their knowledge of local, national and international historical events.

Curriculum Aims:

The National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;
- characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

To do this, our curriculum is organised into the following:

Disciplinary Skills

Change and Continuity	Similarity and Difference	Causation
Historical Significance	Interpretation	Source and Evidence

Substantive Knowledge

Dates, People and Places	Substantive Concepts	Chronology
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For more information, please see the implementation section of this policy.



Curriculum Intent

History

Why do we teach our pupils?

Each of our children is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".'

Jeremiah 29:11

Why do we teach History?

We teach History so that we:

- understand that there was a past.
- don't repeat mistakes from the past and learn from positive and negative historical examples.
- can comprehend how we have advanced and how society has developed through social and technical shifts.
- understand and empathise with different communities, their hardships and successes.

How will our teaching of History enable our pupils to fulfil the plan God has for them?

Through the teaching of History, we will enable our pupils to understand and empathise with communities of all dynamics. Using physical artefacts, experiences and visits, we aim to tap into our children's natural awe and wonder, allowing them to discover what life was like throughout History. We will enable them to understand how the world came to be today and how unique individuals have propelled technology and society forwards with their influence. We wish to inspire our pupils to make their own History and strive for the good of our communities.

What do we want to achieve by teaching History?

- An enhanced knowledge of historical events and their context in a chronological timeline.
- An understanding of how historical events have impacted our lives today and the lessons we can learn from them.
- The ability to apply contextual understanding to new learning by applying previous knowledge of similar time periods.
- Well-rounded individuals who strive to learn lessons from their own and others pasts, creating inclusive and thriving communities.



How the teaching of History impacts on our aims for our pupil's?

Aim:	What contribution does History make to this?
<p>Faith- develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)</p>	<ul style="list-style-type: none"> • To show that humans overcame adversity, e.g. Great fire of London. • Study of Christian historical people's and their achievements, e.g. Alfred defeating the Vikings.
<p>Relationships- flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)</p>	<ul style="list-style-type: none"> • To explain and show that humanity has similarities and differences • Study of humans in the past should influence relationships in the present and future. • To show that communities worked together to make changes in society and influenced one another.
<p>Uniqueness- have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)</p>	<ul style="list-style-type: none"> • How someone's God given talent can influence and change the world. • Specific humans that have acted in a unique way to succeed, e.g. Hannibal • How they, as unique individuals, can influence the world, using lessons learned from the past.
<p>Intellect – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)</p>	<ul style="list-style-type: none"> • Use a variety of sources to deduce information. • Understand the limitations of sources and how they can show the opinions of others. • How society is maintained and stabilised from decisive thought and actions. • Understand that changes happen when communities use intellect to enhance their environment – e.g. Houses being built from bricks instead of wood after the Great Fire of London.
<p>Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (1 Peter 2:17)</p>	<ul style="list-style-type: none"> • Learn about healthy and unhealthy societies and peoples from the past. • Historical interactions between differing communities and their influence on each other.
<p>Salvation – have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)</p>	<ul style="list-style-type: none"> • To recognise errors or injustices of the past and not repeat them. • To understand that humans make mistakes and how they are not alone. • To understand that people and societies can make amends for injustices.



What would be missing from your life, or how would your life be different, if you didn't know...	What contribution does History make to this?
About the lives of significant people in the past and the contribution they made to the lives of others.	<ul style="list-style-type: none"> • To show that life follows a course and that the quality of life has improved and should be appreciated. • How people from the past have positively influenced our lives.
The achievements of ancient civilisations	<ul style="list-style-type: none"> • To understand that humanity has always aimed to thrive and achieve. • That civilisations and empires have grown, expanded then collapsed.
The dilemmas faced by leaders and peoples of the past e.g. during wars or responding to technological advancements	<ul style="list-style-type: none"> • That people can succeed in adverse circumstances, and so can we. • Times can be challenging, but one must remain resolute in the face of challenges.
Chronology of World History	<ul style="list-style-type: none"> • Where they fit in time and how the past has influenced change. • To spot anachronisms in historical sources. • Chronology is an essential cross curricular link, useful in many other subjects. • How civilisations and societies have influenced one another with knowledge of concurrent civilisations.
How artefacts can be used as clues to the past and how people lived.	<ul style="list-style-type: none"> • To be deductive with given information. • Compare modern objects as a dating tool and link to past technologies. • An understanding of how an object from the past was used/why it was crucial to people at the time.
The impact of invaders to Britain on communities.	<ul style="list-style-type: none"> • Children may use this to determine and understand their genetic origin. • They may also understand the origins of language and settlements. • Communities have different identities based on their heritage, such as Manx or Cornish.



Implementation

History

How is History taught at St Leonards?

History is taught on a whole class level using multi-sensory approaches including use of images, artwork, and videos of people and places from the past. Lessons involve active exploration of artefacts and provide real-life experiences to immerse children in their learning and provide a deeper and more tangible understanding of events and time periods from the past.

The delivery of History is inclusive and accessible throughout school and teaching in every class ensures a low entry-high ceiling approach. History MT Planning follows Lancashire planning units which ensures the content is sequenced in a way that provides cognitive links for children’s long-term memory. Teaching strategies maximise working memory and avoid cognitive overload by linking to prior knowledge and using multisensory experiences.

School Wide Approaches:	Subject Specific Approaches:
<ul style="list-style-type: none"> • Multi-sensory learning • Visuals • Adult support • Repeat or rephrase when necessary • Sit children in direct eye line of the teacher where they receive quality vocal and can see non-verbal communication clearly. • Offer alternatives to writing as a key method of recording • Repeat directions more than once and uses visual prompts to remind • Build engagement using exciting lesson starters- thematic approaches are great for this. • Include repeated structured talk activities throughout the lesson to help children to organise and sort their thinking and provide reflective time. 	<ul style="list-style-type: none"> • Use of historical artefacts • Hands-on experiences • Visits/Trips • Visitors • Role Play • Use of Non-Fiction texts for group/ independent research. • Fieldwork, e.g. interviews of older generations, local walks looking for signs of History. • Use of Historical sources/ re-enactments.

The quality first teaching approaches used in each session will be recorded in the medium-term plan to ensure consistency across a key stage. These will include both school-wide approaches and History specific approaches.



Disciplinary Skills

To enable our children to think like Historians and apply their learning, our curriculum is split into the following disciplinary skills:

Change and Continuity- The process of how things have changed.	Similarity and Difference- Within the same historical period.	Causation- What caused the changes or events?
Historical Significance- How and why is it important to us?	Interpretation- How are do peoples accounts differ? How were they constructed?	Source and Evidence- What have we seen/ taken from history and what purpose does that have for us?

During each topic, two of the skills will be focussed on. Over the two-year cycle each skill will be focussed on twice, allowing the children to apply and embed their new skills and deepen their understanding of historical concepts. Through the use of our disciplinary skills, we aim to nurture children’s enquiry skills and guide them to form coherent accounts of historical events. These can be found on our progression of skills document in more detail.

Substantive Knowledge

To ensure our children have a broad knowledge of historical events, our curriculum is split into the following Substantive Knowledge:

Dates, People and Places- Local History, British History and World History.	Substantive Concepts- The key themes that thread our curriculum together.	Chronology- The order in which events happened.
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Our key substantive concepts are:

Civilisation	Migration	Health
Childhood	Equality and Justice	Technology
Industry		

The key facts our children will be learning are presented in our progression of skills document, ensuring previous knowledge is revisited and built upon.



EYFS

EYFS Statutory program of study-Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

History		
Three and Four-Year-Olds	Understanding the World	
Reception	Understanding the World	
ELG	Understanding the World	Past and Present

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The above are the prerequisites for NC History taken from development matters. We use the development matters objectives to plan History through Understanding the world area of learning. On the EYFS progression of skills document you will find how History is planned out across each half term. Teachers use this as a judgement to decide who is on track and who isn't. We use a floor book that documents and shows evidence of History learning that has taken place.

Vocabulary plays a huge part in the teaching of History as soon as the children enter EYFS. We use language such as past, yesterday, long ago, before and memory. We have a learning journey timeline displayed showing the events that have taken place in school that are relevant to them. History is not just stand alone in EYFS but is immersed into everyday teaching.



Key Stage 1 and Key Stage 2:

During Key Stages 1 and 2, History is taught from our Two-Year Cycle, using the Lancashire Planning documents as a guide. Teachers use the documents to create medium term plans that achieve the aims set out in the National Curriculum. To ensure curriculum coverage suits the needs of our pupils, we use our Progression of Skills document. This allows teachers to remind our pupils of previous learning, ensuring our low entry, high ceiling approach. Teacher's planning includes Key Vocabulary, Substantive Concepts and application of Chronology.

All topics have a Key Question that provides a vehicle for learning and drives the children to find out more. A lesson is set aside to answer this question using knowledge and skills the children have accrued over the topic.

Key Vocabulary is introduced during a session and referred to throughout the topic. These words are displayed and definitions discussed regularly to keep the information at the children's "fingertips". This is also pre-taught to any children that would benefit from a prior introduction.



Impact

History

How do we know all learners have achieved their potential in History?

Assessment in History is an on-going process, ensuring that high expectations are maintained and misconceptions addressed as children go on their learning journey.

Formative assessment is taken in every lesson, using day books, to ensure learning objectives have been met, misconceptions addressed and children are pushed to meet their full potential.

At the end of each unit, the children are assessed using our assessment documents. These are split into both substantive and disciplinary skills, ensuring the breadth and depth of our history curriculum is assessed and that our children have the skills and knowledge to participate in historical enquiries for themselves.

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